


BASIC LESSON INFORMATION

PROJECT/LESSON TITLE	PROJECT SUMMARY (Describe Big Idea or Theme)	INSERT PHOTO/S of PROJECT EXAMPLE
Tell a Story	Art is used to tell stories. We are going to look at Asiru Olatunde’s work <i>The Story of Osogbo</i> as inspiration for story telling/creating a narrative. While his story is a legend we will look for a real story in our own life that we can share. We will create a 3 panel drawing of our story and choose one of the panels to deboss/emboss. Link to slide deck	
GRADE LEVEL or CLASS		
5th grade		
TIMEFRAME		
5 class periods		

STANDARDS AND OBJECTIVES

STATE or NATIONAL VISUAL ARTS STANDARDS	LEARNING OBJECTIVES
Identify and analyze cultural associations suggested by visual imagery. VA:Re7.2.5a Experiment and develop skills in multiple art-making techniques and approaches through practice. VA:Cr2.1.5a Apply formal conceptual vocabularies of art and design to view surroundings in new ways through art-making. VA:Cn10.1.5a	I can lay out a story using images and/or symbols. VA:Re7.2.5a I can practice embossing/debossing skills with metal tooling to create a variety of textures and visual effects. VA:Cr2.1.5a I can think of a story in my own life, current culture, to visually tell it in three panels.VA:Cn10.1.5a

ACADEMIC LANGUAGE

KEY VOCABULARY TERMS	WHERE AND WHEN DO STUDENTS USE THESE VOCAB TERMS?
emboss deboss narrative metal tooling relief	We will use the vocab terms on the first day when discussing the project. When students present their work they should point out the areas they embossed and debossed.

LESSON SEQUENCE

LESSON ACTIVITIES	RESOURCES AND SUPPLIES
<p>Day 1</p> <ul style="list-style-type: none"> ● Introduce 3 artworks from slides and ask what they have in common. <ul style="list-style-type: none"> ○ Narrative Art is art that tells a simple story. ● Asiru Olatunde's work <i>The Story of Osogbo</i> by displaying it on the smart board. Open discussion to what students recognize and notice in the image. ● Discuss what embossing and debossing means. <ul style="list-style-type: none"> ○ embossing: raise the surface ○ debossing: depress the surface ● Collectively brainstorm things we've done that are considered a story. Give starters like "Last weekend I..." or "One time a funny thing happened to me." ● Show the example of my 3 panel story picking hickory nuts. ● Send students to desk to brainstorm their story idea and begin sketching it on 3 panels. Task them to think about their story as start, middle and end. 	<p>Slide of Alaturunde's <i>The Story of Osogvo</i> 3 panel example or hickory nut picking pre-printed 3 panel sheets for sketching pencils and erasers for sketching</p>
<p>Day 2</p> <ul style="list-style-type: none"> ● Ask students for a summary from the last class on <i>The Story of Osogbo</i>. Take a closer look at the marks he used as texture on his panel. ● Students go to desks and finish the 3 panel sketch or sketches. Try adding some of the texture marks like Olatunde used in their sketch or/and also create texture marks of their own. ● Share your sketches and tell your story to those sitting at your table. 	<p>Slide of Alaturunde's <i>The Story of Osogvo</i> pre-printed 3 panel sheets for sketching 3 panel example students panels</p>
<p>Day 3</p> <ul style="list-style-type: none"> ● Demonstrate cutting out stencil and securing it to metal with masking tape on corners under document camera. Secure to front side of metal. ● Show setting the area up with a soft surface and have your tools nearby. ● Demonstrate deboss outlining using a pointy wood tool. Take the stencil off to show what happened. ● Demonstrate embossing by flipping it over and pressing some of the image up. ● Demonstrate different textures. ● Have scraps available for practicing before starting. 	<p>3 panel example scissors embossing tools newspapers or magazines for em/debossing on pre cut out metal panels 4" x 4" with edges folded over masking tape Students panels scrap metal</p>
<p>Day 4</p>	

<ul style="list-style-type: none"> • Demonstrate brushing ink on metal • Finish em/debossing and texture. • Paint with black ink. 	black ink brushes messy mats for ink embossing tools newspapers magazines for em/debossing pre cut metal panel-each student started teacher example
Day 5	
<ul style="list-style-type: none"> • Demonstrate steel wool over smooth areas to remove ink. • Find a place to display your panel class members take turns discussing their own. Others may give positive feedback. • Save the other two panels for watercolor, and collage projects. Secure all 3 to matboard when complete. 	steel wool pre cut metal panel-each students teacher example

SKIP THE SECTIONS BELOW

ASSESSMENT

PRE-ASSESSMENT (if any)	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

UNIVERSAL DESIGN FOR LEARNING (UDL)

LEARNER	MODIFICATIONS / ADAPTATIONS / SUPPORTS
English language learners	
IEP Special Learning Needs	