



Longwood Center for the Visual Arts
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Professional Development Teacher Workshop
Paper Making with Mackenzie Lenhart
March 3, 2023

Lesson: Poetry
Grade level: Sixth
Time to complete: Two to three class periods

Description: The packet enclosed provides resources that encompasses the English SOL of 6.5 a, d, e, g, h, and k. As well as the visual arts SOLs of 6.1, 6.3 a, b, c, d, e, 6.4 b, e, and 6.5 a. The first lesson covers types of figurative language, the second lesson covers the key parts of poetry, and the third lesson includes how to critique and analysis another individual’s artwork. The first activity concerns the lesson on figurative language, the second activity encompasses lesson one and two by having students create blackout poetry and the third activity is critiquing and discussing other students’ artwork.

Accommodations: These lesson plans can be accommodated to fit any budget, age group, or IEP accommodation. One example of this could be using old classroom books rather than purchasing them from Goodwill, or photocopying pages for students to use. You can select reading materials that match the reading level that is appropriate for your students.

Goals	Virginia Standards of Learning
English	6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. <ul style="list-style-type: none"> a) Identify the elements of native structure, including setting, character, plot, conflict, and theme. d) Differentiate between first- and third-person point-of-view. e) Describe how word choice and imagery contribute to the meaning of a text. g) Identify the characteristics of a variety of genres. h) Identify and analyze the author’s use of figurative. k) Use reading strategies to monitor comprehension throughout the reading process.
Visual Arts	6.1 The student will apply creative thinking to communicate

	<p>personal ideas, experiences, and narratives in works of art.</p> <p>6.3 The student will analyze, interpret, and evaluate artwork.</p> <ol style="list-style-type: none"> a) Use critical thinking skills when describing, responding to, interpreting, and evaluating works of art. b) Describe ideas and emotions expressed in works of art. c) Identify how visual language communicates meaning. d) Examine the components of an artist's style, including materials, design, technique, subject matter, and purpose. e) Apply personal criteria to evaluate artwork. <p>6.4 The student will formulate, justify, and examine personal responses to art.</p> <ol style="list-style-type: none"> b) Respond to questions about why artists create works of art. c) Describe how works of art can evoke personal sensory, emotional, and aesthetic responses. <p>6.5 The student will develop communication and collaboration skills for a community of artists.</p> <ol style="list-style-type: none"> a) Contribute to class discussions.
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Supplies and Materials:

- Pages from old books (I recommend thrifting from Goodwill or using old classroom materials)
- Markers
- Colored Pencils
- Pencils
- Erasers
- A way to print or recreate the art critique sheet.

Key Terms:

- Figurative language: words or phrases that are commonly used outside of their literal meanings
- Simile: comparison using like or as
- Metaphor: comparison without using like or as
- Onomatopoeia: words that are used to describe noises of sounds
- Personification: giving nonhuman things human characteristics
- Oxymoron: description using two opposite ideas

- Hyperbole: extreme exaggeration
- Litotes: use of understatement to make a point, often sarcastic
- Idiom: commonly used expression that has acquired a meaning different from their literal one
- Alliteration: repetition of same constant sound at the start of one or more words near one another
- Allusion: reference to a well-known person, place, thing or event of historical, cultural, or literary merit
- Synecdoche: uses a part of something to refer to its whole
- Verse: unit in which a poem can be divided, this is represented by a single metric line.
- Stanza: this is another unit in which a poem is divided
- Rhythm: this is the flow of movement within the poem
- Metric: this is the main rhythmic structure of a verse
- Title: name of the poem
- Author: who created the poem
- Found poetry: poetry that is made using text from other sources
- Blackout poetry: poetry created by using a piece of paper and blacking out the page except for a few selected words
- Art Critique: detailed way to analysis and describe art.

Teaching Procedure: Lesson One

Introduction:

This lesson will include the 11 types of common figurative language, as well as how to use them.

Activity:

Attached is a matching sheet of figurative language types and their definitions and examples, this can be given before or after the lesson or used for both. For example, to use this activity for before and after the lesson, you can allow students five minutes to try and complete the activity before the lesson, then ask them to stop, after the lesson, you can allow students time to complete the remainder of the activity.

Lesson:

1. Provide the students with the matching activity if wished. If saving the activity for after skip this step.
2. Begin by having the students try to name the 11 types of figurative language.
3. Provide the students with each type of language and its definition. After each provided definition pause and ask students to think of an example and share it out.
 - Simile: Comparison between two unlike things using the words “like” “as” or “than”.
 - Examples
 - Hungry as a horse.
 - She had eyes like diamonds.
 - Metaphor: Comparison between two unlike things without using the words “like” or “as”.
 - Examples
 - Her eyes were of the ocean.
 - The trees were a wall between our house and the neighbors.
 - Personification: Giving human characteristics to nonhuman things.
 - Examples
 - The rain pounded down on the ground in anger.
 - The trees reached into the air like they wanted to touch the sky.
 - Onomatopoeia: Words that are used to sound or mimic noises they are describing.
 - Examples
 - BANG! Went the thunder outside of the window.
 - The dog growled at the door when he heard the knock.
 - Oxymoron: Description using two opposite ideas. Formatted by an adjective proceeded by a noun.
 - Examples
 - The loud silence of night keeps him awake.
 - Hyperbole: An over-exaggeration used to emphasis an emotion or description
 - Examples
 - I am so hungry I could eat a cow.
 - The tower is like a billion feet tall.
 - Litotes: Use of understatements to make a point. Often sarcastic. Affirming by negating the opposite.
 - Examples
 - Well, you’re not wrong.

- She isn't not nice.
- Idiom: An idiom is a commonly used expression that has acquired a meaning different from its literal meaning
 - Examples
 - Her garden does so well because she has a green thumb.
 - It is raining cats and dogs.
- Alliteration: Repetition of the same consonant sound at the start of one or more words near one another
 - Examples
 - The pitter-petter of feet on the floor were so cute.
 - The bright blue of the sky made the pictures turn out so well.
- Allusion: Reference to a well-known person, place, thing or event of historical, cultural, or literary merit.
 - Examples
 - You stole the forbidden fruit when you took his candy.
 - He washed his hands of guilt after the trial.
- Synecdoche: Uses a part of something to refer to its whole.
 - Examples
 - She's got an awesome set of wheels!
- 4. After going through each term, definition, and example let the students complete the matching activity again.

Activity One
Figurative Language Matching

Name: _____

Figurative Language Matching

- a. Simile
- b. Metaphor
- c. Onomatopoeia
- d. Idiom
- e. Synecdoche
- f. Personification
- g. Allusion
- h. Alliteration
- i. Litotes
- j. Hyperbole
- k. Oxymoron

1. ___ A comparison with using like or as
2. ___ Descriptive word used to mimic the noise they're describing.
3. ___ A description using two opposite ideas to create an effective description.
4. ___ Over-exaggeration
5. ___ A comparison without using like or as
6. ___ Giving non-human things human characteristics.
7. ___ Figures of speech that use understatement to make a point, often sarcastic.
8. ___ Commonly used expression that has acquired a meaning different from its literal meaning.
9. ___ Repetition of the same consonant sound at the start of one or more words near one
10. ___ A figure of speech used to refer to something as its whole.
11. ___ Well-known person, place, thing, or event of historical, cultural, or literary

Answer key: a, c, k, j, b, f, i, d, h, e, g

Teaching Procedure: Lesson Two

Introduction:

Poetry is an art and a writing form that many individuals use to communicate and express themselves. There are many different types of poetry. One type of poetry is found poetry. Found poetry is poetry that is made using text from different sources.

First Activity:

The first activity we are going to do is brainstorm together or own your what are the key parts of a poem, what characteristics poems have, and what type of language is used in a poem. Once you have a list, we will go around the classroom and share these key parts and talk about what they are and provide examples of each.

Lessons:

1. Instruct students to brainstorm the key parts, characteristics, and type of language used in poetry. (About 5-10 minutes)
2. On a whiteboard, or type on a doc all the ideas of what poetry has. This can be the aspects of poetry themselves and the figurative language that is typically used in poetry.
3. Introduce the key parts of poetry.
 - Key Parts
 - o Verse: Unit in which a poem can be divided, this is represented by a single metric line.
 - o Stanza: This is another unit in which a poem is divided. This is a structural division and is done with intention. Typically compared to a paragraph.
 - o Rhythm: This is the flow of movement within the poem.
 - o Metric: This is the main rhythmic structure of a verse. Refers to the number of syllables in each verse.
 - o Title: Name of the poem
 - o Author: Who created the poem.
 - Characteristics of a poem
 - o No direct narrative
A story can be told with poetry, but it does not happen in a linear way.
 - o Evokes emotions.
 - o Uses figurative language.
4. Share what found poetry is and show examples of found poetry.
Found poetry is poetry that has text from different sources. This can be a piece of a letter, words glued together, black out poetry, speeches, street signs, or even making a poem within another poem.
5. How to make found poetry.
Found poetry can be created in three broad ways, blackout poetry, erasure poetry, and cut-up poetry. Blackout poetry is created by taking a marker and crossing out certain words to make a poem with the remaining words. Erasure poetry is when you white out certain words to create a new work from the remaining text. Cut-up poetry most similarly resembles a collage and is created by using cut up words from different sources and then arranging them to create a new work.
6. Closure statement: Now that we have covered the components of poetry and what blackout poetry is let's do a recap. What is found poetry? (Poetry that is made using texts from other sources) How do you make blackout poetry? (Use a piece of text and black out all the words except a select few.)

Activity Black Out Poetry

Materials:

- Pages from old books (I recommend thrifting from Goodwill or using old classroom materials that have been damaged and are no longer suitable for use, you also can use photocopies from books)
- Markers
- Colored Pencils
- Pencils

Step 1:

Choose a page of text that has interesting words.

Step 2:

Start reading each sheet of paper and circling optional words that you want to use in your poem. Remember that you read left from right and top to bottom.

Step 3:

Once all words and order are selected, go back and recircle the chosen words in marker.

Step 4:

Once all the chosen words are circled in marker, fill in the open space with covering material. This can be blacking out the rest of the words with a dark marker or creating an image to go along with the poem's theme.

Tips:

- Use the pencil first to circle words so if someone changes their mind it is easy to erase.
- Fill all the space well so that the highlighted words of the poem are the only legible ones.

Teaching Procedure: Lesson Three

Introduction: One major part of art is critiques. Art of any kind can be critiqued, like movies, plays, paintings, and even poetry. Today we are going to learn about what an art critique is, and then you will be asked to critique some of your fellow classmate's blackout poetry.

Lesson:

1. Introduce and define what art critiquing is.
An art critique is a detailed analysis and evaluation of a piece of art. There are four main steps to critiquing art: gather basic information about the artwork, describe and analysis, interpret, and highlight room for growth.
2. Make it clear that this is an opinion-based activity.
Art critiques are unique to the person critiquing the work. Every person sees the same thing differently, it is important to remember that an art critique is your individual view and opinion on a piece of art.
3. Provide students with guidelines and basic information to use when critiquing.

First Step: Basic information about the work of art and gather all the basic information.

Answer the questions of:

- Does it have a title? If so, what is it?
- What is the artist's name?
- When was the piece made?
- Where was the piece made?
- What materials were used to make the piece of art?

Describe what you see.

This should be done using neutral terms describing the artwork. This process should only use neutral terms and should avoid terms like good, bad, ugly, and beautiful.

- What is the size?
- What is being shown?

Second Step: Describe and analysis the elements of the work. This is answering what the artwork looks like and how it's made. Look at the lines, colors, space, light, and shapes.

- What are the lines like?
- What shapes are used?
 - Do shapes repeat?
- What colors are used? How intense are the colors?
- How much space does it take up?
- Is it bright or dark?
- What angle are we looking at it from? (above, below, the side)
- Is there anything that stands out? If so, what?
- What is the focus?

Third Step: Interpreting the artwork.

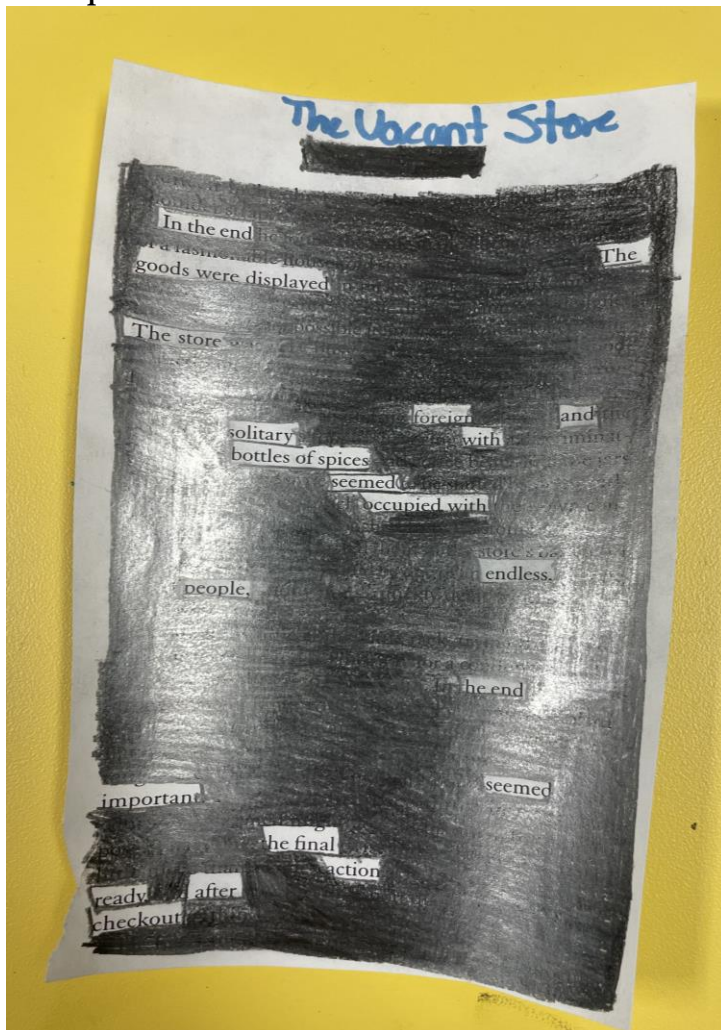
This is when students will be able to make their own assumptions of the artwork. They will answer the questions of

- What is this artwork trying to say?
- Why do you think the artist made this piece?
- What do you think they were feeling when they made this piece?

Fourth Step: Highlighting room for growth. This is where students will be asked to highlight things they like in the piece and how they would add to it if given the chance.

- What do you think was a strong point in this piece?
 - What would you add to this piece to make it more effective?
4. Have the students complete an art critique on each other's blackout poetry. You can use the sheet attached or create your own.
 5. Closure Statement: Now that we have learned about critiques, and you all have done one, let's review. How many steps are there to a critique? (4) What are the four steps to a critique? (Basic information about the artwork, describe and analyze the artwork, interpret the artwork, and highlight room for growth) What did you learn from critiquing other students artwork? What did you learn from having your artwork critiqued?

Example



Activity Three
Art Critique Sheet

ART CRITIQUE

BASIC INFORMATION ABOUT THE ARTWORK

Does it have title? What is it?

Where was the piece made?

When was it made?

What is being shown?

What is the artist's name?

What is the size?

DESCRIBE AND ANALYZE THE ARTWORK

What shapes are used?

How much space does it take up?

Is it bright or dark?

What colors were used? How intense are they?

What are the lines like?

What angle are we looking at it from?

What is the focus?

Is there anything that stands out? What? Why?

INTERPRET THE ARTWORK

What is this artwork trying to say?

How do you think the artist felt making this? Why?

How does this art make you feel? Why?

Why do you think the artist made this?

HIGHLIGHT ROOM FOR GROWTH

What do you think is a strong point in this piece?

What would you add to this piece to make it more effective?

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