

## Word Art Poem

### 75 minutes

#### Content Objectives:

1. TSW write a cinquain or a haiku about a work of art using descriptive words.
2. TSW choose one descriptive word from the poem and illustrate it using word art.
3. TSW orally present the poem and completed word art.

#### Language Objectives:

1. TSW use a graphic organizer to create a list of adjectives to describe the art work.
2. TSW choose from the list of words and write a cinquain or a haiku poem.

#### Visual Art Objectives:

1. TSW create a word art image incorporating at least three elements of art to express the meaning of the word.

**Vocabulary:** line, color, value, texture, form, cinquain, haiku

#### Content Standards:

##### ELA (Common Core)

- Standard Two: Students write competently for a variety of purposes and audiences.
- Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.
- Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

##### Visual Art

- Critical Analysis: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.
- Aesthetic Perception: Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.
- Creative Expression: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

**Anticipatory Set:****5 min**

TTW read several haiku (or cinquain) poems and ask students to identify descriptive words in each poem. TTW ask students if they can visualize what the poet is talking about. TTW ask students if they can visualize certain words and TSW discuss which words bring images to mind.

**Procedures:****20 min****WHAT IS WORD ART?**

TTW show one painting to the whole class. TSW brainstorm adjectives to describe the work of art and TTW write these words in a bubble map (see handouts). TTW describe the work of art pointing out the elements of art: line, color, form, shape and texture. TSW choose one descriptive word from the list and TTW demonstrate how the word might be illustrated using word art—writing the word in a way that demonstrates its meaning—with input from TS.

**WHAT IS HAIKU (OR CINQUAIN) POETRY?**

TTW ask students if they have heard of haiku (or cinquain) poems and discuss their stress on the syllables (or beats) in each line. TSW write a poem together on the board about the work of art that is projected.

**Guided Practice:****15 min**

[TSW work in small groups or pairs.] TTW offer a selection of 3 – 5 works of art and TSW choose one work of art as a subject for a poem. TSW work together to help each other count the syllables and suggest changes to the poems to make them follow the haiku (or cinquain) pattern.

**Independent Practice:****15 min**

TSW choose one word from their poems to illustrate using word art. TSW use markers, cardboard, ribbon, googly eyes, silk flowers, glitter glue, and other small items to collage (this can be done with more or fewer materials.) TSW write the word in a large format on a 5 x 7 piece of cardboard and then use the art materials and elements of art to create word art

**Closure:****20 min**

TTW ask students to share their poems. TSW stand and read their poems and show the class their word art.

**Materials:**

Haiku and/or cinquain examples	Flowers
Word Art examples	Ribbon
Markers	Googly eyes
Cardboard	Other art supplies as available

## Guidelines for Poems

HAIKU: 3 lines, 5 – 7 – 5 syllable format

CINQUAIN: 5 lines, 2 – 4 – 6 – 8 – 2 syllable format

OR

Line 1 – a one word title

Line 2 – a two word phrase that describes your title

Line 3 – a three word phrase that describes an action

Line 4 – a 4 word phrase that describes a feeling

Line 5 – one word that refers back to your title

## WORD ART

