

## 8<sup>th</sup> Grade Arts Integration Lesson – Language Arts

### MP1 2010

#### Rationale

At the end of the first marking period, eighth grade students compose a personal narrative detailing an important life event. The first marking period concentrates on the literary skills of plot construction and character development, so the writing assignment for this marking period is designed to pay particular attention to these concepts. In order to promote a deeper understanding of the construction of character, our students created self portraits. The students created self-portraits based on the style of a famous artist using white drawing paper and oil pastels. The goal of this part of the project was to allow students the ability to observe how another artist would build character traits in a similar fashion to how different authors concentrate on different modes of description for their characters. After students completed their portraits, they focused on their personal narratives. Ideally, students would use the portrait itself as a basis for their narrative.

#### Content Standards

<i>Visual Arts</i>	<i>Language Arts</i>
<b>1.2.a – Compare how artists use narrative conventions in selected artworks.</b> <b>1.2.b – Create narrative artworks from observation, memory, and imagination that show setting, characters, action, and differing points of view.</b>	<b>3.A.3.g – Analyze the conflicts that motivate characters and those that advance the plot.</b> <b>3.A.3.d – Analyze the characterization.</b> <b>4.A.1 – Compose texts using prewriting and drafting strategies.</b> <b>4.A.2 – Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</b>

#### Assessments:

Personal Narrative

Self Portrait

Getting Smart through Art reflection

#### Lesson Structure



Day 1 – Students viewed a PowerPoint presentation put together by the Arts Integration Specialist to introduce them to different styles of self-portraiture. From this presentation, students picked an artist and his/her style to copy/mimic.

Day 2 – Students began the prewriting stage of their narrative. After they brainstormed topics, they began creating d self portraits to accompany/illustrate their personal narratives.

Day 3 – Students created self-portraits using oil pastels and white drawing paper.

Day 4 – Students complete brainstorming/prewriting stage of their narrative composition. Students compose first draft of the narrative.

Day 5 – Students edit and revise the narrative for content and structure.

Day 6 – Students complete a final draft of the narrative.

Day 7 – Students reflect on the connection of the art with their learning and writing.

