

Combining Art and Writing

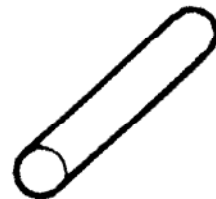
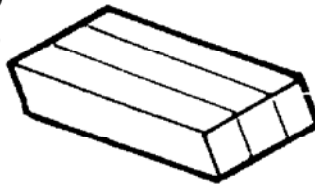
Teacher's Page

Purpose: to use art as another medium of expression to awaken student creativity

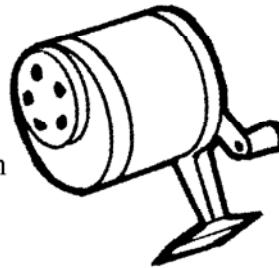
Introduction: Combining art and writing is a natural way to increase student creativity. Writing teachers often allow students to illustrate stories, but it can be very worthwhile to allow students to draw first and write second.

Student Practice: The exercise on page 66 is adapted from *Drawing on the Right Side of the Brain* by Betty Edwards. It is designed to help students think about their writing from an intuitive, "right-brained" perspective, as opposed to the rule-bound "left-brained" manner of using language.

The exercise directs the students to create a border around their papers and draw within it objects that are found along the walls of the classroom.



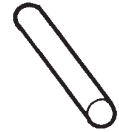
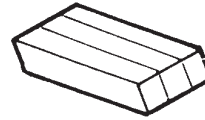
Ask students to select one object and write about events or students in the classroom from that object's perspective. For example, if a student chooses the clock, then he or she might write an essay on time spent in the classroom or changes in the room down through the years.



Encourage students to caption their artwork, as this provides another way for students to self-evaluate their work.

Extension: Ask students to do the same exercise, using a room in their homes. Students may wish to view a piece of fine artwork and write a story about the scene they encounter. Students may also wish to select their own previously created works of art and write about the inspiration for their work or create a story around it.

A New Perspective



Look at the example for guidance.

Day 1: In class, draw a 1.5" (3.8 cm) border around your paper. Within this border, draw everything that you see on or against the walls of the classroom.

Day 2: Choose an item you have drawn within your border. On a separate piece of paper, make a cluster of what you can observe about your chosen object.

Day 3: Using your cluster, write 15 or more lines from the point of view of your chosen object, using the first person or "I" voice.

Day 4: Reread your first and last sentences by themselves. Then consider the following:

- Does the first sentence tell the reader what you are going to be writing about?
- Does the last sentence sum up what you wrote about?
- Rework these two sentences until they sound terrific.
- Reread the middle section. Edit it.
- Rewrite your whole piece neatly inside the border that you created on Day 1. Be sure that your paragraph breaks, spelling, and punctuation are perfect so that your paper is ready to publish in the classroom.
- Finally, caption your artwork, using the format below:

Object chosen: _____

Other objects I used: _____

Discussion of my work: _____

