



Theme: Landscape
The Dove by Romare Bearden 1911-1988

Picturing America

Lesson Plan Seed Visual Arts and Writing Grade 7



Expression through Collage and Poetry

Fine Arts Content Standard: Visual Arts

1.0 Perceiving, Performing, and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

2.0 Historical, Cultural, and Social Context Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.

3.0 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Visual Arts Indicator(s):

1.2 Interpret and communicate the meaning of art works.

2.1 Explain how artworks reflect and influence beliefs, customs, and values of a society.

3.2 Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas.

Visual Art Objective(s):

1.2.b Create narrative artworks from observation, memory, and imagination that show settings, characters, and action.

2.1.b Plan artworks that use symbolic images and forms to convey selected beliefs, customs, or values.

(Continued)

Content Standard: Writing

Standard 4.0 Writing

Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Writing Indicator:

4. A. 2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade

Writing Objective(s):

4.A.2.b Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression.

3.2.a Manipulate the elements of art and principles of design to develop and refine visual ideas and concepts.

Objective(s) (Connecting the content areas)

Students will write a poem incorporating evocative language and appropriate organizational structure based on a self-created collage reflecting a personal experience or event.

Description of Lesson/Activities

Prior to lesson:

- Students will
 - **Be exposed to a variety of poetic structures** illustrating descriptive and impressionist language
 - **Be familiar with collage techniques** and collage artists including Romare Bearden, a featured *Picturing America* resource kit artist

Lesson:

- Teacher will
 - **Lead an interactive discussion** based on the image, *The Dove* from the *Picturing America* resource kit (This will be the impetus for developing a whole group poem. This poem and the writing process including editing, word choice, and structure will be a model for students when they work individually.)
 - **Use other elements** of whole group lesson
 - **Demonstrate how to complete a graphic organizer** that will be used as the starting point for writing a poem
 - **Model how to use the graphic organizer** to select vocabulary, imagery and evocative language

<i>What do you see?</i> (List items you see in the image)	<i>What do you think?</i> (What does the image make you think about?)	<i>What do you wonder?</i> (What questions do you have about the image?)	<i>What sounds do you hear?</i>
<i>What do you smell?</i>	<i>What do you feel?</i> (touch)	<i>Similes</i>	<i>Metaphors</i>

When you have completed the graphic organizer, circle the interesting, descriptive, and evocative language—these words or phrases will be the start of your poem.

- **Use the image, *The Dove*** from the *Picturing America* resource kit as an example of a collage.
- **Demonstrate how to find, sort, and prioritize** images for student collage.
- **Demonstrate how to assemble collage** and establish criteria for the collage.
- **Students will**
 - **Contribute to the discussion on the image** and contribute to the whole class poem
 - **Provide 2-D imagery** to be incorporated into their personal collage (family pictures, magazines, posters, colored papers, newspapers)
 - **Select, sort and prioritize imagery** for their collage

- **Make their collage using established criteria** (based on student and teacher input)
- **Complete a graphic organizer** based on their final collage (example above)
- **Draft a poem** reflecting the theme of their collage
- **Edit** the poem
- **Finalize** the poem and collage
- **Critique** the poem and collage
- Possibilities: **Share poetry and art** via a class power point, gallery walk and/or student recitation

Possible Assessment Strategies:

- **Student Reflection**
 - How does your collage and poem reflect a **personal experience or event**?
 - In what ways does your collage **illustrate the mood/tone** of your collage/poem?
 - In what ways did you use the **art elements and principles of design** to convey the message of your collage?
 - **What words in your poem** convey a feeling, mood or tone? Why?