

**Combining Voices 2018–2019**

Tour dates: August 14, 2018–March 19, 2019

Competition entry dates: August 14, 2018–March 20, 2019

Grades: 4-12

**2018–2019 Image Selections**

1. William Melton Halsey, *Metamorphosis*, 1985, 1991, 1998. Oil stick on masonite.
2. John McCrady, *I Can't Sleep*, 1933, 1948. Oil glaze over tempera on canvas. ©John McCrady.
3. James Hamilton Shegogue, *Untitled* (portrait of African American woman), undated. Oil on panel.
4. Russell Smith, *Mount Vernon*, 1836–1876. Oil on canvas.
5. Russell Smith, *Baptism in Virginia*, 1836. Oil on canvas.

<b>Rotation 1</b>	<b>Rotation 2</b>	<b>Rotation 3</b>
<i>Portrait of African American Woman</i>	<i>Metamorphosis</i>	<i>I Can't Sleep</i>
<i>Baptism in Virginia</i>	<i>Mount Vernon</i>	<i>Portrait of African American Woman</i>
<i>Metamorphosis</i>	<i>I Can't Sleep</i>	<i>Baptism in Virginia</i>
<i>Mount Vernon</i>	<i>Baptism in Virginia</i>	<i>Metamorphosis</i>
<i>I Can't Sleep</i>	<i>Portrait of African American Woman</i>	<i>Mount Vernon</i>

**Procedures**

Below you will find four activities that explore setting, plot, character, and mood, and one activity that combines all four topics. Discuss one concept per stop. For instance, if you begin at *By the Arbor*, then discuss character using the interpretive questions.

Although I have listed suggestions for which artwork to use for each stop, **feel free to pick any of the five preselected works to discuss the concepts**. Your last stop should incorporate the final activity which includes a worksheet. Have the box of clipboards, pencils, and worksheets waiting for you at this stop to make transition faster and easier.

**Timing for this tour is critical.** We have allotted approximately **nine minutes per work**. It is preferable that students at least view all five of the preselected works. **Therefore please refrain from stopping at or discussing works that are not included in the tour.** If you are asked by the teacher or students to do so, invite them to return to the galleries after the tour or activity themselves. When the teachers sign up for this tour, they are informed that only five works will be discussed.

**Tour Objectives**

*Students will...*

- Discuss the terms character, plot, setting, and mood.
- Determine how to develop character, plot, setting, and mood when constructing a story.

- Explore the narrative qualities of specific artworks.
- Correlate literature concepts with art.

### **Vocabulary**

Noun

Adjective

Setting

Mood

Tone

Plot

Character

### **Concept One**

#### Character

Suggested works: *Portrait of African American Woman* or *I Can't Sleep*, but any of the paintings will work

1. Define the term *character* (characters are the people portrayed in a story or artwork). Define the term point of view (in literature: the perspective on events of the narrator or character in a story; in art: the position or angle from which someone observes an event or scene).
2. When authors write a story or poem, they use a specific point of view. Many times it is the point of view of one or more characters.
3. As the students to study the painting/sculpture and list the main characters. Discuss the following questions:
  - a. Who are the characters?
  - b. What are they doing?
  - c. Where are they from?
  - d. How are they interacting with other people or things in the painting?
  - e. What is the viewer's role? (In this case, the students are the viewer.) Are they a character in the story, or merely someone looking into a scene? Why do they think this?
4. Have the students pretend they are one of the characters. What would they say to the viewer?
5. Variation: Instead of choosing a person, ask the students to relate the point of view of an inanimate object.

### **Concept Two**

#### Plot

Suggested works: *Baptism in Virginia* or *I Can't Sleep*, but any of the paintings will work

1. Define the term *plot* (plot is the story or sequence of events).
2. When an artist creates a painting/sculpture, it is a snapshot of time—one moment captured—similar to a picture taken with a camera. Even though the painting/sculpture does not move, one can easily imagine what happens next, or what happened immediately preceding the scene. This story is the plot.

3. Ask the students to imagine the painting/sculpture is a movie set on pause. Let them take turns describing what would happen if they were to hit play or rewind.
4. Describe the visual clues the artist included that helps to tell the story.

### **Concept Three**

#### Setting

Suggested works: *Mount Vernon* or *Baptism in Virginia*, but any of the paintings will work

1. Define the term *setting* (setting is the surroundings or environment in which something exists or takes place).
2. The setting not only tells you where the story is taking place, it also provides a sense of time.
3. Ask the students to imagine themselves in the painting and impartially describe what they see, by answering the following questions:
  - a. Where are you?
  - b. What time period are you in?
  - c. What is the weather like (or how does the room feel)?
  - d. What can you hear or smell?
  - e. Are there other people around? If so, where are they?
  - f. What types of objects are in the scene?
4. When establishing a setting, authors use adjectives to make items more descriptive. Have the students reconsider the objects, people, smells, or sounds they have just identified. Use adjectives to further describe these items. Example: A student sees a sofa. Is the sofa soft, velvety, hard, uncomfortable, dusty, old, or lumpy?

### **Concept Four**

#### Tone/Mood

Suggested works: *Metamorphosis* or *I Can't Sleep*, but any of the paintings will work

1. Define the term *mood* (mood is the prevailing feeling or emotion).
2. Artists create mood by using line, shape, pattern, and color. Similarly, in literature authors set a *tone* by conveying emotions or feelings through words.
3. Discuss how certain colors are associated with various feelings (example: blue=sadness, red=anger, green=jealousy).
4. Relate that lines and patterns can also express moods. Standing away from the walls and staying in one place, have the students demonstrate how they would move if they were happy or sad. Artists sometimes convey these emotions by using lines and patterns that translate their movements.
5. Study the painting/sculpture quietly for thirty seconds. Have the students quickly list adjectives that describe the mood. Explain why these words were chosen and how they relate to the mood.
6. Ask the students to imagine themselves in the painting/sculpture. How would they feel? What kind of emotions would they experience? Describe how the colors, lines, and patterns the artist used affect their feelings.

### **Last Tour Stop: Summing It All Up**

Suggested works: Any of the paintings will work

1. When authors write, they combine several elements including setting, character, plot, and tone (mood) to create a cohesive story.
2. Distribute the worksheet and pencils.
3. Ask the students to quietly study the painting/sculpture for 1-2 minutes, reflecting what they have learned about character, plot, setting, and tone (mood), and fill in the worksheet. After they have finished, discuss their answers.
4. This worksheet can be taken back to school and used as a guide to write a short story.

**Using this painting/sculpture as inspiration, answer the following questions:**

**1. Describe 1-2 characters. Who are they? What are they doing? What are they thinking about?**

*(Example: Bill is an old man with brown hair and green eyes. He has no children, and is very lonely. He likes to sit on his porch and watch the cars drive by.)*

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**2. Describe the setting. Where are the characters? Describe the atmosphere. Is it the future, present, or past?**

*(Example: Bill lives on Saint Street in Boone, Ohio, in an old blue house at the end of the road. He is sitting on his porch on a hot day in June, 1985. The air is sticky. He can smell the roses planted in his neighbor's yard.)*

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**3. Describe the mood by listing 5-7 adjectives.**

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**4. Describe the plot. What is the story about?**

*(Example: Bill is tired of being alone. He decides to take a walk down the street. While he is on his walk he finds a magical grey cat and brings him home. The cat takes Bill on exciting adventures.)*

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**Use the elements above to create a story about this painting at school or at home. Be sure to enter your finished work into the Combining Voices contest. Find information at [www.themorris.org](http://www.themorris.org).**

## **2017-2018 COMBINING VOICES: LITERARY COMPETITION FACT SHEET**

### **Eighteenth Annual Combining Voices Literary Competition and Field Trip Opportunity**

Combining Voices is a special literary competition and tour opportunity designed for students in grades 4 through 12. The program encourages participants to respond visually and verbally to preselected paintings from the Morris Museum's permanent collection. While students do not have to visit the museum to enter the competition, experiencing the objects firsthand is highly recommended.

Help us encourage and celebrate the community's young authors by urging them to participate in the competition.

### **Literary Competition Fact Sheet**

#### **When is the competition?**

Entries will be accepted August 15, 2017–March 14, 2018.

#### **Who can enter?**

The competition is open to local students in grades 4–12 in public, private, or homeschool programs.

#### **What can students enter?**

Student authors can submit either a short story (one thousand words or less) or a poem (between four and fifty lines) inspired by one of [five preselected paintings](#) from the Morris Museum's permanent collection. One entry per student.

#### **What can students win?**

Monetary prizes will be awarded in six different categories. Additionally, work by all first, second, and third place winners and honorable mentions will be reproduced in an anthology.

#### **Do students have to visit the museum in order to enter?**

No. Although we offer a complementary tour designed to enhance the student's understanding of art and literature, participants do not need to visit the museum to enter the competition. However, experiencing the objects firsthand is strongly recommended. Digital reproductions of the selected artworks are available online. Additionally, students are encouraged to go to the museum with their families. The five preselected pieces are identified in the galleries.

### **What is the Combining Voices field trip opportunity?**

Offered August 15, 2017–March 13, 2018, the Combining Voices tour teaches students how to correlate art and literature and how to verbally respond to paintings. Led by experienced docents, participants analyze paintings, discuss literature concepts, and complete targeted writing activities. An optional hands-on art activity or writing workshop designed to enhance the tour experience is available upon request. Tours last 45 minutes.

### **How much is the field trip and activity?**

Tours are free to all public school students. Private and homeschool students are \$2.00 each. The optional 45-minute hands-on activity is an additional \$2.00 per participants for all students. Call 706-828-3867 to book your field trip.

### **Where are the competition guidelines and forms?**

Competition guidelines and entry forms can be found online. Copies are also available at the museum's front desk.

### **When are entries due?**

Submit entries between August 15, 2017–March 14, 2018. Entries must be received no later than 5:00 p.m. on March 14.

### **How do I submit an entry?**

- **One** entry per student.
- Entries must be original and previously unpublished works inspired by one of the preselected paintings.
- Short stories must be no longer than one thousand words; poems must be between four and fifty lines.
- All entries must be submitted electronically on a CD-ROM or thumb drive with an accompanying printed version attached to the entry form.
- All files must be written in MS Word, using either Courier or Times New Roman, 12 pt. font.
- Include the title of the poem or story and the image that inspired the entry at the top of the document. **DO NOT WRITE THE STUDENT'S NAME ON THE ENTRY.**
- The title of the electronic file must match the title of the poem or story.
- Include all student entries (from your class, school, or homeschool group) on one CD-ROM or thumb drive.
- Label the CD-ROM or thumb drive with the name of the submitting teacher (or homeschool group leader) and school.
- Complete one entry form per story or poem. Securely attach a printed copy of the poem to each individual entry form. Attach all submissions to the CD-ROM or thumb drive.



Send your submissions to the Education Programs and Engagement Manager, Chelsea Stutz, Morris Museum of Art, 1 Tenth Street, Suite 320, Augusta, GA 30901, or drop them off at the museum's front desk not later than 5:00 p.m. on March 14, 2018.

Winners will be notified in late April. An awards ceremony will be held in May.

Members of the Authors Club of Augusta have prepared a tip sheet that will aid students in their writing on the website. Also available is How to Have An Artful Conversation, a guide for looking at art for non-art teacher.