



THE ART GALLERY
UNIVERSITY OF MARYLAND

Grade Level:

High School (adapt-
able to lower
grades)

Integrated Subjects:

Language Arts and
Visual Art

Lesson Title:

Poetic Aesthetic

National Arts Education Association (NAEA) Standards, Common Core Standards, and Lesson Aims:

NAEA Visual Arts Content Standard(s):

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work

NAEA Visual Arts Achievement Standard(s):

VA:Cr1.2.11a – Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr3.1.11a – Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

Common Core State Standard(s):

RL. 9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas & poems, in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range

W. 9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences)

Aim(s):

Students will be able to use three poetic devices in an original poem. Students will be able to create a visual representation of a classmate's poem using mixed media by following a process of planning, critiquing, and revising.

Visual Art Vocabulary:

Mixed media

Other Subject Vocabulary:

(All defined in Poetry 101 PowerPoint)

Poetry

Simile

Metaphor

Hyperbole

Alliteration

Onomatopoeia

Limerick

Haiku
Ballad
Sonnet
Free Verse

Prior Knowledge Needed:**Visual Art:**

- Knowledge of several artistic techniques that can be combined in a mixed media work

Other Subject:

- Knowledge of different types of poems and how to write them
- Knowledge of poetic devices [See Poetry 101 PowerPoint]

Required Materials:**Class/Student Materials:**

- Paper
- Writing utensils
- Mixed media: collage, paint, printmaking

Teacher Materials:

- Poetry 101 PowerPoint
- Poetic Aesthetic PowerPoint
- Poster Pack (optional – available for rent)
- Poetic Aesthetic poetry writing worksheet
- Poetic Aesthetic imagery worksheet
- Mid-process Critique worksheet
- Post Process Critique Worksheet

Learning Activities (Engaging Activity, Lesson steps, etc.):

	<u>Day One:</u>	<u>Day Two:</u>	<u>Day Three:</u>	<u>Day Four through Project Due Date:</u>
Engaging Activity/Warm-up:	Warm up question: Write down everything you know about poetry.	Warm up activity: [Show first slide on Poetic Aesthetic slideshow] Read the projected poem. Draw a quick sketch based on this poem.	Warm up question: How do you plan to illustrate the mood of your partner's poem in your artwork?	Warm up question: "Today I plan to do the following with my artwork": 1. 2. 3.
Frontal Teaching:	Introduce different types of poetry and poetic devices using the "Poetry 101" PowerPoint	While students are sketching: ask several students to share their sketches with the class after the warm up is completed. Make sure the sketches are different from one another. Discuss how different each student's sketch is. Then, show the next slide on the	Explain project guidelines and review rubric with students.	Remind students of project guidelines and materials management practices [if needed] Have students begin working on projects immediately after the warm up.

		<p>PowerPoint. This artwork was created based on the same poem.</p> <p>Have students list what they see in the artwork while you write the observations on the board. Make special note of the text included in the artwork. Show the rest of the examples on the slideshow.</p>		
Guided Practice:	<p>As a class, go through the "Writing a Poem" brainstorming worksheet. Create a word web on the board and have students write two to three lines of poetry based on the worksheet answers. Have 2-3 students share their examples.</p>	<p>As a class, go through the "Poetic Aesthetic" Brainstorming Worksheet. Choose a student poem or a different example to work from.</p> <p>Have students pair up. Each person should have a poem that they wrote. Partners will create artwork based on the partner's poem.</p>	<p>Have students break into groups of four. Partners should not be in the same groups. Students should review their worksheets and plans in groups and get feedback & ideas from other group members.</p> <p>[This will serve as a mid-project critique]</p>	<p>Answer questions as needed while students work on projects.</p>
Independent Practice:	<p>Have students complete their poem writing worksheets individually and begin working on their poems.</p>	<p>Have students complete their brainstorming worksheets based on their partner's poem.</p>	<p>Have students create three to five idea sketches before starting on their final project.</p>	<p>Have students work on projects.</p>
Check For Understanding:	<p>Review worksheets and assess student understanding on an individual basis</p>	<p>Review worksheets and assess student understanding on an individual basis</p>	<p>Review student sketches and discuss ideas on an individual basis before allowing students to begin final projects.</p>	<p>Review student artworks and have individual discussions. Upon project completion, have students complete the final critique worksheets in groups of three.</p>

<p>Exit slip: "I thought I knew _____ about poetry. Now I know _____."</p> <p>Homework: Write 2 or 3 poems of your own.</p>	<p>Exit slip: Describe the mood of your partner's poem in two complete sentences.</p>	<p>Exit slip: Describe one way your idea has changed/ developed from meeting with your critique group.</p>	<p>Exit slip: Today I completed the following on my artwork:</p> <ol style="list-style-type: none"> 1. 2. 3.
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Assessment Rubric/Checklist:

Checklist(s):

Checklist:

Students should complete the following by project end:

- Poetry Brainstorming Worksheet
- Two to three original poems
- Poetic Aesthetic brainstorming worksheet
- A mid-process critique with peers
- Final artwork
- Final Critique Sheets

Rubric(s):

Assessment Rubric						
Student Name:					Class Period:	
Assignment: POETIC AESTHETIC					Date Completed:	
	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 – The artwork includes text from the poem they illustrated – either the entire poem or one line.	20	15	10	5		
Criteria 2 – The artist successfully conveyed the mood of the poem through their artistic choices.	20	15	10	5		

Criteria 3 – At least three (or more) artistic media were used in the final piece.	20	15	10	5		
Criteria 4 – Craftsmanship – Displayed skillful use of the art tools & media. Took care with your artwork and protected it from harm.	20	15	10	5		
Criteria 5 – Effort, completion: took time to develop idea & complete project - (Didn't rush.) Focused on work during class time. Completed on time.	20	15	10	5		
Total Possible: 100					Your Total:	Grade: