

## Storytelling with Lines, Shapes, and Colors

Subject: Visual/Language Arts

Grade Level: Grades K-5

**Guided Instruction** (To be done with teacher, parent, caregiver, older sibling, etc.)

Look at the artwork *Farm Workers on the Back of a Truck*, by Marianne Manasseon on page two or viewable online here: <https://sites.nasher.duke.edu/wordsandpictures/lesson-plan/storytelling-with-lines/>



**Discuss the image by asking:**

- What is going on in this picture?
- What do you see that makes you say that?
- What more can we find?
- What shapes, lines, and colors do you see?

Ask your student if they know three things that every story must have: a *beginning*, *middle*, and an *end*.

Like stories, every day has a beginning, middle and an end. Have your student describe their daily activities in these terms.

- What is the beginning of your day?
- What is the middle?
- What is the end of your day?

In what part of the day does *Farm Workers on the Back of a Truck* take place? Why?

### Art Making

With whatever art making supplies you have available (pencils, crayons, markers, pens, paper, etc.), have the student assign a type of line, color, or shape to each part of their day. Think about how a zigzag line feels vs. a gentle curve. What feeling does the color red communicate vs. the color green? How does a triangle feel in relation to a circle? Is morning time a calm blue or an angry red?

Use the art supplies and different lines, shapes, or colors to make a visual representation of your day.

Has it changed in the last month?

If so, how can we make another work of art that shows us a typical day in February vs. today?



**Marianne Manasse, *Farm Workers on the Back of a Truck*, 20<sup>th</sup> century.**

Oil on Masonite, 24 x 30 inches (61 x 76.2 cm).

Collection of the Nasher Museum of Art at Duke University, Durham, NC, USA.

Gift of Mr. and Mrs. Jan G. Milner, 1997.3.1. © Estate of Marianne Manasse. Photo by Peter Paul Geoffrion.