Teacher Name: Rose Cushwa

Seed Strategy Title: Poetry and Art
Grade Level: 3rd
Timing: 2, 45 minute classes
Big Idea: Searching for Meaning and Interconnectedness
Art Area(s): Literary Arts & Visual Arts

Content Area(s): English Language Arts

Key Concepts
1. Literary and Visual Arts can interact and inspire each other.
2. Art is collaborative, and grows communally as artists are inspired, and influenced, by each other.

Enduring Questions
1. How can we find and create meaning when observe different forms of art?
2. How does art inspire more art? Is it important to engage in artistic community to make art ourselves?

Standards
PA Standard for Arts & Humanities
9.1.3E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

9.1.3F Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).

9.3.3.A Recognize critical processes used in the examination of works in the arts and humanities

9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts

PA Standard for other Subject Areas
CC 1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC 1.4.3.E Choose words and phrases for effect.

Specific Objectives (Knowledge, Skills & Dispositions)
The student will…
1. Critically observe works of art and describe and interpret them accurately and creatively.
2. Create a work of art, interpreting poetry and language into visual language.
3. Realize that art and artists can inspire, interact, and even co-create with each other.

Plan for Assessment – Checklist
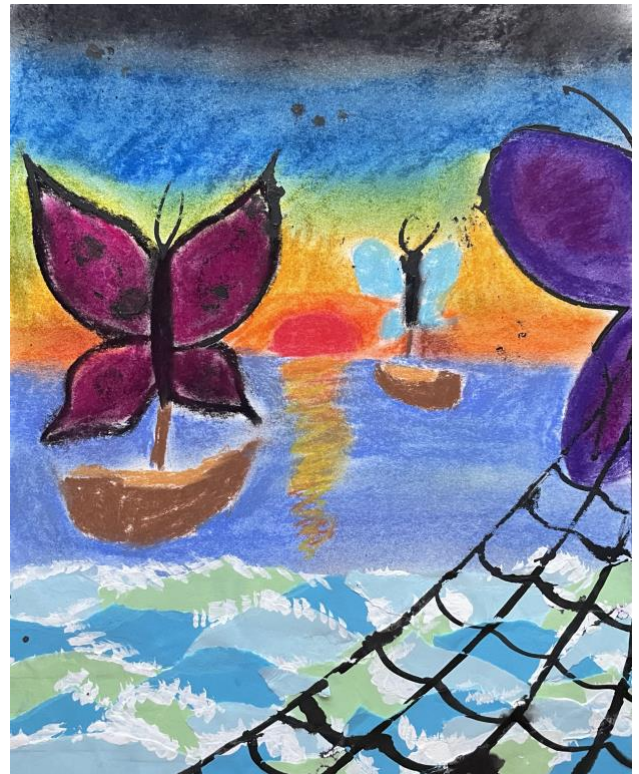
Butterfly sailboat
Leaves men with nets on the shore
Away to the sea

- o The student participated in the discussion about making art and poetry by contributing to the group work and drawing and writing in their sketchbook.
- o The student used observation and creative word choice to write a poem about their "secret artwork".
- o The student carefully created an artwork that creatively interpreted their partners poem.

Procedures

Day 1:
Motivation/Hook/Anticipatory Set/Engagement
Hook:
Read "Colors Crackle, Colors Roar" from "Confetti". Ask students to close their eyes and visualize. Read "" Three times while students sketch/write/respond in sketchbooks.

Development/Steps in the process
Present and discuss types of poetry and create a list poem in response to an artwork as a class. Students create list or adjective poems in their sketchbooks. Show visual art responses to poetry/writing, symbolism, storytelling, abstraction etc. Create a sketch responding to a poem as a class.
Explain project and assign "Secret Artworks" to students (do not assign partners until next class).

Closure/Culmination/Close
Students spend the rest of class writing poems or ideas for poems for their artwork. Poems/notes will remain in the secret folder in the classroom until next class.

Day 2:
Hook:
Have students share what they remember from previous class about poetry and assignment guidelines. Write assignment guidelines on the board. Recap important information that they do not mention/remember.

Development:
Students finish poems (Assess while students are writing- check for descriptive language etc). Partners trade poems and create 2D artwork on mixed media paper for the poem using their choice of 2D materials.

Culmination:
When artworks are finished hang and display, each student will read their poem. "Secret" Artworks will be displayed and students who did not write the poem for that piece will attempt to match it to it's poem and inspired artwork by critically observing the artworks and the descriptions in the poem.

Materials, Supplies (teachers and students) and Resources
Teacher: Confetti (Book) and Slideshow. Presentation artwork and types of poems for informal responses and to explain different kinds of symbolism and expression and for poems.
Project Guidelines Presentation
Folders of "secret artworks" for poetic responses.

Students:
Sketchbooks
Students choice of 2D materials available preferable multicolored. (Markers, pencils, crayons, paper and glue, etc)
Multimedia paper
Scrap paper to write poem on for partner