

### Creating a narrative from a work of art

Content	Audience	Method	Output/Products	Outcomes/Impact
Activity that connects narrative storytelling with visual analysis of a work of art.	Grades 3-8  Specific criteria can be modified for different grade levels (see Arkansas Education Standards for guidelines)	1. Introduce project and potential artworks 2. Visualize analyze artworks 3. Plan, write, revise/edit, and complete story 4. Share story and how it connects to the artwork	Written story that is connected to an artwork.	1.Students practice narrative literary practices and visual analysis of artwork. 2.Encourages creativity and writing.

### Background

This activity is a fun and engaging way to have students interact with art and creativity through writing. It allows students to develop visual analysis skills as well as hone in their narrative writing skills.

This can be done with any artwork but several from ASC's *The Female Gaze* (on view August 27, 2020- May 15 2021, or on our website [asc701.org](http://asc701.org) indefinitely) can be used for reference. More ambiguous and abstract artworks can be reserved for older students' interpretation whereas more naturalistic works can be analyzed by younger students.

### Vocabulary

**Abstract Art-** Abstract art is art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures. Abstract art is often confused with non-objective art, which has no subject matter and is purely visual elements such as line, shape, and color.<sup>1</sup>

<sup>1</sup> [https://www.lexico.com/en/definition/abstract\\_art](https://www.lexico.com/en/definition/abstract_art)

**Figurative Art-** Figurative art is art that is clearly attempting to create a likeness to a real object source.

**Etching-** Etching is an intaglio printmaking process in which lines or areas are incised using acid into a metal plate in order to hold the ink. In etching, the plate can be made of iron, copper, or zinc.<sup>2</sup>

**Portrait-** A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.<sup>3</sup>

Analysis of the following artworks is encouraged:



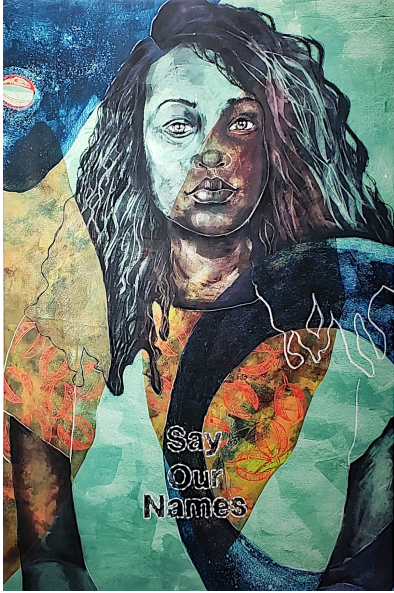
Kitty Mashburn, *Goddess #3*, Charcoal and Pastel on Paper



Camille Billops, *I am Black, I am Black, I am Dangerously Black*, Etching, 1973

<sup>2</sup><https://www.metmuseum.org/about-the-met/curatorial-departments/drawings-and-prints/materials-and-techniques/printmaking/etching>

<sup>3</sup><https://www.lexico.com/en/definition/portrait>



Delita Martin, *Say Our Name*, Print, 2020



Cynthia Marks, *Keep it Under Your Hat*, Etching

### Method:

1. Have students look at a work of art. Then, ask them to describe it using vocabulary from the elements of art and principles of design such as color, line, shape (see infographic on next page).





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2. Based on these observations, ask students to describe some possible moods of the artwork. ie. mysterious, happy, anxious, confusing, etc.
3. From here, encourage students to write an outline of a narrative based on the artwork and the observations they've made.
4. After writing an outline, have students write the narrative.
5. Check the Arkansas state standards below as a guide. For example, you can require dialogue, multiple perspectives, or specific literary devices such as similes and metaphors for different grade levels.
6. Develop this assignment in draft, editing/revision, and final draft phases.
7. When finished, have students compare their work and explain their creative processes. Some guiding questions can be:
  - How did the artwork inspire your story?
  - What connections can you draw between the artwork and your story?
  - How was your interpretation of the artwork different from your classmates?

<sup>4</sup> <https://sites.google.com/site/yr7artanddesign/elements-of-art>

**References**

[https://www.lexico.com/en/definition/abstract\\_art](https://www.lexico.com/en/definition/abstract_art)  
<https://www.metmuseum.org/about-the-met/curatorial-departments/drawings-and-prints/materials-and-techniques/printmaking/etching>  
<https://www.lexico.com/en/definition/portrait>  
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**Arkansas Education Standards**

3rd Grade Writing

W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.B	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.E	Provide a conclusion that follows from the narrated experiences or events.

4th Grade Writing

W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.B	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.

5th Grade Writing

W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.

**6th Grade Writing**

W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.E	Provide a conclusion that reflects on the narrated experiences or events.

**7th Grade Writing**

W.7.3.A	Engage and orient the reader by establishing a context and point of view /perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.E	Provide a conclusion that reflects on the narrated experiences or events.

8th Grade Writing

W.8.3.A	Engage and orient the reader by establishing a context and point of view /perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3.E	Provide a conclusion that reflects on the narrated experiences or events.