Visual Narratives:  
Trenton Doyle Hancock and Single Frame Image

Rebecca Brittain

Grade Level: K-4     Number of Students: ~20

This is the **first** lesson of **six** projected lessons in this unit.

Number of class periods for the lesson: ~4

I. **Unit Rationale**

Narratives/stories provide a way for students to explore the world around them. Elementary age children are exposed to many different types of stories inside and outside of the classroom, such as stories about history and stories at bedtime. Stories can be old and passed down from previous generations or created by the students themselves. How are stories represented in the art world? How are stories told in student artwork?

In this unit, students will study several “Mound” pieces by Trenton Doyle Hancock and works by Lesley Dill and discover how they use narrative and story in their art. Students will study established narratives and develop their own narratives and visually represent them solely through images and a unifying combination of images and text.

II. **Lesson Rationale**

This lesson addresses how contemporary artists like Trenton Doyle Hancock incorporate visual narratives into their artwork. The lesson will focus on how he uses a single frame image to represent a character and a setting from his story of “The Mounds.” Students will develop their own story and create a single frame painting/drawing of one of the characters and settings from their story. Students will learn how they can tell a story through a single image.
III. Goals and Standards

National Standards:

**Content Standard #1:** Understanding and applying media, techniques, and processes

**Content Standard #2:** Using knowledge of structures and functions

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Content Standard #6:** Making connections between visual arts and other disciplines

IV. Learner Outcomes

As a result of this lesson, students will/should be able to:

- Learn about the artist Trenton Doyle Hancock and how he represents story in his contemporary artworks.

- Verbally describe the big ideas of Trenton Doyle Hancock’s artwork and how contemporary artists tell stories through their art.

- Describe and articulate what they see and what they think the artworks mean.

- Practice story writing in their sketchbook, especially character and setting development.

- Explore their own ideas of story through a single frame image and create a painting/drawing that includes a character and a setting from their story.

- Understand how an image can tell a story.

V. Materials Needed for Lesson

A. Teacher Materials

- Computer and projector
- PowerPoint presentation of the artist Trenton Doyle Hancock that discusses his story of “The Mounds” with reproductions of his artworks including single frame character images like *Esther, I See Things, I, I, I, I, Etc...*, and *Kos Good*. 
B. Student Materials

- Pens or pencils
- Sketchbook
- Paint and painting materials (water, brushes, etc.)
- Painting paper

VI. Lesson Procedures

A. Starting the Lesson

Who likes to be told stories? Who likes to tell stories? Today we will be learning about how the artist Trenton Doyle Hancock tells stories through his art and how you can tell stories through your own.

B. Lesson Sequence

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Expected Learner Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show PowerPoint presentation of Trenton Doyle Hancock and his artwork of “The Mounds” and specifically of his single frame character images. (10 minutes)</td>
<td>1. Students will look and listen to the presentation of Trenton Doyle Hancock and remain in their seats.</td>
</tr>
<tr>
<td>2. Using Barrett’s model, ask students to discuss what they see in the art pieces and what they think it means. (20 minutes)</td>
<td>2. Students will raise their hands and, when called on by the teacher, contribute to the discussion. When they are not speaking, students will listen to other students’ ideas.</td>
</tr>
<tr>
<td>3. Present students with story brainstorming task and allow students to work individually and be available for questions.</td>
<td>3. Students will brainstorm in their sketchbooks with images and writings to create their stories and develop characters and settings.</td>
</tr>
<tr>
<td>4. Present students with painting/drawing task and allow students to work individually and be available for questions.</td>
<td>4. Students will choose a single character and setting from their story to create a single frame painting/drawing.</td>
</tr>
</tbody>
</table>
VII. Ending the Lesson
   A. Closure of Lesson

   You have now been able to introduce a character and setting from your story through a single frame image. Keep on thinking about your story and continue to develop it.

   B. Transition to Next Lesson

   Next class we will discuss more artworks by Trenton Doyle Hancock and how you can tell an event from your story through a multi-frame image.

VIII. Assessment of Student Learning

<table>
<thead>
<tr>
<th></th>
<th>Full Credit</th>
<th>Half Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in discussion</td>
</tr>
<tr>
<td>Development of Story in Sketchbook</td>
<td>Began to write and draw story in sketchbook and developed a character and setting</td>
<td>Began to write and draw story in sketchbook, but did not develop a character and setting</td>
<td>Did not begin to write and draw story in sketchbook</td>
</tr>
<tr>
<td>Creation of a Single Frame Painting/ Drawing of a Character and Setting</td>
<td>Created a thoughtful single frame painting/drawing of a character and setting from story</td>
<td>Created a single frame painting/drawing that did not include a character and setting from story or was not thoughtful</td>
<td>Did not create a painting/drawing</td>
</tr>
</tbody>
</table>

IX. References to Materials Consulted


Visual Narratives:
Trenton Doyle Hancock and Multi-Frame Image

Rebecca Brittain

Grade Level: K-4 Number of Students: ~20

This is the second lesson of six projected lessons in this unit.

Number of class periods for the lesson: ~4

I. Unit Rationale

Narratives/stories provide a way for students to explore the world around them. Elementary age children are exposed to many different types of stories inside and outside of the classroom, such as stories about history and stories at bedtime. Stories can be old and passed down from previous generations or created by the students themselves. How are stories represented in the art world? How are stories told in student artwork?

In this unit, students will study several “Mound” pieces by Trenton Doyle Hancock and works by Lesley Dill and discover how they use narrative and story in their art. Students will study established narratives and develop their own narratives and visually represent them solely through images and a unifying combination of images and text.

II. Lesson Rationale

This lesson continues to address how contemporary artists like Trenton Doyle Hancock incorporate visual narratives into their artwork. The lesson will focus on how he uses a multi-frame image to tell an event from his story of “The Mounds.” Students will continue to develop their own story and create a multi-frame painting/drawing of one event from their story. Students will learn how they can tell a story through a multi-frame image.
III. Goals and Standards

National Standards:

**Content Standard #1:** Understanding and applying media, techniques, and processes

**Content Standard #2:** Using knowledge of structures and functions

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Content Standard #6:** Making connections between visual arts and other disciplines

IV. Learner Outcomes

As a result of this lesson, students will/should be able to:

- Learn about and verbally describe how the artist Trenton Doyle Hancock represents an event from a story through a multi-frame image.

- Practice story writing in their sketchbook, especially developing an event.

- Explore their own ideas of story through a multi-frame image and create a painting/drawing of an event from their story.

- Understand how an image can tell a story.

V. Materials Needed for Lesson

A. Teacher Materials

- Computer and projector
- PowerPoint presentation of the artist Trenton Doyle Hancock with reproductions of his artworks that tell events from “The Mounds” story including the multi-frame image, Studio Floor Encounter with Vegans

B. Student Materials

- Pens or pencils
- Sketchbook
- Paint and painting materials (water, brushes, etc.)
- Painting paper
VI. Lesson Procedures

A. Starting the Lesson

Now that you have made a painting of a character and setting, you will continue to tell more of your story by making a painting of an event by using a multi-frame comic book approach like Trenton Doyle Hancock.

B. Lesson Sequence

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Expected Learner Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show PowerPoint presentation of Trenton Doyle Hancock’s artwork of “The Mounds” and specifically of his multi-frame images that tell an event from his story. (10 minutes)</td>
<td>1. Students will look and listen to the presentation of Trenton Doyle Hancock and remain in their seats.</td>
</tr>
<tr>
<td>2. Using Barrett’s model, ask students to discuss what they see in the art pieces and what they think it means (10 minutes)</td>
<td>2. Students will raise their hands and, when called on by the teacher, contribute to the discussion. When they are not speaking, students will listen to other students’ ideas.</td>
</tr>
<tr>
<td>3. Present students with story writing task and allow students to work individually and be available for questions.</td>
<td>3. Students will continue to develop their stories, including an event, in their sketchbooks with images and writings.</td>
</tr>
<tr>
<td>4. Present students with painting/drawing task and allow students to work individually and be available for questions.</td>
<td>4. Students will choose an event from their story to create a multi-frame painting/drawing. They can choose the number of frames that best tells the event.</td>
</tr>
</tbody>
</table>

VII. Ending the Lesson

A. Closure of Lesson

You have now been able to tell an event from your story through a multi-frame image. Keep on thinking about your story and continue to develop it and start thinking of ways to conclude it.
B. Transition to Next Lesson

Next class we will look at more artworks by Trenton Doyle Hancock and discuss how adding text to an artwork can help tell a story.

VIII. Assessment of Student Learning

<table>
<thead>
<tr>
<th></th>
<th>Full Credit</th>
<th>Half Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in discussion</td>
</tr>
<tr>
<td>Continued Development of Story in Sketchbook</td>
<td>Continued to write and draw story in sketchbook and developed an event</td>
<td>Continued to write and draw story in sketchbook, but did not develop an event</td>
<td>Did not continue to write and draw story in sketchbook</td>
</tr>
<tr>
<td>Creation of a Multi-Frame Painting/ Drawing of an Event</td>
<td>Created a thoughtful multi-frame painting/drawing of an event from story</td>
<td>Created a multi-frame painting/drawing that did not include an event from story or was not thoughtful</td>
<td>Did not create a painting/drawing</td>
</tr>
</tbody>
</table>

IX. References to Materials Consulted


Visual Narratives:  
Trenton Doyle Hancock and Text and Image

Rebecca Brittain

Grade Level: K-4 Number of Students: ~20

This is the third lesson of six projected lessons in this unit.

Number of class periods for the lesson: ~5

I. Unit Rationale

Narratives/stories provide a way for students to explore the world around them. Elementary age children are exposed to many different types of stories inside and outside of the classroom, such as stories about history and stories at bedtime. Stories can be old and passed down from previous generations or created by the students themselves. How are stories represented in the art world? How are stories told in student artwork?

In this unit, students will study several “Mound” pieces by Trenton Doyle Hancock and works by Lesley Dill and discover how they use narrative and story in their art. Students will study established narratives and develop their own narratives and visually represent them solely through images and a unifying combination of images and text.

II. Lesson Rationale

This lesson continues to address how contemporary artists like Trenton Doyle Hancock incorporate visual narratives into their artwork. The lesson will focus on how he incorporates text into his images to help tell his story of “The Mounds.” Students will finish developing their own story and create a painting/drawing of an aspect of their story that uses a single frame or a multi-frame approach that incorporates text into their pieces. Students will learn how to use words in their artworks to help tell their story. Students will share their story and their three painting/drawings with the class.
III. Goals and Standards

National Standards:

**Content Standard #1:** Understanding and applying media, techniques, and processes

**Content Standard #2:** Using knowledge of structures and functions

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Content Standard #6:** Making connections between visual arts and other disciplines

IV. Learner Outcomes

As a result of this lesson, students will/should be able to:

- Learn about and verbally describe how the artist Trenton Doyle Hancock incorporates text into his painting/drawings to help tell his story.

- Practice story writing and wrapping up their story in their sketchbook.

- Explore their own ideas of story through artmaking with the incorporation of text enhancement to help tell their story.

- Talk about their own and others’ artwork thoughtfully.

- Understand how an image can tell a story.

V. Materials Needed for Lesson

A. Teacher Materials

- Computer and projector
- PowerPoint presentation of the artist Trenton Doyle Hancock with reproductions of his artworks that use text from “The Mounds” story including the images, *Rememor with Membry* and *The Legend is in Trouble*
B. Student Materials

- Pens or pencils
- Sketchbook
- Paint and painting materials (water, brushes, etc.)
- Painting paper

VI. Lesson Procedures

A. Starting the Lesson

Now that you have made a single frame image to show a character and place from your story and a multi-frame image to tell an event from your story, you will make another painting to finish your series that incorporates text into the image.

B. Lesson Sequence

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Expected Learner Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show PowerPoint presentation of Trenton Doyle Hancock’s artwork of “The Mounds” and specifically of his images that incorporate text. (10 minutes)</td>
<td>1. Students will look and listen to the presentation of Trenton Doyle Hancock and remain in their seats.</td>
</tr>
<tr>
<td>2. Using Barrett’s model, ask students to discuss what they see in the art pieces and what they think it means (10 minutes)</td>
<td>2. Students will raise their hands and, when called on by the teacher, contribute to the discussion. When they are not speaking, students will listen to other students’ ideas.</td>
</tr>
<tr>
<td>3. Present students with story writing completion task and allow students to work individually and be available for questions.</td>
<td>3. Students will finish their stories using images and writings in their sketchbooks.</td>
</tr>
<tr>
<td>4. Present students with painting/drawing task and allow students to work individually and be available for questions.</td>
<td>4. Students will choose an aspect from their story to create a single frame or a multi-frame painting/drawing that incorporates text.</td>
</tr>
<tr>
<td>5. Facilitate discussion of critique of final pieces.</td>
<td>5. Students will share and discuss their stories and their three artworks from their series with the class.</td>
</tr>
</tbody>
</table>
VII. Ending the Lesson
   A. Closure of Lesson

   You have now told a story that you created through three works of art. Next we will look at how other types of stories are told through art.

B. Transition to Next Lesson

   Next class we will look at a different contemporary artist named Lesley Dill and see how she tells stories through her art.

VIII. Assessment of Student Learning

<table>
<thead>
<tr>
<th></th>
<th>Full Credit</th>
<th>Half Credit</th>
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</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in discussion</td>
</tr>
<tr>
<td>Wrapping up Story in Sketchbook</td>
<td>Finished story in sketchbook through words and images</td>
<td>Continued to write and draw story in sketchbook, but did not finish</td>
<td>Did not add anything to or finish story in sketchbook</td>
</tr>
<tr>
<td>Creation of a Painting/ Drawing that Incorporated Text</td>
<td>Created a thoughtful multi-frame painting/drawing of an event from story</td>
<td>Created a multi-frame painting/drawing that did not include an event from story or was not thoughtful</td>
<td>Did not create a painting/drawing</td>
</tr>
<tr>
<td>Participation in Critique</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in critique</td>
</tr>
</tbody>
</table>

IX. References to Materials Consulted


Terry Berrett, Talking about Student Art, Worcester, MA: Davis Publications
Visual Narratives:  
Lesley Dill and Poetry  

Rebecca Brittain  

Grade Level: K-4  
Number of Students: ~20  

This is the fourth lesson of six projected lessons in this unit.  
Number of class periods for the lesson: ~4  

I. Unit Rationale  

Narratives/stories provide a way for students to explore the world around them.  
Elementary age children are exposed to many different types of stories inside and outside of the classroom, such as stories about history and stories at bedtime. Stories can be old and passed down from previous generations or created by the students themselves. How are stories represented in the art world? How are stories told in student artwork?  

In this unit, students will study several “Mound” pieces by Trenton Doyle Hancock and works by Lesley Dill and discover how they use narrative and story in their art. Students will study established narratives and develop their own narratives and visually represent them solely through images and a unifying combination of images and text.  

II. Lesson Rationale  

This lesson continues to address how contemporary artists incorporate visual narratives into their artwork. This lesson will introduce the artist Lesley Dill and how she uses narrative in her artworks. Students will learn how she uses text in her pieces in a different way than Trenton Doyle Hancock. They will learn how she visually represents Emily Dickenson poetry in her pieces. Students will either write their own poem or use a nursery rhyme or poem by their favorite poet and create a drawing that visually represents and incorporates the text of the poem into their piece.  

Lesley Dill  
*Homage to N.S.*, 1997, Silkscreen, lithograph, and etching, 34 x 43 ½ in.
III. Goals and Standards

National Standards:

**Content Standard #1:** Understanding and applying media, techniques, and processes

**Content Standard #2:** Using knowledge of structures and functions

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Content Standard #6:** Making connections between visual arts and other disciplines

IV. Learner Outcomes

As a result of this lesson, students will/should be able to:

- Learn about the artist Lesley Dill and how she represents story in her contemporary artworks.
- Verbally describe the big ideas of Lesley Dill’s artwork and how contemporary artists tell narratives in their art.
- Describe and articulate what they see and what they think the artworks mean.
- Explore narrative and poetry through a drawing that visually represents and incorporates the text of the poem into their piece.
- Talk about their own and others’ artwork thoughtfully.
- Understand how an image can tell a story.

V. Materials Needed for Lesson

A. Teacher Materials

Computer and projector
PowerPoint presentation of the artist Lesley Dill including reproductions of her artworks that use Emily Dickenson poetry including the images, *Homage to N.S.* and *Listen*
**B. Student Materials**

- Pens or pencils
- Sketchbook
- Colored pencils
- Drawing paper

**VI. Lesson Procedures**

**A. Starting the Lesson**

Today we will see how another artist, Lesley Dill, tells narrative through her art and visually represents poetry.

**B. Lesson Sequence**

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Expected Learner Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show PowerPoint presentation of Lesley Dill and her artworks and specifically her images that incorporate poetry. (10 minutes)</td>
<td>1. Students will look and listen to the presentation of Lesley Dill and remain in their seats.</td>
</tr>
<tr>
<td>2. Using Barrett’s model, ask students to discuss what they see in the art pieces and what they think it means (10 minutes)</td>
<td>2. Students will raise their hands and, when called on by the teacher, contribute to the discussion. When they are not speaking, students will listen to other students’ ideas.</td>
</tr>
<tr>
<td>3. Present students with poetry task and allow students to work individually and be available for questions.</td>
<td>3. Students will brainstorm in their sketchbooks and either write their own poem or find a nursery rhyme or poem by their favorite poet to use in their artwork.</td>
</tr>
<tr>
<td>4. Present students with drawing task and allow students to work individually and be available for questions.</td>
<td>4. Students will choose a poem and create a colored pencil drawing that visually represents the poem and incorporates the text of the poem into their drawing.</td>
</tr>
<tr>
<td>5. Facilitate discussion of critique of pieces.</td>
<td>5. Students will share and discuss their drawings with the class.</td>
</tr>
</tbody>
</table>
VII. Ending the Lesson

A. Closure of Lesson

You have now learned about another way to tell narratives through your artwork and have created a work of art that visually tells a poem.

B. Transition to Next Lesson

Next class we will discuss more artworks by Lesley Dill and look at another way to incorporate narrative and text into your artwork.

VIII. Assessment of Student Learning

<table>
<thead>
<tr>
<th></th>
<th>Full Credit</th>
<th>Half Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in discussion</td>
</tr>
<tr>
<td>Creation of a Drawing that Visually Represents a Poem</td>
<td>Created a thoughtful drawing that visually represented a poem and the text of the poem into the piece</td>
<td>Created a drawing that did not visually represent a poem or did not include the text of a poem into the piece</td>
<td>Did not create a drawing</td>
</tr>
<tr>
<td>Participation in Critique</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in critique</td>
</tr>
</tbody>
</table>

IX. References to Materials Consulted


Visual Narratives: 
Lesley Dill and Title Enhancement

Rebecca Brittain

Grade Level: K-4 Number of Students: ~20

This is the fifth lesson of six projected lessons in this unit.

Number of class periods for the lesson: ~4

I. Unit Rationale

Narratives/stories provide a way for students to explore the world around them. Elementary age children are exposed to many different types of stories inside and outside of the classroom, such as stories about history and stories at bedtime. Stories can be old and passed down from previous generations or created by the students themselves. How are stories represented in the art world? How are stories told in student artwork?

In this unit, students will study several “Mound” pieces by Trenton Doyle Hancock and works by Lesley Dill and discover how they use narrative and story in their art. Students will study established narratives and develop their own narratives and visually represent them solely through images and a unifying combination of images and text.

II. Lesson Rationale

This lesson continues to address how contemporary artists incorporate visual narratives into their artwork. This lesson will focus how Lesley Dill incorporates titles of her artworks into the pieces themselves to enhance them. Students will learn another way to incorporate narrative and text into their artworks. Students will think of a concept that is one or two words and tell the narrative visually through the combination of image and title in a collage and mixed media piece.
III. Goals and Standards

National Standards:

**Content Standard #1:** Understanding and applying media, techniques, and processes
**Content Standard #2:** Using knowledge of structures and functions
**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas
**Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others
**Content Standard #6:** Making connections between visual arts and other disciplines

IV. Learner Outcomes

As a result of this lesson, students will/should be able to:

- Learn about and verbally describe how the artist Lesley Dill incorporates the text of the titles of concepts into her artworks.

- Describe and articulate what they see and what they think the artworks mean.

- Explore narrative through a collage and mixed media piece that visually represents a concept and incorporates the text of the concept into their piece.

- Talk about their own and others’ artwork thoughtfully.

- Understand how an image can tell a story.

V. Materials Needed for Lesson

A. Teacher Materials

Computer and projector
PowerPoint presentation of the artist Lesley Dill including reproductions of her artworks that use title enhancement including the images, *Light* and *It is the Return*
B. Student Materials

- Pens or pencils
- Sketchbook
- Collage materials
- Found images/objects
- Matte medium
- Gel medium
- Collage paper
- Cardboard

VI. Lesson Procedures
A. Starting the Lesson

Today we will look at how title enhancement is another way to visually represent narratives.

B. Lesson Sequence

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Expected Learner Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show PowerPoint presentation of Lesley Dill and her artworks and specifically her images that incorporate title enhancement. (10 minutes)</td>
<td>1. Students will look and listen to the presentation of Lesley Dill and remain in their seats.</td>
</tr>
<tr>
<td>2. Using Barrett’s model, ask students to discuss what they see in the art pieces and what they think it means (10 minutes)</td>
<td>2. Students will raise their hands and, when called on by the teacher, contribute to the discussion. When they are not speaking, students will listen to other students’ ideas.</td>
</tr>
<tr>
<td>3. Present students with title enhancement task and allow students to work individually and be available for questions.</td>
<td>3. Students will brainstorm in their sketchbooks and think of a concept that is one or two words (such as “unraveled light”) and think of ways to tell the narrative visually.</td>
</tr>
<tr>
<td>4. Present students with collage/mixed media task and allow students to work individually and be available for questions.</td>
<td>4. Students will choose a concept and create a collage and mixed media piece that visually represents the concept and title in their piece.</td>
</tr>
<tr>
<td>5. Facilitate discussion of critique of pieces.</td>
<td>5. Students will share and discuss their pieces with the class.</td>
</tr>
</tbody>
</table>
VII. Ending the Lesson
   A. Closure of Lesson

   You have now created a work of art that visually represents a concept that has been enhanced by including the text of the concept.

   B. Transition to Next Lesson

   Next class we will discuss more artwork by Lesley Dill and look at another way to incorporate narrative and text into your artwork.

VIII. Assessment of Student Learning

<table>
<thead>
<tr>
<th></th>
<th>Full Credit</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in discussion</td>
</tr>
<tr>
<td>Creation of a Collage and Mixed Media Piece that Visually Represents a Concept with Title Enhancement</td>
<td>Created a thoughtful collage and mixed media piece that visually represented a concept and included the text of the title of the concept into the piece</td>
<td>Created a collage and mixed media piece that did not visually represent a concept or did not include the text of the title of the concept into the piece</td>
<td>Did not create a collage and mixed media piece</td>
</tr>
<tr>
<td>Participation in Critique</td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in critique</td>
</tr>
</tbody>
</table>

IX. References to Materials Consulted


Visual Narratives:
Lesley Dill and Foreign Language

Rebecca Brittain

Grade Level: K-4   Number of Students: ~20

This is the sixth lesson of six projected lessons in this unit.

Number of class periods for the lesson: ~4

I. Unit Rationale

Narratives/stories provide a way for students to explore the world around them. Elementary age children are exposed to many different types of stories inside and outside of the classroom, such as stories about history and stories at bedtime. Stories can be old and passed down from previous generations or created by the students themselves. How are stories represented in the art world? How are stories told in student artwork?

In this unit, students will study several “Mound” pieces by Trenton Doyle Hancock and works by Lesley Dill and discover how they use narrative and story in their art. Students will study established narratives and develop their own narratives and visually represent them solely through images and a unifying combination of images and text.

II. Lesson Rationale

This lesson continues to address how contemporary artists incorporate visual narratives into their artwork. This lesson will focus on how Lesley Dill incorporates language into artmaking, which is not necessary to understand. Students will learn another way to incorporate narrative and text into their artworks. Students will either use a second language or make up a language to incorporate into a collage and mixed media piece to tell a story.
III. Goals and Standards

National Standards:

**Content Standard #1:** Understanding and applying media, techniques, and processes

**Content Standard #2:** Using knowledge of structures and functions

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Content Standard #6:** Making connections between visual arts and other disciplines

IV. Learner Outcomes

As a result of this lesson, students will/should be able to:

- Learn about and verbally describe how the artist Lesley Dill incorporates language into her artworks and why it is not necessary to understand.

- Describe and articulate what they see and what they think the artworks mean.

- Explore narrative through a collage and mixed media piece that incorporates the text of a second language or a made up language.

- Talk about their own and others’ artwork thoughtfully.

- Understand how an image can tell a story.

V. Materials Needed for Lesson

A. Teacher Materials

- Computer and projector
- PowerPoint presentation of the artist Lesley Dill including reproductions of her artworks that incorporate the text of a foreign language, such as *Woman with Hindi Healing Dress*
B. Student Materials

- Pens or pencils
- Sketchbook
- Collage materials
- Found images/objects
- Matte medium
- Gel medium
- Collage paper
- Cardboard

VI. Lesson Procedures

A. Starting the Lesson

Today we will look at how to tell a story visually by incorporating a foreign or made up language into your artwork.

B. Lesson Sequence

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Expected Learner Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show PowerPoint presentation of Lesley Dill and her artworks and specifically her images that incorporate a foreign language. (10 minutes)</td>
<td>1. Students will look and listen to the presentation of Lesley Dill and remain in their seats.</td>
</tr>
<tr>
<td>2. Using Barrett’s model, ask students to discuss what they see in the art pieces and what they think it means (10 minutes)</td>
<td>2. Students will raise their hands and, when called on by the teacher, contribute to the discussion. When they are not speaking, students will listen to other students’ ideas.</td>
</tr>
<tr>
<td>3. Present students with language task and allow students to work individually or with a group and be available for questions.</td>
<td>3. Students will brainstorm in their sketchbooks and if they do not know a foreign language they will make up one by themselves or with a group.</td>
</tr>
<tr>
<td>4. Present students with collage/mixed media task and allow students to work individually and be available for questions.</td>
<td>4. Students will create a collage and mixed media piece that tells a story that incorporates the text of a foreign or made up language.</td>
</tr>
<tr>
<td>5. Facilitate discussion of critique of pieces.</td>
<td>5. Students will share and discuss their pieces with the class.</td>
</tr>
</tbody>
</table>
VII. Ending the Lesson
   A. Closure of Lesson/Unit

   You have now created a work of art that tells a story that has been enhanced by a foreign or made up language. I want you all to take a few moments and reflect back on all of the different ways you can tell a story visually through art. What have you learned?

VIII. Assessment of Student Learning

<table>
<thead>
<tr>
<th>Participation in Discussion</th>
<th>Full Credit</th>
<th>Half Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active and thoughtful participation</td>
<td>Poor participation</td>
<td>No participation in discussion</td>
</tr>
<tr>
<td>Creation of a Collage and Mixed Media Piece that Incorporated Language into Artmaking</td>
<td>Created a thoughtful collage and mixed media piece that tells a story and incorporates a foreign or made up language</td>
<td>Created a collage and mixed media piece that did not tell a story or did not incorporate a foreign or made up language or was not thoughtful</td>
<td>Did not create a collage and mixed media piece</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation in Critique</th>
<th>Full Credit</th>
<th>Half Credit</th>
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<td></td>
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</tr>
</tbody>
</table>

IX. References to Materials Consulted


X. Notes/Ideas for Subsequent Lessons

Introduce other artists that use stories in their art, such as Faith Ringgold and Jacob Lawrence. Have students write a story and create their own book, but in a non-traditional format. Instead of having the image and text separated on the page, have students incorporate the text associated with the image into the images themselves.