

Poetry & Art (Grades 1-5)

LESSON DESCRIPTION

Students will learn how color can be used to express emotion in art and how art inspires figurative language. Students will write a color poem and create artwork to illustrate it.

SC VISUAL ARTS STANDARDS

First Grade

- VA1-1.1 Use his or her own ideas in the creation of works of visual art.
- VA1-1.2 Identify and describe the materials, techniques, and processes used in a variety of works of visual art.
- VA1-1.3 Use a variety of materials, techniques, and processes to create works of visual art.
- VA1-2.1 Recognize and describe the differences in the composition and design of various works of visual art.
- VA1-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA1-2.3 Select and use various elements and principles of design to communicate his or her ideas, feelings, and stories through works of visual art.
- VA1-2.4 Discuss the elements and principles of design found in works of visual art.
- VA1-3.1 Recognize and describe the content in a work of visual art.
- VA1-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VA1-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

Second Grade

- VA2-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA2-1.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing works of visual art.

- VA2-1.3 Use and combine a variety of materials, techniques, and processes to create works of visual art.
- VA2-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.
- VA2-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA2-2.3 Select and use various elements and principles of design to communicate his or her ideas, feelings, and stories through works of visual art.
- VA2-3.1 Describe the content in a work of visual art.
- VA2-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VA2-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum

Third Grade

- VA3-1.1 Use his or her own ideas in creating works of visual art.
- VA3-1.2 Identify and describe the materials, techniques, and processes used in a variety of artworks.
- VA3-1.3 Use and combine a variety of materials, techniques, and processes to create works of visual art.
- VA3-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.
- VA3-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.
- VA3-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA3-2.3 Select and use various elements and principles of design to communicate his or her ideas and feelings in works of visual art.
- VA3-3.1 Recognize and describe the content in a work of visual art.
- VA3-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

- VA3-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

Fourth Grade

- VA4-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA4-1.2 Explain the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA4-1.3 Use a variety of media, techniques, and processes to create works of visual art.
- VA4-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.
- VA4-2.1 Explain the differences in the composition and design of various works of visual art and the ideas they convey.
- VA4-2.2 Explain the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA4-2.3 Use visual structures and functions of art to create artworks that communicate ideas.
- VA4-3.1 Identify and describe the content in a work of visual art.
- VA4-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA4-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

Fifth Grade

- VA5-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.
- VA5-2.2 Discuss the ways that the various elements and principles of design are used to communicate ideas.
- VA5-2.3 Select elements and principles of design to create artworks with a personal meaning.
- VA5-3.1 Identify and describe the content in a work of visual art.
- VA5-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.

- VA5-6.1 Identify connections between the visual arts and content areas across the curriculum.

SC ELA STANDARDS

First Grade

- RL Standard 6: Summarize key details and ideas to support analysis of thematic development.
 - 6.1 Describe the relationship between the illustrations and the characters, setting, or events.
- RL Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
 - 9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.
 - 9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
- Writing Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.

Second Grade

- RL Standard 6: Summarize key details and ideas to support analysis of thematic development.
 - 6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
- RL Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
 - 9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
 - 9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.

- Writing Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

Third Grade

- RL Standard 4: Read with sufficient accuracy and fluency to support comprehension.
 - 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- RL Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
 - 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
- RL Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
 - 9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
 - 9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
- Writing Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks:
 - a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.

Fourth Grade

- RL Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
 - 9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.
 - 9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
- Writing Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks:
 - a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.

Fifth Grade

- RL Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
 - 9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
 - 9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.
- RL Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
 - 12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.
 - 12.2 Compare how different crafted text structures contribute to meaning and impact the reader.
- Writing Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks:
 - a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.

Poetry & Art (Grades 6-12)

LESSON DESCRIPTION:

Students will delve into the realm of color theory as they learn what different colors communicate through both images and words. The lesson culminates with students writing and illustrating their own descriptive color poems.

STATE STANDARDS:

Sixth Grade

- **ELA-W-Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;
 - g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters;
- **ELA-W-Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

Seventh Grade

- **ELA-W-Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;

- g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters;
- **ELA-W-Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

Eighth Grade

- **ELA-W-Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;
 - g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters.
- **ELA-W-Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

High School

- **ELA-W-Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
 - f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters;
- **ELA-W-Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

SC VISUAL ARTS STANDARDS:

Sixth Grade:

- VA6-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.
- VA6-1.4 Use art materials and tools in a safe and responsible manner.
- VA6-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.
- VA6-2.2 Describe the ways in which the elements and principles of design are used in a particular work of art and the ways in which their use expresses the artist's ideas.
- VA6-3.1 Identify and describe the content in works of visual art.
- VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.
- VA6-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

Seventh Grade:

- VA7-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through the artworks.
- VA7-1.4 Use art materials and tools in a safe and responsible manner.
- VA7-2.2 Compare and contrast several artists' use of the elements and principles of design and describe the ways in which these characteristics express the artists' ideas.
- VA7-3.1 Compare and contrast the content in two works of visual art.
- VA7-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA7-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

Eighth Grade:

- VA8-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.
- VA8-1.4 Use art materials and tools in a safe and responsible manner.
- VA8-2.1 Identify the elements and principles of design used in a particular work of visual art and describe the ways in which these characteristics express the artist's ideas and affect the viewer.
- VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.
- VA8-3.1 Compare and contrast the content in several works of visual art.
- VA8-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.

- VA8-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

High School:

- VAH1-1.3 Communicate ideas through the effective use of a variety of materials, techniques, and processes in works of visual art.
- VAH-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.
- AH1-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.
- VAH1-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.
- VAH-3.1 Explore the sources of the subject matter and the ideas in variety of works of visual art.
- VAH-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.