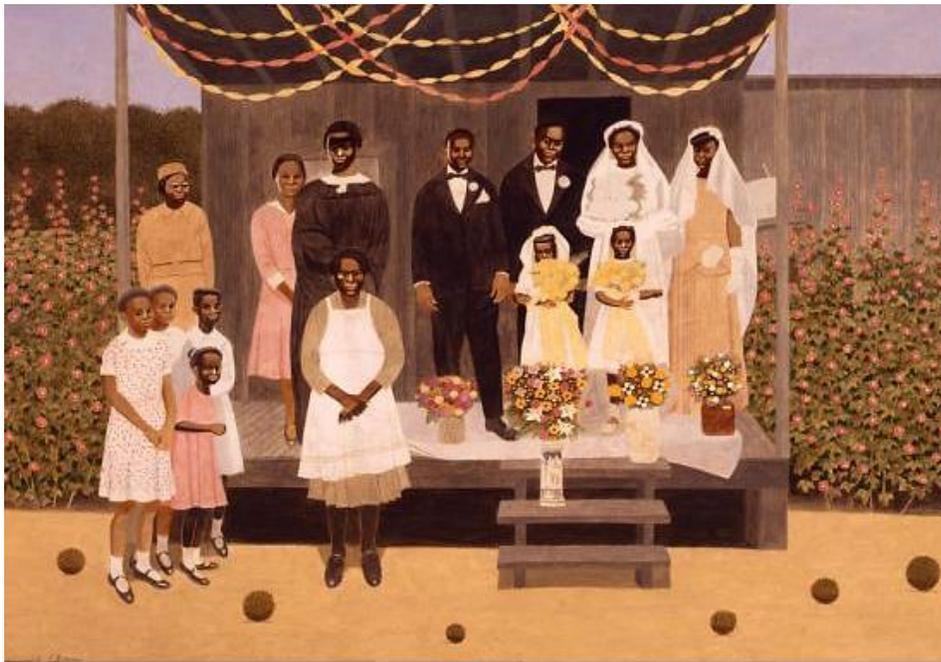


ABC 2016-2017 Pre-Visit Lesson 2

Figurative Language & Narrative in Visual Art



Carroll Cloar, American, 1913-1993, *Wedding Party*, 1971, Casein Tempera on Masonite, Eugenia Buxton Whitnel funds 73.24 © Estate of Carroll Cloar

How To Use This Pre-Visit Lesson Plan

This lesson plan is designed to include helpful information that will prepare your students for the content to be addressed in their first ABC visit to the Brooks museum. It is suggested that you go over all or some of the following information with your class before their first visit to the museum.

Select the vocabulary and resources in this lesson plan that you find most relevant to your students. Some teachers may decide to teach this pre-visit lesson in its entirety, while others may prefer to weave this material into their pre-existing lesson plans. We hope that you find this lesson plan to be flexible and complimentary of your core classroom curriculum.

-The Memphis Brooks Museum of Art Education Team

Learning Standards

TN State Standards in Art

Standard 1.0 Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions.

Standard 5.0 Reflecting and Assessing

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Language Arts Standards

CCSA.L4.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

National Core Arts Standards

VA:Cr1.2.4a

Collaboratively set goals and create artwork that is meaningful and has purpose to the makers

VA:CR2.2.4a

When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA:Re.7.2.4a

Analyze components in visual imagery that convey messages.

VA:Re.8.1.4a

Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

VA:Cn10.1.4a

Create works of art that reflect community cultural traditions.

Pre-Visit Lesson Description

Students will study a narrative painting by Memphis artist Carroll Cloar and make connections between his family portraits and their own families, family events, and traditions. Students will explore figurative language and develop deeper descriptive vocabulary to be used in discussion and writing.

Pre-Visit Lesson Objectives

Students will:

- View a narrative painting by Carroll Cloar and learn about figurative language (especially simile and metaphor).
- Engage with lesson material by discussing their own family photos, events, and traditions.
- Explore vocabulary that will deepen their ability to discuss art.
- Practice using figurative language in discussion and in writing.

Pre-Visit Teaching Resources

Websites:

1. The Brooks Museum Collection Online: This extension of the museum's website provides images of art works owned by the Brooks, as well as information about each work of art. This can be a helpful tool in preparing students for their visit to the museum. <http://emuseum.brooksmuseum.org/>
2. Metaphor and Simile Worksheet http://www.softschools.com/literature/worksheets/simile_worksheets/similes_and_metaphors.pdf
3. Re-writing Metaphors as Similes Worksheet: http://www.softschools.com/literature/worksheets/simile_worksheets/rewriting_similes_and_metaphors.pdf
4. "About You" Metaphor and Simile Worksheet: http://www.k12reader.com/figurative-language/metaphor_and_simile_about_you.pdf
5. "Which Is It" Metaphor and Simile Worksheet: http://www.k12reader.com/figurative-language/is_it_metaphor_or_simile.pdf

Suggested Vocabulary

Studying and discussing the vocabulary below, prior to their museum visit, will ensure that your students are prepared to discuss the material in their lesson.

Visual Arts

Background	Images or objects farthest from the viewer in a work of art. In realistic representation, objects in the background are smaller than objects in the middle and foregrounds.
Contour Drawing	A single line drawing in which the outline and main features are drawn without picking up the pencil.
Color	When light is reflected off of an object, color is what the eye sees.
Line	A continuous mark made on a surface. Lines can vary in length, width, direction, and curve. Lines can be used alone or combined to create shapes.
Foreground	Objects in a painting that appear closest to the viewer. In realistic representation, objects in the foreground are the largest in scale.
Middle Ground	The objects in a painting that appear to be between the foreground and the background. In realistic representation, objects in the middle ground are depicted as being smaller than the foreground but larger than the background.
Narrative	A story that can told through writing or visual art.
Shape	When two lines meet and enclose space. Geometric shapes are simple curves and straight lines enclosed to form recognizable shapes such as circles, squares, etc. Organic shapes are irregular shapes that are unidentifiable.
Space	An area that is used or is available for a purpose. Positive space is where shapes and forms exist; negative space is the empty space around shapes and forms.

Perspective	A way of showing depth or distance in a painting by making objects that are far away smaller and making the objects that are closer to the viewer larger.
Portrait	A painting of a person or a group of people
<u>Language Arts</u>	
Imagery	Descriptive language that asks a reader to use all of their senses when creating a picture in their head.
Metaphor	A word or phrase that makes a comparison between two things by stating that one thing is another. <i>Example: I am a night owl.</i>
Personification	Giving human characteristics to inanimate objects.
Simile	A comparison using “like” or “as”. <i>Example: ‘He was as strong <u>as</u> a tree’, or ‘She roared <u>like</u> a lion’.</i>

Pre-Visit Lesson Outline

1. View Carroll Cloar’s *Wedding Party* (link to digital image: <http://emuseum.brooksmuseum.org/view/objects/asitem/search@/0?t:state:flow=60c97b60-3888-4164-a239-f3209bc0071c>). This is a narrative painting because it tells a story! Lead a conversation about the painting with your students by asking questions, such as: “What’s going on here?”, “Does this remind you of your own families events or photos? In what way?”, “Could we tell a story about this event just by looking at the painting?”.
2. Review similes and metaphors with students. Complete “Which Is It” worksheet (link to pdf: http://www.k12reader.com/figurative-language/is_it_metaphor_or_simile.pdf) with students.
3. Instruct students to write one metaphor and one simile about the *Wedding Party* painting.
4. In preparation for their visit to the museum, have your students complete the “About You” metaphor and simile worksheet (link to pdf: http://www.k12reader.com/figurative-language/metaphor_and_simile_about_you.pdf).

Post-Visit Classroom Connection

After returning from their Brooks museum visit, students will have a copy of *My Father Was Big As A Tree* by Carroll Cloar in the classroom and a postcard-sized copy to keep. The self-portraits that they painted in the Brooks' studio will be delivered later the week of their visit or early the following week.

As a closing exercise, teachers and students can draw on the "About You" metaphor and simile worksheet (completed before their visit) to write a paragraph about their self-portraits. Teachers may decide to mount the students' descriptive paragraphs with their self-portraits for display.