

## **Make Past Art Speak: Art and Literary Makeovers**

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This presentation will raise participants' awareness of how art and literature from the past can be made relevant to today's students through an arts integrated lesson. Articles from both *Art Education* (Angela Eckhoff and Steven Guberman, "Daddy Daycare, Daffy Duck, and Salvador Dali. Popular Culture and Children's Art Viewing Experiences", Sept. 2006) and *The Reading Teacher* (Heather Lotherington and Sandra Chow, "Rewriting 'Goldilocks' in the urban, multicultural elementary school", Nov. 2006), highlight the importance of drawing on students own visual and cultural literacies to spark their creative thinking. Presenters designed a unit that asks students to reframe traditional art through contemporary culture. Students viewed a skit that re-conceptualizes "Little Red Riding Hood" into "Little Rosie Hoodie". Updating the original point of the story, stranger danger, this skit utilizes internet identity theft and social media. Students began by reading traditional fables from global cultures, analyzing their meaning, and using their imaginations to update the stories. They created props and masks to visualize the contemporary characters and environments of their skits. As a second activity students looked at traditional art in a museum setting and explored how the works might be seen through the eyes of pop culture. Then students created a museum tour of 5 works of art based on their own original stories using artworks to represent setting, characters, actions and symbols and drawing on the "story arc" as discussed in Jason B. Ohler, *Digital Storytelling in the Classroom. New Media Pathways to Literacy, Learning, and Creativity*. Thousand Oaks, CA: Corwin, 2013.

### **Instructions for Activity - Fable Makeovers**

You will be given a fable. Read it carefully. Identify the central point or lesson of the story. Online source for Multicultural Folktales:

<http://www.aaronshep.com/stories/index.html>

Develop a storyboard for the sequence of events that occurs in the story. Reframe the story using some other context or situation (for example, the threatening wolf became an internet identity thief) and create a new storyboard for your original tale. In what ways is the new story the same? Think about how have you changed your new story to make it different from the original: setting, plot, resolution, or moral to be learned.

Choose one of the dramatic modes of presentation (choral reading, pantomime, reader's theater, etc.) for your narrative. Decide on characters and other non-speaking entities in your story that will need a mask or prop.

Create the masks or prop items defining each character. Perhaps characters like Grandma in the sample skit, might wear a large pair of foam-core glasses.. Other

characters may be presented using facial masks created from the foam papers and tape provided at your tables.

Practice your dramatic skit or presentation keeping in mind that you have **THREE MINUTES OR LESS** for your group to make their presentation.

### **Instructions for Activity - Art and Popular Culture:**

Some questions to ask about works of art and popular culture to prepare for this activity:

1. Find an image that you could use as a movie poster for action film.
2. Find a person you could turn into a superhero.
3. Find a work you could use as an advertisement. What product or service would it sell?
4. Find a person in an art work around whom you would build a TV show. What genre would it be?  
(sitcom, reality show, etc.)
5. Find a work you could use as the setting for next season's Survivor.
6. Find a person in an art work and identify what store they would buy their clothes from.
7. Find a person in an art work and identify what type of music they would listen to on their iPod.

### **Instructions for Activity - Stories in a Museum (or Classroom):**

Choose one work around which you can design a story. You are going to choose other images in the museum to complete your story making sure to include the elements below: The setting of your story.

Characters in your story.

Actions or plot elements in your story.

Objects or symbols that appear in your story.

Besides your original work you should make use of at least four other images.

(You may want to discuss different genres of stories before this activity and have students pick one - i.e. mystery, science fiction, romance, historical drama, etc.)

You will present your story to another group.

Both the "Art and Popular Culture" and the "Stories in a Museum" activities could be done in either a museum or in a classroom using art posters.