

Art Sparks Short Stories



Jacob N., Grade 3, Ponte Vedra Beach, FL



READING ART
ENRICHES
WRITING



Introduction

In this project, children will begin by exploring artwork that has already been created and use questioning, imagining, and revising to write a story about it. Writing with intentionality involves thinking of the audience and the main message before crafting the story.

LEARNING OBJECTIVES

Children will use the Intentional Writing Process to find their voice and convey a compelling message. They will:

- explore an artwork to discuss the artist's intent, audience, and voice;
- develop a story based on the image;
- write and present a very short, three-sentence story; and
- revise the story, then create new artwork that extends the story.

Supplies

- Crayola® Markers
- Paintbrush or Cotton Swab
- Water Cup
- Paper (for sketching and writing)
- Crayola® Watercolors (optional)
- Recycled Newspaper or Plastic Tray (optional)

Prepare

Markers can be used to achieve a watercolor effect if they are used on damp paper or if the color is gently brushed over with a paintbrush or cotton swab. You might want to cover the work surface with recycled newspaper or a plastic tray. Whether using watercolors or markers, notice how the marks can be blended or blurred to indicate movement or subtle differences in the setting.

Vocabulary

audience	character	revise
genre	setting	modify
intent	edit	

Essential Questions

- How do artists and authors come up with their main ideas?
- How can storytellers and writers use an artwork's information and inspiration to create a story?
- How does a writer know when to make revisions and when a story is complete?

Guiding Questions

- What information or messages does the selected artwork provide to viewers?
- How does considering the artist's intent, intended audience, and voice help to develop a story?
- Who could provide you with feedback on a draft of a story?
- How might responding to others' feedback change your original story?

Intentional Writing Framework

INTENT –

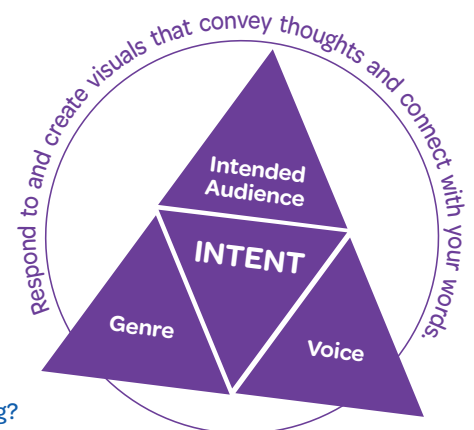
What is the intended message or main idea you want to convey?

INTENDED AUDIENCE –

Who will read what you are writing?
How will you adjust your writing to meet the needs of the intended audience?

VOICE – Will your voice be emotional, logical, or credible? How will you appeal to the readers and help them understand your point of view?

GENRE – What genre will you select that is best suited to convey your intent to your intended audience? What additional writing genres would work well for communicating your message?





- View the art on the first page or choose another piece of art made by a child or an adult. Discuss what is seen in the image by looking carefully at the characters, setting, colors, proportions, and techniques. Discuss the artist's intent.
- What is inferred or imagined but not fully visible in the art? Look beyond the who and what and describe the overall feeling or tone of the art.
- Decide on one word that could describe the artist's **intent**—the main message conveyed in this artwork.
- Discuss whom the artist's **intended audience** might be. How would the art be different if instead of illustrating a children's book the artist were painting an oversized mural displayed on a city building?

- Determine what **voice** the author chose to use in the art—emotional, logical, or credible.
- Use insights from the art to create a short three-sentence story. Then try presenting the main ideas using other writing genres such as poetry, a diary or journal entry, dialogue, or a comic strip.



- Present the three-sentence story to an intended audience, either a family member or friend. Even if you are not in the same location, have a conversation where you take turns asking questions and suggesting ways to extend the idea to other genres.

- Describe the decision-making process that was followed in creating this short story. Ask for suggestions for how to make the story more surprising or less predictable.
- Present a twist on the original story by revising one of the sentences.



- Create a new picture based on editing suggestions you received or ideas you thought of that depicts the new story or extends it to show *what happens next*.



- Connect the art and writing with the Intentional Writing Framework. Which aspects of the framework were addressed?

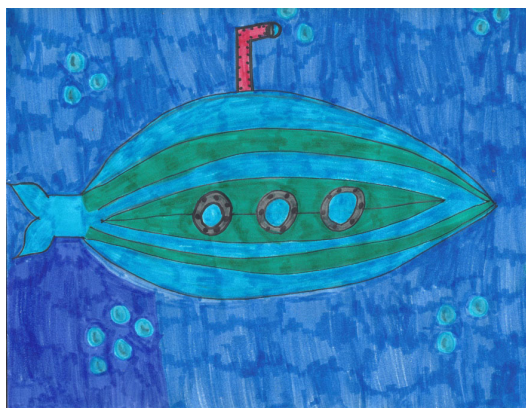
- How does reading art for insights inspire writing? How does the process of creating new art after creating a story help to show the connections between written and visual literacy?

For Younger Children

- Help non-readers tell their story verbally by asking about the three parts: the beginning, middle, and end. Who is the main character? In the beginning would the character introduce him or herself? At the end would a problem be solved? In the middle would we be surprised and if so, by what?

For Older Children

- What if the art represented the setting in a video game? Describe the choices the artist would make to establish the adventure and set a suspenseful tone. Ask children to write three sentences that explain either the relationships between the characters or their intended mission. What problems might be solved while playing the game?
- Create mathematical problems based on the original piece or the new art that explore concepts such as geometry (surface area, perimeter, volume, and angles) or grade-level math operations.



Aishwarya S. 3rd Grade, Scottsdale, AZ

Child Reflections

- How many different plot lines could this one image inspire? How did I decide to focus on the one that I wrote?
- What changes resulted from the discussions after my presentation? How do the presenting and responding processes help writers and illustrators edit their work?
- What other art images could be used to inspire writing in a different genre? What other genres would be good to try next, (for example, a news report, personal diary entry, social media post, advertisement, book summary)?

Adult Reflections

- How well did this project help to address the literacy learning objectives?
- How much access did children have to sharing their work with others? Were they able to present and respond to friends or family members using email or other digital platforms?
- What other sharing opportunities did children think of, and were they able to try all of their presentation ideas?

Standards and Skill Development

Educational standards outline what children should know and be able to do. These recommendations guide what schools focus on as students move through a progression of knowledge and skills. This lesson helps children develop flexible-thinking and risk-taking skills as they see that reimagining, presenting, and rewriting work are important processes of continuous improvement. This lesson aligns the following education standards:

LANGUAGE ARTS

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Apply knowledge of how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATHEMATICS

- Count the number of objects.
- Analyze, compare, create, and compose shapes.
- Apply mathematical operations to solve real-world problems.

SCIENCE

- Explore cause and effect and understand that these might be either simple or multifaceted.
- Ask questions and define problems.
- Develop and use models.
- Construct explanations and design solutions.

VISUAL ARTS

- Combine ideas to generate an innovative idea for art making.
- Select, organize, and design images and words to make visually clear and compelling presentations.
- Discuss and reflect with others about choices made in creating artwork.
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.