

Aesthetics Institute Lesson Plan, June 2013 Deb Rosenbaum

Illustrated Greeting Card: Utilizing Metaphor to Describe Love Visual Arts and Literacy, Grades 6 – 12

Big Idea

Metaphors are a useful and valuable aid to creativity.
Ideas and images are generated when unlikely combinations are juxtaposed.
Metaphors can help make art more accessible, relatable to an audience.

Essential Questions

How can deep feelings like love be expressed in ways that are not trite or cliché?
How can the element of surprise be used in greeting cards as they are opened?
How can art support a feeling as an “illustration?”

Timeline

Middle School: 1 week, meeting daily for 90 minutes
High School: 3 days, meeting daily for 90 minutes

Materials

Paper, pencils, watercolor paper, collage images, glue sticks, watercolors and brushes, pen and ink

Process/Activities

Students will understand the concept of metaphor and analogy.
Students will examine trite and traditional poetry and greeting cards on the theme of love.
Students will work collaboratively and individually to generate a variety of metaphors for the “heart”.
Students will create a 3 line poem using the following format:
“I wish in the _____ of your heart,
I could be the _____
_____.”
Students will reflect on their poem and the work of others.
Students will create a greeting card with text and images illustrating their poem, with the first line appearing on the cover as a “set-up” for the rest of the poem inside.
Students will critique their cards and the work of others.
Optional Extensions: Student designs an envelope, delivers card to recipient, could be a Valentine's Day project.

Accommodations

Provide extra time as needed; provide literacy coaching for students.
Review instructions verbally and in written form.

Assessment

See Attached Rubric

CRISPA Applications

Connections—

Social: Students relate work to a specific individual they love.

Intellectual: Students use conceptual thought to develop a working metaphor.

Emotional: Students consider an emotion they feel for another.

Risk—Students explore a personal feeling and present it to an audience.

Student has the opportunity to express an emotion in a different way.

Imagination—Students fancifully combine unexpected elements.

Students mime teacher models.

Sensory—Through a selected metaphor, students explore sensual options through analogy.

Perception—Students deepen understanding of their love for another and perhaps what they appreciate about that person.

Active Engagement—Students choose their own metaphor and media for the project.

Students examine, review, and critique the work of others.

Colorado Visual Arts Content Standards

1. Observe and Learn to Comprehend

Visual Art has inherent characteristics and expressive features.

Art and design have purpose and function.

2. Envision and Critique to Reflect

Reflective strategies are used to understand the creative process.

A personal philosophy of art is accomplished through the use of sophisticated language and studio art processes.

3. Invent and Discover to Create

Assess and produce art with various materials.

4. Relate and Connect to Transfer

Communication through advanced visual methods is a necessary skill in life.

Grading Rubric (20 points)

Student uses specified poetic form.

Student uses innovative metaphor not usually associated with love or the heart.

Student develops metaphor consistently.

Student uses card form to break up the metaphor, allows metaphor to develop inside card.

Student skillfully applies selected media to concept.

Illustrations adequately illustrate imagery of poem.

Type is intentionally placed as part of an overall design.

Product reflects good craftsmanship in execution.

Student reflects on their work, willingness to revise or improve.

Student reflects on the work of others following classroom protocols.

Student articulates learning.