

Objectives

- Students will respond to different artworks, discussing the main ideas or themes of the works.
- Students will draw personal connections between the works and contemporary issues.
- Students will create blackout poetry
- Students will use text and image to create collages

Introduction

This lesson can be adapted for various grade levels and provides experiences within the following strands of the Visual Arts of the Utah Core State Standards for Fine Arts (2016): Respond, Connect, and Create.

Learning Activity (Respond & Connect)

Begin with an observation of an artwork. Start with “I see... I like... I wonder...”

These three sentence starters help students focus on an art object from three different perspectives. I see... encourages students to focus on the elements of art and using art vocabulary to describe the viewed piece. I like... gives students an opportunity to describe what speaks to them from the viewed work, using the senses and an emotional context. I wonder... lets students ask questions of the artist. Why did the artist make the choices they did when creating this work? ‘What if’ plays a part here too as students explore how a different choice may create something entirely new. Students explore their interpretation of what the artist is saying through the artwork and the main ideas, or themes, being conveyed. I wonder can also lead to new creation of narratives and artwork.

This can be done as a class discussion, a silent classroom gallery walk with sticky notes, or written reflections. For a richer experience the first time you try this, model through a think aloud and written comments, then invite students to add their comments. A second try may have students leading with the comments and you providing guidance. You may find you need to practice together multiple times, or in pairs or small groups, before students are comfortable working alone. Always bring students back together to share their findings and wonderings. Then, provide time for students to write a reflection about their thoughts in their journals.

If you are following a theme within art pieces, you can also use language to compare the selected pieces.



Jacqui Biggs Larsen, *Cottage Industry*, 1997

Materials

- Images of from Springville’s Collection (See Below)
- Discarded book pages or printed text
- Discarded magazine pages
- Sticky notes
- Pencils, pens, markers
- Paint/paint brushes (optional)
- Scissors
- Glue sticks
- Finishing gloss to protect the work

Images from the Museum

- Jacqui Biggs Larsen, *Cottage Industry*, 1997
- Edith T. Roberson , *Channel Three*, 1981
- Arch D. Shaw, *Twice Told Tales*, 1993
- Additional images available at smofa.org

Utah Core Standards

Language Arts

Language Arts Standard 5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading: Informational Text Standard 7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

Visual Arts

CREATE (6.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation

RESPOND (6.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards 6.V.R.1–5).

CONNECT (6.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards 6.V.CO.1–2).

Benefits of Observing Art for Language Arts

Students develop skills for finding textual evidence by sharing what is seen and creating detailed descriptions. Next, students develop skills of summarization and inference. They also enhance the skills required in using evidence to support their main ideas or claims. The more students respond to artwork, the more skilled they become at discussing and responding to literature.

Art Making Activity (Create and Respond)

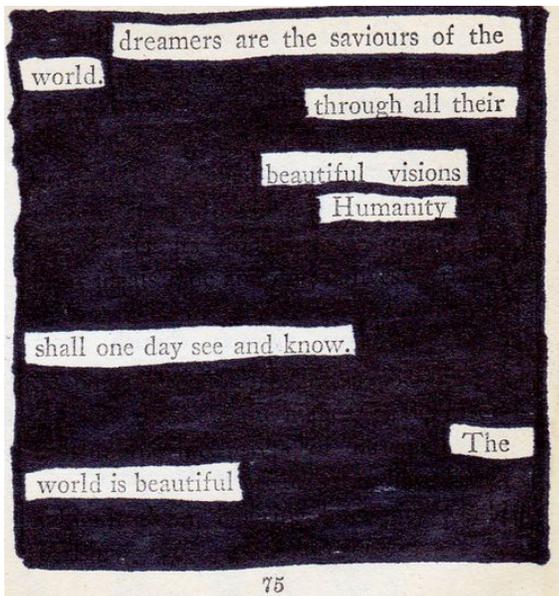
After time to observe and discuss art, students can create through poetry, narrative, or art creation. Three create and respond assignments are provided. Use the one that fits your and your students' needs best, or do all three!

1. Writing Activity (Poetry or Narratives)

Write poems or stories based on the artwork, both quick writes and poems or narratives for presentation.

2. Found Poetry

Use a page from a discarded book, even a dictionary page or a passage printed from the Internet. Read the text and using a pencil, circle words to create a poem. Then, either paint over the remaining text, or you pen or markers to create a design to help the reader follow the path of text. Drawing can also enhance the text. Another version of this form is referred to as 'blackout poetry.' After circling the text, a marker is used to 'blackout' the remaining text.



Example of blackout poetry



Edith T. Roberson, Channel Three, 1981

3. Create Art from Text- Collage

Two Options:

Choose a specific word(s) to focus the piece. Select pictures to add to the collage or draw or paint to represent the text (collage).

Cut text into strips or shapes from old books or magazines. Then create an image, allowing the text to provide the line and shading of the work. Augment with drawing or painting as desired.

If developmentally appropriate, students prepare artist statements to display with their finished pieces.

Assessment

Once students have completed their poetry, hold a class poetry slam where students can present their work. Consider having a stage with stool where the students can be in the spotlight.



Arch D. Shaw, Twice Told Tales, 1993



Jacqui Biggs Larsen, *Cottage Industry*, 1997



Edith T. Roberson , Channel Three, 1981



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