

Cobbler Clooney and the Art of Storytelling

Art493 (Sec., 1&2) Fall, 2009



Lesson Plan Title: “Cobbler Clooney and the Art of Storytelling”

Grade Level: 1st & 2nd Grades

Group: 1

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Objectives:

1. (Domain 1: Artistic Perception) Students will learn the basic elements of art such as color & texture. Students will also learn the principle of design such as balance & design quality.
2. (Domain 2: Creative Expression) Student will learn how to use markers to create large brush strokes and thin details using warm and cool colors.
3. (Domain 3: Historical and Cultural Context of the Visual Arts) Student will learn about storytelling, and its importance in cultures throughout the world.
4. (Domain 4: Aesthetic Valuing) Students will learn how to share and criticize artwork, and understand the value of it.
5. (Domain 5: Connections, Relationships, and Application) Students will learn about the use of warm and cool colors to express their emotions (psychology) and the importance of how shoes tell us about where and how people lived (history).

Students Materials:

1. Drawing Paper(8½”x11”)
2. Colored Construction Paper
3. Fine/Broad Markers
4. Crayons
5. Colored Pencils
6. Other Accessories (Such as glitter, pom-poms, feathers, etc)
7. Glue (Stick or Liquid)
8. Scissors
9. Index Cards (3”x5”)

Teacher Materials:

- 1. PowerPoint Presentation
- 2. Story: “Cobbler Clooney” (Projected on the screen)
- 3. Previous Student’s Examples
- 4. Teacher’s/Previous Classes Example
- 5. Magazines and Books about Shoes

Vocabulary:

- 1. Cobbler – A shoemaker who repairs shoes, rather than manufacturing them. (<http://en.wikipedia.org/wiki/Cobbler>)
- 2. Storytelling – Is the conveying of events in words, images, and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture and in every land as a means of entertainment, education, preservation of culture and in order to instill moral values. (<http://en.wikipedia.org/wiki/Storytelling>)
- 3. Storyteller – Is someone who conveys real or fictitious events in words, images, and sounds. (<http://en.wikipedia.org/wiki/Storyteller>)

Procedures:

- 1. Introduction.
- 2. Read the story “Cobbler Clooney.” (Possibly project the story on a screen, so that the children have something to focus on while listening to the teacher read the story.)
- 3. Have a class discussion on the different possibilities for making an “ideal” pair of shoes. (Possibly create a class example using the ideas that come out of the class discussion.)
- 4. Show previous student’s examples.
- 5. Sketch your “ideal” pair of shoes.
- 6. Use markers/crayons/colored pencils to color in your shoes.
- 7. Add other accessories (such as glitter, feathers, pom-poms, etc) to add different textures, colors, and to create a 3-D effect.
- 8. Have them write a short description (either on the back of the picture or on a separate index card) about their “ideal” shoes (describing the color choices, the different textures they used, and why these are their “ideal” shoes).
- 9. Hang up the artwork around the classroom.
- 10. Close by sharing with the class and explain why you drew those shoes.

Visual Procedures:

Step 1	Step 2	Step 3	Step 4

Assessments, Suggestions and/or Comments:

- Whether the student was able to convey a “story/message/emotion/etc” in their shoe design.

Cultural and/or Historical Background:

Stories are an interactive process by which a person, or persons, shares a tale of a family history, something that happened during their lifetimes or a cultures’ history, figure out remedies to problems, and make sense of what is going on around them, to entertain, respect superstitious beliefs and communicate with others. Stories have been told throughout Earth’s human existence and have been passed on to the next generation. When children listen to certain stories they relate to the characters in most circumstances and can learn life lessons from those stories. As time goes on, stories will always be a very important idea or concept in our culture, and will continue to be important in future generations to come.

Information taken from: <http://www.rif.org/educators/articles/storytelling.msp>

Characteristics of Artistic Development in 1st & 2nd Graders:

According to, “Artworks: For elementary teachers” by Herberholz and Herberholz (2002), first and second graders are in the symbolic or schematic stage of development. In addition, they are in the process of making and developing line-making and shape-making skills, and are developing “their muscular coordination in handling drawing tools, scissors, glue sticks, and modeling clay” (Herberholz & Herberholz, 2002, p. 107). Moreover, this is the time where they begin to deliberately use simple symbols in their drawings and artwork, creating a more complex piece of work that tell about people, places, and events in the child’s life.