

Title: Owl Moon

Subject/Course: Elementary Visual Art

Topic: Illustration and Writing

Grade: 3

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Accessibility Considerations:

This lesson is written for a third grade art class but could also be used in the general classroom. The class is a diverse group of learners, those working at grade level, above grade level and below. Some students receive special education services for learning disabilities and some are in GT program in the area of art. Considering this diverse group of learners it is important to present information through multiple avenues. Written and Verbal goals and directions. Students will have multiple ways of demonstrating learning, written, visual, verbal and physical. Students will also have opportunities to work not only individually but collaboratively.

Stage 1 - Desired Results

Established Goals:

The goal of this lesson is for the students to see the connection between writing and illustration and how they complement each other. In this lesson students will focus on a small moment in their life, like the story of Owl Moon in which a child describes going into the woods with her father in hopes of seeing an owl. Through the combination of illustration (visual description) and narrative (written description) the student will demonstrate to the viewer the relationship between art and writing, how they are similar and how they compliment each other.

Visual Arts:

MLRs:	NCAS
300 - B1 - Students use a variety of media, tools, techniques and processes to create original art works	VA:Cr2.1.3a - Create personally satisfying artwork using a variety of artistic process and materials.
300 - E2 - The Arts and Other Disciplines students describe characteristics shared between and among the arts and other disciplines.	VA:Cn10.1.3a - Develop a work of art based on observations of surroundings.

ELA:

Common Core

C.C. - W3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

“I Can” Statements

- I can write a small moment narrative that clearly describes with detail an event that has happened in my life.
- I can use the Element of Value and the materials and technique of watercolor pencils to create an original piece of art that illustrates a small moment in my life.
- I can reflect on the relationship between my written and visual art work, how they are successful, some of my struggles and how they compliment each other.

Understandings:

- Students will see and understand the relationship between writing and visual art.
- Students will understand that through narrative writing that they can paint a picture or scene using words.
- Students will understand that through the use of various materials and techniques they can create an image that tell a story to the viewer.

Essential Questions:

- How does an illustration complement a story? How does descriptive writing complement an illustration?
- How does a writer paint a picture using words?
- How do artists work? How do artists determine whether a particular direction in their work is effective?

Students will know...

Students will have some experience with narrative writing.

Students will have some experience drawing, using the Elements of Design to create a piece of work.

Students will be able to do...

Students will be able to write a narrative describing a small moment that has happened in their life.

Students will be able to create an illustration depicting a moment in their life using the Elements of Design.

Stage 2 - Assessment Evidence

Formative Assessment:

- student work checklist (attached)
- peer feedback of writing, illustration and tableaux
- rubric for writing and art

Summative Assessment:

- rubric (attached)
- student reflection worksheet (attached)

Stage 3 - Learning Plan

Begin by reading the book “Owl Moon” written by Jane Yolen, illustrated by John Schoenherr. Before reading, ask students to listen for words the author uses to paint a picture (adjectives), how those words relate to the illustrations and to look at the details, colors and composition found in the illustrations. After reading, look back at the illustrations pointing out how the illustrator uses words to paint a picture. Some prompting questions could be “Where do we see the words relating to the images?” “What are some of the describing words the author uses?”, “What happened in the beginning of the story? (middle and end)”, “What did you notice about the Illustrations?” “What did you notice about the Illustrators use of color and composition?”, (line to create detail, color, value and composition to create interesting and engaging pictures.) Use a white board or a large piece of paper to record the students ideas so they can look back at it when they begin their work.

“If you could pick one image from the book that sums up the story of the narrator and the father going owling which would you choose.”

After reading and brainstorming teach lesson on writing a descriptive narrative. Things to focus on when writing a small moment narrative.

- Clear Beginning: Writing a Lead to your story: Who are the characters? Where is the setting?
- Transitions: Use transition phrases; little later, after that
- Ending: Choose the feeling, action or talk that would make a good wrap to your writing
- Organize your writing: use paragraphs, skip lines
- Elaborate: What happened to your characters? What did they do? How did they feel?
- Descriptive words: Use descriptive words to help the reader paint a picture of what is happening.
- Spelling: Sound words out, look to word walls, ask for help
- Punctuation: Capital letters, commas, apostrophes, periods

(After reviewing writing a small moment story it is time for the students to begin their work.) After reviewing narrative writing and before they begin working it is a good time to review the rubrics for both the writing and the illustration. If posted in the classroom for students to see they serve as a formative assessment tool to help guide the students. You also want to pass out to them the student checklist, review what is on the list and how they can use this as a way to self check throughout the working process. Finally, on to beginning their projects. To begin let them choose how they would like to start, writing or illustrating. Let them know this is their rough draft, a beginning for getting out their thoughts and ideas. Discuss with the students the idea that their illustrations will help to make their writing more detailed and descriptive and vice versa their writing will help to make their illustration more detailed and visually descriptive. Lay out materials for both writing and drawing and let the students begin. (For the rough draft you can use the writing/storyboard template)

In order to circulate around the room and do mini lessons have the students writing sit together and those drawing sit together. While those that chose writing are writing circulate to those groups that are drawing and do a mini lesson on illustrating.

Illustration mini lesson:

- Who is in the picture? What is the setting?
- Composition: How are you going to lay out your illustration so that the viewers eye move around the page?
- What details are you going to include that help the viewer better understand what is happening in your small moment?
- What colors are you going to use. How do colors help describe what is happening? How can you use value to add depth and interest to your images?

After doing mini lessons on illustration circulate around to those writing. Check in see where they are and if they need help with anything.

Once they have draft of either the writing or the drawing it is time to move on to the other. Remind them to look at what they have already done to help with what they have left to do. Let them know once they have started and if they think of anything that is missing or could be added to created more depth to either their writing or drawing they can do that. Working both the illustration and writing in tandem gives them the opportunity to use both mediums as a way to enhance their work. Throughout this process have the students use their project checklist. This is a way that the students can self-assess, make any any corrections or additions to their work.

Before students move on to their final draft have them break into groups of three or four to create a tableaux of their small moment story. They will work as a group figuring out the best way to recreate each persons small moment in tableaux. Discuss what a tableau is:

It is a freeze frame using a group of people that tells a story about an event, people and place.

Pass out the tableau checklist and review it as a class so that students are thinking about what makes a good tableau. They should hold on to this tableau checklist so that they can refer back to it throughout the process.

You will also want to go over these questions to get them thinking about the subject of their tableau and the details they should pull from their stories. It is helpful to write them on the board.

- Setting: Where and/or when does the event occur
- Characters: Who is involved? What ages? What do they look like?
- Circumstances: What is happening?
- Feeling: How might the characters be feeling?
- Thoughts: What might the characters be thinking?
- Actions: What are the characters doing?

You can choose whether or not to provide props, for this I only gave them colorful pieces of fabric and some groups used chairs. Using a tablet or camera take a picture of each small moment tableaux so that they can look back and reflect on their tableaux, how well it captures their small moment and how it compares to their writing and illustration. This is a good opportunity for student to reflect and see what if any changes or add details they can add to their illustration or writing based on their peer collaboration during the tableaux process.

Before they move on to their final drafts give a mini lesson on watercolor pencil technique. Focus on color and value and filling in the space evenly so that when they go to paint with water they get a nice even covering of color.

Students can then move on to making final drafts of their writing and illustration. For both writing and drawing I ask students to give me their best quality work. Take the time to work on technique, handwriting, drawing and painting. When they have finished their work I go over how we are going to display their work and show them how to assemble their work. I let the student choose which color of 12"x18" paper they would like to use and using tape they attach their illustration and their writing. If they have written multiple pages they need to attach the writing so that the reader can turn the pages.

Once their work has been completed and mounted on paper for display it is critique time. This is where you would use the student critique question cards. These questions are to help guide the group critique. I begin by reviewing the purpose of the cards, the questions and the protocol for small group peer critiques. I like to stress that this is a time to review, reflect and offer positive thoughtful comments. It is important that each student gets time to answer one question from each person about their work. It is always helpful to model this to the whole class with a small group.

Attachments:

[checklist](#)

[project wrap-up](#)

[storyboard](#)

[student critique question cards](#)

[tableau checklist](#)

[narrative writing rubric](#)

[illustration rubric](#)



1
○ One beautiful sunny day me
and my grandmother went
to the zoo. I had my
mind only set on
one animal the panda.

○ I really wanted to see the
panda because I love them
so much and there my
favorite animal. when we got
there I said "Lets go see
the panda's" but grammi wanted

○ to see some other animal first.



So we looked at those
animals we saw the polar
bears and the penguins and
all the other arctic animals
on the other way to see the
panda we saw some giraffes
and we to see a lot of pictures.
I was getting really bored because the
zoo was about to close. When
we got to the panda it was ten
minutes till closing. I looked in the
but the panda was asleep.

I was just about to leave when
the panda woke up and reached I got
close to the cage and so
did the panda, and I actually got
to pet it. I left the zoo with
a big smile on my face.
and that's the day I meet a
panda. By Bramlynn



