

Sequential Writing: Blue Dog Activity

Two days~45 minutes each

Content Objectives:

1. TSW create an original work of art based on the artwork of George Rodrigue.
2. TSW create a flow chart showing the process for making the artwork.
3. TSW write a sequential essay describing the process used to create an artwork.

Visual Art Objectives:

1. TSW create a free-hand drawing based on a black and white coloring sheet of Blue Dog.
2. TSW create a collage by cutting out his or her own drawing of Blue Dog and placing it in a distinct setting.

Vocabulary: collage, folk tale, Loup Garou, setting, background, foreground, sequence

Content Standards:

ELA

- Standard Two: Students write competently for a variety of purposes and audiences.
- Standard Three: Students communicate using standard English grammar, usage, sentence structure: punctuation, capitalization, spelling, and handwriting.
- Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.
- Standard Seven: Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

VISUAL ART

Lesson Plan

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- **Aesthetic Perception:** Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.
- **Creative Expression:** Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.
- **Cultural Perspective:** Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.
- **Critical Analysis:** Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

DAY ONE: ART MAKING

Anticipatory Set:

5 min

TTW show the class a digital image of *We Stand Together* by George Rodrigue and ask the class if they recognize Blue Dog. TTW tell the class that we are going to work on an art project today inspired by Blue Dog. TTW tell the tale of the Loup Garou and discuss the origins of the folk tale. For younger students, TTW read *Why is Blue Dog Blue* by George Rodrigue to the class and discuss the different settings of Blue Dog.

Procedures:

5 min

Each student will create his or her own Blue Dog inspired image. TTW show the class the Blue Dog Coloring Page and use it as a model to demonstrate how to draw Blue Dog. TTW draw a Blue Dog on a white board using basic geometric shapes and then adding details. TSW work at their desks with the following materials: a Blue Dog coloring page with a black and white drawing of Blue Dog, pencils, half a sheet of white copy paper, markers and/or oil pastels.

Guided Practice:

15 min

TSW draw a Blue Dog in pencil filling the entire length of the paper. TTW tell students that they are to create an image inspired by the Blue Dog in any color they choose. TSW outline the pencil with marker and color the work with markers or oil pastels. TTW move throughout the room to assist students.

Individual Practice:

15 min

After completing the drawing, TTW cut out the drawing and set it to the side. TSW choose an architectural or landscape image from magazines or prepared magazine clippings and glue it to a full size (8 1/2 x 11") sheet of paper. TSW then glue his or her Blue Dog on the sheet of paper, creating a collage with a background and foreground. TSW choose a title for their work and write it on the back of the project along with his or her name.

Closure:

5 min

TTW ask students if anyone would like to hold their completed work up for the class to see and tell the class why they chose the background that they chose. TSW demonstrate knowledge of vocabulary words as they discuss the project.

DAY TWO: WRITING

Anticipatory Set:

5 min

TTW walk to the front of the class and pretend to trip and then bend down and tie his or her shoe and then stand back up and rub his or her knee (or something similar) and then ask TS what just happened. As TS recount what happened, TTW write each motion on the board in sequential order, prompting TS with questions such as “What happened next?” and “Then what did I do?”

Procedures:

5 min

TTW give each student a Sequence Chart and explain that this chart can help to keep track of each step in an activity so that it can be easily discussed or written about. TTW will ask a student to recount the series of events that just occurred as the teacher tripped, fell and tied his or her shoe. TTW point out that there is room to include details such as scraping a knee or feeling embarrassed.

TTW tell students that they will use a sequence chart to recall the steps taken to create the Blue Dog projects from a previous class.

Guided Practice:

10 min

TSW take out his or her project from the previous lesson and fill in the sequence chart to reflect the steps taken to create the work. This can be done as a whole class or in small groups. TTW encourage students to fill in details about the project such as why a specific color was chosen or why this particular background was selected.

Independent Practice:

15 min

TSW use the Sequence Chart as a guide for writing a one paragraph description of the art making process. TTW remind students to include details and will tell students to write for a specific audience such as a younger class of students so that the reader would be able to follow the directions and complete the project. TSW incorporate at least two vocabulary words.

Closure:

5 min

TTW ask students one or two students to share his or her paragraphs with the class.

Materials:

Day 1

Together We Stand image

½ sheet white drawing paper

Pencils

Blue Dog Coloring Sheet

Erasers

Markers

Oil Pastels (optional)

Why Is Blue Dog Blue? Book (optional)

Magazines

Full sheet drawing paper or construction paper

Day 2

Sequencing handout

Journaling notebooks or writing paper

Assessments:

TTW move throughout the class during writing time to work with students and make sure they understand how to use the sequence chart and that they are incorporating vocabulary words. The paragraphs may be graded on a rubric to assess for proper length, incorporation of vocabulary words, and inclusion of details. The completed projects may be graded on a rubric to assess for completion of project, following directions and creativity.

Accommodations:

More time may be allotted. Students may work together if necessary. The paragraph may be presented as an oral presentation.

The Story of the Loup Garou:

Loup-garou (pronounced “loo-garoo”) is French for werewolf. There is a popular folk tale in the Acadiana region which was told to warn misbehaving children. French immigrants brought the story with them to Canada in the seventeenth century, and the tale made it to Louisiana when the Acadians made it to South Louisiana when they were exiled from Canada in the nineteenth century. The loup garou was a crazed dog who would attack completely unprovoked; children were warned that they should come inside when called and go to bed when told. In 1984, famed New Iberia artist George Rodrigue painted a series of Cajun ghost stories, depicting the mysterious loup-garou with a matted blue coat and red eyes. After that, he couldn’t stop painting Blue Dogs, and the world took note. They say that man caught the spell, but who knows?

Questions to ask about the Blue Dog:

Have you ever seen a dog that is blue in color?

Do you think the artist was trying to paint a realistic dog?

Why do you think the artist chose to paint his dog blue?

How does blue make them feel?

Would the loup garou have the same effect in this painting if it were red?