

Collaborative Visual Poetry



Language Arts & Visual Arts

Grade
4

Language Arts Common Core Standard(s) Grade 4

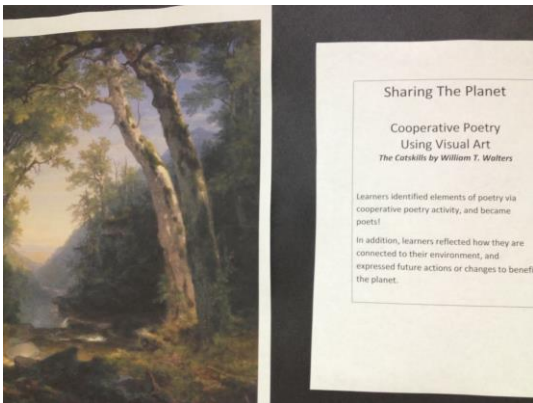
CCSS.ELA-Literacy.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Visual Arts standard(s) Grade 4

1.2 Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.

1.3 Analyze the use of the elements of art and principles of design in order to plan and develop compositions that convey personal meaning.



CONNECTED OBJECTIVES

Students will create a poem that includes structural elements of poetry after perceiving, analyzing, and responding to visual art.

MATERIALS & RESOURCES

-Teacher choice of visual art.

e.g. The Catskills by William T. Walters

<http://thewalters.org/teachers/>

-SmartBoard, document camera or similar technology to display the visual art.

-Plain piece of paper.

-writing journal, pencil

-construction paper, glue, crayons, markers, large index cards

Key Arts Vocabulary

Visual Arts

*color, landscapes
(foreground, middle
ground, background)*

KEY Reading / Language Arts VOCABULARY

- mood
- composition

A S S E S S M E N T

- Poem relating to the visual art with 3 or more elements



L E S S O N S T E P S

Engage:

- Students study the visual art for 30 sec - 1 min., silently identifying elements of art.
- Students roll up piece of paper into a hand telescope, then study the visual art for the second time. Additional 1 min.
- Record students remarks (good time to discuss mood, composition)

Procedure:

- For each teacher prompt, students record their response in journals, which they then pass on following teacher's instructions. (e.g. pass twice to the left, pass to someone who you haven't passed to)
- Prompt #1: Think about what kind of frame this artwork could be in. If you were to frame it how would it look? Draw that frame in your journal. 1 min. (pass the journal)
- Prompt #2: List as many colors as possible that you see in the art. 2 min. (pass the journal)
- Prompt #3: List ALL descriptive words you think of while looking at the picture. 2 min. (pass the journal)
- Prompt #4: Using your five senses, write sentences or phrases relating to the artwork. (pass the journal)
- Prompt #5: Look and read what is already written in the journal. ADD more to it. (return the journal to its owner)
- Students review what is written, then add their own thoughts.
- Review elements of poetry if necessary.
- Students create a poem from the responses in their journals.
- Students edit and then transfer the poem using the construction papers:
 - Did I include at least 3 elements of poetry?
 - Did I give it a relevant title?
 - Is my poem relevant to the visual art?
- On the index card: Prompt = What is the artist trying to tell us? (theme) Justify why you think that.

EXTENSIONS & OPTIONS SOURCES & RESOURCES

- Add more elements to the poem.
- Poetry sharing: Have students read aloud with expression and poise.
- Math Connection: Students identify and justify fractional parts of the visual art. e.g. foreground vs. background, objects vs. background, color vs. color

The Walters Art Museum <http://thewalters.org/teachers/>

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s