

# Monochromatic Poems

BMHS – Intro to Art

## Summary

Students will create a monochromatic collage of a place where they feel most comfortable and can truly be themselves. They will then write a poem based on their collage and color following a loose format.

## Standards

### VISUAL ARTS

#### 1. Observe and Learn to Comprehend

a. Visual art has inherent characteristics and expressive features.

#### 2. Envision and Critique to Reflect

a. Reflective strategies are used to understand the creative process.

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

c. Interpretation is a means for understanding and evaluating works of art.

#### 3. Invent and Discover to Create

a. Assess and produce art with various materials and methods.

b. Make judgments from visual messages.

#### 4. Relate and Connect to Transfer

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

### READING, WRITING, COMMUNICATION STANDARDS

#### 1. Oral Expression and Listening

a. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention.

#### 2. Writing and Composition

a. Literary and narrative text develop a controlling idea or theme with descriptive and expressive language.

b. Writing for grammar usage, mechanics and clarity requires ongoing refinements and revisions.

## Rationale

Student will reflect on their personal lives and recognize a place that they find comfort. They will then express this aesthetically in two ways, through visual art and poetry.

## Overall Objectives

*Students will be able to:*

- Define and demonstrate monochromatic a color scheme.
- Create a collage made out of magazine piece and any other two-dimensional items of the artist's choice.
- Express themselves through visual art and poetry about a place where they feel they can truly be themselves.
- Write a poem based on the collage they created using the color as a guide.
- Share their personal opinion and artwork with the class and analyze other classmates' artwork.

## Materials

- Notes on color theory for all colors
- Examples of collages (digital or tangible)
- Cardstock (preferably black) 8x10-inch pieces so they can have a one-inch border
- Elmer's glue
- Crayon or other colored material
- Mod Podge
- Paintbrush
- Magazines for cutting
- Scissors
- Any other two-dimensional items in monochromatic color scheme students want to include in their collage
- Paper for writing (scrap paper and nice final-draft paper)
- Paper for sketching
- Pen, pencil or other writing utensil
- Optional: images, like a photograph, for students to draw from.

## Time

Approximately ten 50-minute lessons including work days.

## Previous Knowledge

It would help if student knows color schemes and is familiar with the terms *value* or *shades/tones*. It would also be helpful for them to be familiar with what a collage is.

## Lesson

Day 1--- Objective: Students will be able to define the color theory for every color using their notes.

Students will be able to brainstorm and create a thumbnail sketch for at least four different places that the student can completely be themselves and feels comfortable.

1. Warm-up: Students have blank page in sketchbook. They draw a random line, pass sketchbooks to the left. Next student adds something that makes them happy (ie, ice

cream, sunshine, etc). Pass, repeat, continue passing until image is cohesive and starts to come together in to an image.

2. Introduce/review color theory. Go over all colors, first asking the students what they think or feel like each color represents, then giving them defining words for each color (ie. White = sterile, pure, clean, peace, bliss, etc). (Teacher could take this opportunity to introduce all color schemes, just monochromatic, or it could be a review of knowledge students already have.) Students should take notes on color theories for each color in sketchbook, including monochromatic (value scale, one color).
3. Introduce project: *Student will think of one place where they feel they can truly be themselves, somewhere they feel completely comfortable. They will choose one color that is their favorite color OR represents this place best and make a collage of this place using that color only that is 6" x 8". They will then write a poem based on the image and the color they chose; poem must be at least seven lines.*
4. Students will start brainstorming and sketching out at least four thumbnail ideas of places where they are completely comfortable and can be themselves. Students are encouraged to discuss with other students. Teacher will give examples of these types of places and show examples of past projects/their own example.
5. Clean up.

Day 2 --- Objective: Students will be able to create a colored, finalized sketch (to scale) of a place that they feel completely comfortable and themselves that they will turn in to a collage.

1. Have students tell their neighbor about the new project they learned about yesterday. They should also check their notes with each other and copy new or different words. Share some places the student came up with.
2. Show some examples, projected or tangible, of collages. Review or explain what a collage is, remembering it does not just have to be magazine but can include things like candy wrappers, cereal boxes, wrapping paper, etc. Again, show your or other students' examples of the project, discussing good and bad qualities. Discuss craftsmanship, go over rubric.
3. Have students finish their four sketches from yesterday if they have not already. They then need to choose one of their images as their final image they want to collage. On a new sketchbook page, they need to draw a 6" x 8" rectangle and redraw the image bigger inside the rectangle.
4. They then need to color their image, using only one color of their choosing that can represent the place or the feeling they have when they are at the place, or their favorite color. They should use many different values.
5. Clean up.

Day 3 --- Objective: Students will be able to draw a one-inch border on their 8" x 10" black cardstock and then their final drawing again inside the 6" x 8" rectangle in pencil.

Students will be able to collect many pieces of magazine or any two-dimensional items that are within their monochromatic color scheme.

1. With a ruler, have each student draw a one-inch border on a 8" x 10" piece of cardstock so they have a perfectly centered 6" x 8" rectangle. While referencing their

finalized sketch (and using gridding method if necessary), have the students draw an outline of their final image using a pencil so they will have a guideline for where to glue their collage materials.

2. Demonstrate how to collage items, glue them down or search for color. Start with the background and work towards the foreground. Start with large pieces, then finish with small pieces for detail. Constantly reference sketch and its values. (Review values.)
3. Using magazines or other two-dimensional materials, students will collect pieces of just the color they chose, cutting large pieces out with a goal of collecting many different values and not yet worrying about cutting them into tiny pieces for gluing.
4. Homework: find any other two-dimensional items that match the monochromatic color scheme that they can include in their collage. Examples are any food packaging, wrapping paper, fabric, ribbon, etc.
5. Clean up.

Day 4/5/6 --- Objective: Students will be able to analyze a classmate's artwork in progress and discuss and communicate any room for improvement.

Students will be able to self-assess their own progress and artwork and make changes accordingly to finish on time with an A-grade work of art.

1. Students will use a few days for work time. They will start to cut and glue their pieces down, slowly making progress each day.
2. At the end and/or beginning of each class, students should pair up or be in small groups to discuss the progress of each student. They will analyze if they are behind, ahead, need more detail, need a larger range of values, etc.
3. Exit ticket: Students will write on a sticky-note a self-assessment, rating their own progress with a percentage value, saying what they worked on today, and what their goals are for tomorrow for improvement or progress.
4. Clean up.

Day 7 --- Objective: Students will be able to finish their collage and paint a layer of Mod Podge over the 6" x 8" area.

Students will be able to write a simple five-line poem based on one color.

1. When students are finished with their collage, they should paint a thin layer of Mod Podge over their collage -- just the 6" x 8" area, not any of the border -- so that no pieces peel up and it is uniform.
2. Introduce poetry: Students will write a color poem based on the image they have created. The poem can be based on the emotions the image brings out, the stories or feelings the place reminds them of, aspects of the color theories of the color they chose or anything they want, as long as the poem goes with the image somehow. The poem must be at least seven lines and use the color as a starting point and throughout. Read them many examples. Example of five lines:

Blue is your eyes your mother gave you.

It's the flow of the notes coming off your guitar and the rhythm of your poetry.

It should not be the anxiety and depression that haunts you.

Because it's the stability of me always being there.

Blue is the smooth opportunity of yet another chance.

3. Have the students pick any color they want, and write a poem starting with *[the color of their choice] is \_\_\_\_\_*. Explain how there are really no rules to poetry, and it does not have to rhyme. There are guidelines for their poems, like describing a color, but no rules other than that, so all the poems will turn out differently. With poetry, students should write many different ones to get the hang of it and be read many examples.
4. By the end of class they should have one poem they are happy with, still unrelated to their collage they made and based on any color. Students should be encouraged to be creative with their colors, and try to write poems based on different emotions, one funny, one serious, one very personal, etc. They need to share one poem they wrote out loud with the whole class.

Day 8 --- Objective: Students will be able to write a seven-line poem using the color and their collage as the guide to the poem.

1. Warm-up: Give them a theme to go off of for a warm-up poem to deepen their thinking. Example: about your mother, for your dog, to represent the place you vacation most. It should still be using the format of yesterday with a color. Have students share out some.
2. Start to switch the thinking more towards the collage they made and the place they chose. Have the students write two poems with the same color poem format, using the place as an inspiration. Have them think outside the box, like writing the poem from the perspective of the place, as them being there, talking to the place, the place talking to you, as a journalist, as a five-year-old, as a bird, etc. The end product of the poem should use the color they used in their monochromatic collage, should start out with *[the color of their choice] is \_\_\_\_\_*, should be seven lines long, and must somehow relate to collage so they can be hung together.

Day 9 --- Objective: Students will be able to write a final draft of their color poem based on their collage and color.

1. Students should draft a final version of their color poem that goes with place. Ask them: *How do you feel while you are there? Why do you feel free and completely yourself here? What makes this place so comforting?*
2. They should share their final draft with either the teacher or a classmate and complete a final poem by the end.
3. They should write their final poem on a nice piece of paper with a black pen. If there is extra cardstock, students can glue their poem to it, perfectly centered. (Another options is to have the original cardstock be big enough to fit the poem and collage on the same page.)

Day 10--- Objective: Students will be able to share their poem and collage with the class. Students will be able to communicate and defend opinions about classmates' and their own collages and poems.

1. Give the students a few minutes to read their poems in their head and prepare sharing their poem and collage in front of the whole class. Students can just read the poem if they do not feel comfortable or are too emotional discussing the place.

2. Students will present their poem with the collage in front of the whole class. The rest of the students should pick five people to write a positive comment about their poem or collage on a scrap piece of paper and hand them all out at the end of class.
3. Students need to fulfill the following tasks as a self-assessment: grade themselves using a rubric; answer the question: How many of you felt you could express yourself better with visual art? Better with poetry? Explain using at least 3 sentences.

### **Assessment**

Pre-assessment: Having students come up with and write down what color theory is for each color or what they think it is.

Formative Assessment: Discussing color theory; creating four thumbnail sketches and one finalized sketch, then a final outline on cardstock; having students reach any other benchmarks before they can move on to the next step; talking with each other each day and deciding individually and with classmates what they can improve and whether or not they are making good or bad progress; drafting the poem many times and checking final poem with a student or teacher; teacher walking around and checking in with each student individually.

Summative assessment: Performance at critique/final sharing with class based on: participation in discussions, listening skills and respect for the artist sharing, sharing their own collage AND poem, talking clearly.

An evaluation of project, based on: Did the students show they understood the project and all its requirements? Did they successfully make a collage that followed all directions? How was their craftsmanship? How creative and original were they in their poem and collage? Does it look like anyone else's? Did they write a seven-line poem that was unique but also followed the guidelines? Did they complete the self-assessment?

### **Adaptations and Extensions**

Extensions:

- Teacher could choose other color schemes for the project.
- The final image could use a different medium, like watercolor, drawing, 3D collage, or printmaking.
- The poem could follow a different format.
- The students could pick another theme to follow other than a comforting place.

Adaptations:

- Special needs kids, depending on their abilities and extra help from paraprofessionals, can simplify their poem or change the format.
- Special needs kids could use a different medium other than collage that is easier for them, or use only large pieces and a simple image.
- ELL students may write poem in their native language.
- Pair ELL students or other lower level students with advanced students who speak English or follow directions well. This way they will have more one-on-one help and constant visual references.
- Certain students will be allowed extra time or simple, differentiated, broken-down steps.