

Lesson Three: From Words to Image

"Lesson Three: From Words to Image" is appropriate for upper elementary or middle school students. "Lesson Four: From Short Story to Computer Screen" is appropriate for high school students who have had prior experience using Photoshop Cs4 with USB Adesso drawing tablet and stylus or other appropriate computer graphics application.

Objectives

1. Students are able to create (or modify) computer images of characters in a short story.
2. Students are able to create (or modify) backgrounds for their characters.
3. Students are able to insert words into their computer images.

Arizona Visual Arts Standards

CREATE: Materials, Tools and Techniques: PO 101: Identify and experiment with materials, tools, and techniques in his or her own artwork.

CREATE: Meanings or Purposes: PO 101: Select and use subject matter and/or symbols in his or her own artwork.

CREATE: Meanings or Purposes: PO 202: Create an artwork that serves a function.

Common Core Standards

ELA-Literacy. SL.3.1b: Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion. Similar standards at other elementary grade levels = SL.1.1a, SL.2.1a, SL.4.1b, SL.5.1b)

ELA-Literacy. RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Additional Reading standards addressed through analysis for the short story are listed in "Elementary English Language Arts Activities."

Preparation

Preferably, in consultation with students' classroom teacher/s or English teacher, select and familiarize yourself with a grade appropriate short story. Determine whether you will introduce the story or whether the students' classroom teacher or English teacher will do so. Preview "From Words to Image" PowerPoint and "Elementary English Language Arts Activities". Practice using Pixie 4 or other appropriate computer graphics application.

Resources and Supplies

Printouts of selected short story

[From Words to Image PowerPoint](#)

Computer lab

[Elementary English Language Arts Activities \(pdf\)](#)

Pixie 4 or other appropriate computer graphic application

Activities

Review: Review the theme in life that “Innovative people can adapt, that is, they can make changes to fit new situations” and the theme in art that “People in the arts use their imaginations to adapt ideas from one art form to another, such as a book to a movie or a poem to words for a song” introduced in Lesson One: How We Adapt.

Also review the unit’s three key questions:

- 1) What ideas can I get for my art from another art form?
- 2) What subject matter is represented (shown or described) in the artwork?
- 3.) How can I use foreground and background to tell a story?

Introduction: Display the first three slides of “From Words to Images” PowerPoint:

- Slide 1: Remind students that artists sometimes adapt an idea from one art form into another art form.
- Slide 2: Ask students to read an excerpt from a novel and imagine the scene as a movie.
- Slide 3: Compare students' imagined scenes with an actual scene from the 1940 black-and-white movie *Arizona*.

Assignment: Display slides 4 and 5 to introduce the project objectives.

- Slide 4: Explain to students that they are to demonstrate what they’ve learned by creating a computer image that 1) shows an important character, 2) gives that character a background from the story, and finally, 3) includes relevant words from the story carefully placed in the computer image.
- Slide 5. Show a student creating a background for that character.

Step-by-Step-Instructions with Examples: Display remaining slides “From Words to Images” PowerPoint to explain steps in creating a character in a background:

- Slide 6: Identify options for producing characters.
- Slide 7: Illustrate two ways to create character shapes using Pixie 4.
- Slide 8: Show four very different versions of one character.
- Slides 9 & 10: Define foreground and background and practice applying the terms.
- Slides 11 & 12: Illustrate two students' processes of creating backgrounds for their characters.
- Slide 13: Explain how objects in the background appear smaller than objects in the foreground.
- Slide 14: Guide students in identifying smaller background objects in computer images.
- Slide 15: Direct students to complete their computer adaptations by choosing relevant words and placing them carefully in their images.

In-Process Feedback: Students who are having success creating their images can assist other students with computer skills. Remind students of the project's three objectives as they work.

Presentation I: Divide students into groups giving each group printouts of images made by students in other groups. Ask each group to:

- Identify more than one image of the same character.
- Point to parts of their classmates' images provided by the software, created by the student, or combinations?
- Point to examples of objects in the background made smaller to show distance.
- Explain how the inserted words relate to the story being told in the image.
- In turn, display each image to the class reading the words and identifying an interesting character or background detail.

Presentation II: Recombine the students into two large groups.

- Direct students in one group to stand in a line holding their images.
- Ask the other group to consult together to move the other students into the sequence of their images, from beginning to end of the story, explaining their decisions.
- Finally, ask groups to trade tasks to create a sequence with the other group's images.

Art Vocabulary

adapt, adaptation
character
background
computer application
foreground
complement
font

Other Vocabulary

conestoga wagon
drove
jostling
carousing
teamsters
ragamuffins

English Language Activities

Collaborate with an English teacher to address appropriate ELA reading skills in discussion and analysis of a short story. See "English Language Activities".

Assessment Guides

OBJECTIVE 1: Students are able to create (or modify) computer images of characters in a short story.

Exceeds Expectations: The final image shows a character created entirely by the student or modified from an image provided by the computer application that shows details or action drawn from the story.

Meets Expectations: The final image shows a character from the story created entirely by the student or modified from an image provided by the computer application.

Approaches Expectations: The final image shows an unmodified character provided by the computer application.

Fails to Meet Expectations: The final image does not include a character.

OBJECTIVE 2: Students are able to create (or modify) backgrounds for their characters.

Exceeds Expectations: The final image shows a background created entirely by the student or modified from an image provided by the computer application that uses the size of some objects to show distance.

Meets Expectations: The final image includes a background created entirely by the student or modified from an image provided by the computer application.

Approaches Expectations: The final image includes an unmodified computer-generated background.

Fails to Meet Expectations: The final image does not include a background other than empty space.

OBJECTIVE 3: Students are able to insert words into their computer images.

Exceeds Expectations: Words are carefully placed within the final image and relate specifically to the scene illustrated.

Meets Expectations: Words are either carefully placed within the final image or relate specifically to the scene illustrated.

Approaches Expectations: Words are included within the final image.

Fails to Meet Expectations: No words are included within the final image.

