

A Picture is Worth a Thousand Words

-Poetry Inspired by Visual Arts

(created and submitted by Deborah Ling)

Teacher's Guide

Description:

“Writing and drawing are key strategies in the process of slowing down and learning deeply. Open-ended visual and written expression allows students a way to express their own ideas and to consolidate their learning experiences in their minds.”

*~ Implementing the Open-Minds Education Concept
in Your Community, p. 20*

Visual expression and written expression are fundamental to the learning of students, especially that of the primary grades. Using the "Five Senses" method when approaching the artworks, students will describe the "visible" and at the same time, imagine the "invisible". Students will then write poetry to creatively express their ideas.

Grades:

- 1 - 3

Define Understanding:

- Students will understand that thoughts, ideas, feelings and experiences can be communicated in both visual and written expression.
- Students will learn how to write diamantes and haiku.

Curriculum:

Language Arts

- General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Artwork:

- Winter (Moose) by Illingworth Kerr(1905-1989)
- Summer Bloom by Nancy Ruth Sissons

Activity:

(Refer to Powerpoint Slideshow A Picture is Worth a Thousand Words: poetry inspired by visual arts)

1. Accessing background knowledge: ask students *What is a diamante?*

2. Based on the students' input, try to write a definition for the term "diamante."
Compare it with the one from ReadWriteThink.
3. Explain that there are different kinds of diamantes. Show and explain examples.
4. (Optional) You may want to write a diamante with the whole class as a practice.
5. Accessing background knowledge: ask students *What is a haiku?*
6. Based on the students' input, try to write a definition for the term "haiku." Compare it with the description given.
7. Explain that this traditional Japanese poem has been adapted; hence, many haikus written in English. Show the example.
8. (Optional) You may want to write a haiku with the whole class as a practice.
9. Show the two artworks. Walk through Activity I and Activity II step by step. You may wish to record some of the students' ideas.
10. Finish with Activity III and student sharing time.

Bibliography

AFA Art House, eMuseum

www.alberta.emuseum.com

Implementing the Open Minds Education Concept in Your Community – a Guide

http://btcn.ca/wp-content/uploads/2010/07/OpenMinds_Handbook.pdf

Read Write Think

<http://www.readwritethink.org/files/resources/interactives/diamante/>

A Picture is Worth a Thousand Words

~ Poetry inspired by Visual Arts

Grades 1 - 3



A Picture is Worth a Thousand Words

If a picture is worth a thousand words, can we at least hear some of these words?

In this lesson, you will learn to write two different types of poetry: *Diamante* and *Haiku*. You will be using artworks as the inspiration for your poetry.

What is a Diamante?

What is a Diamante?

A diamante poem is a poem in the shape of a diamond
Each line uses specific types of words like adjectives
and -ing words. It does not have to rhyme.

- <http://www.readwritethink.org/files/resources/interactives/diamante/>

What is a Diamante?

Synonym Poem – This type describes one topic.

Antonym Poem – This type shows the differences between two opposite topics.

- <http://www.readwritethink.org/files/resources/interactives/diamante/>

What is a Diamante?

Synonym Poem

Cats

Friendly, playful

Purring, trilling, hissing

Belong to the family of mammals

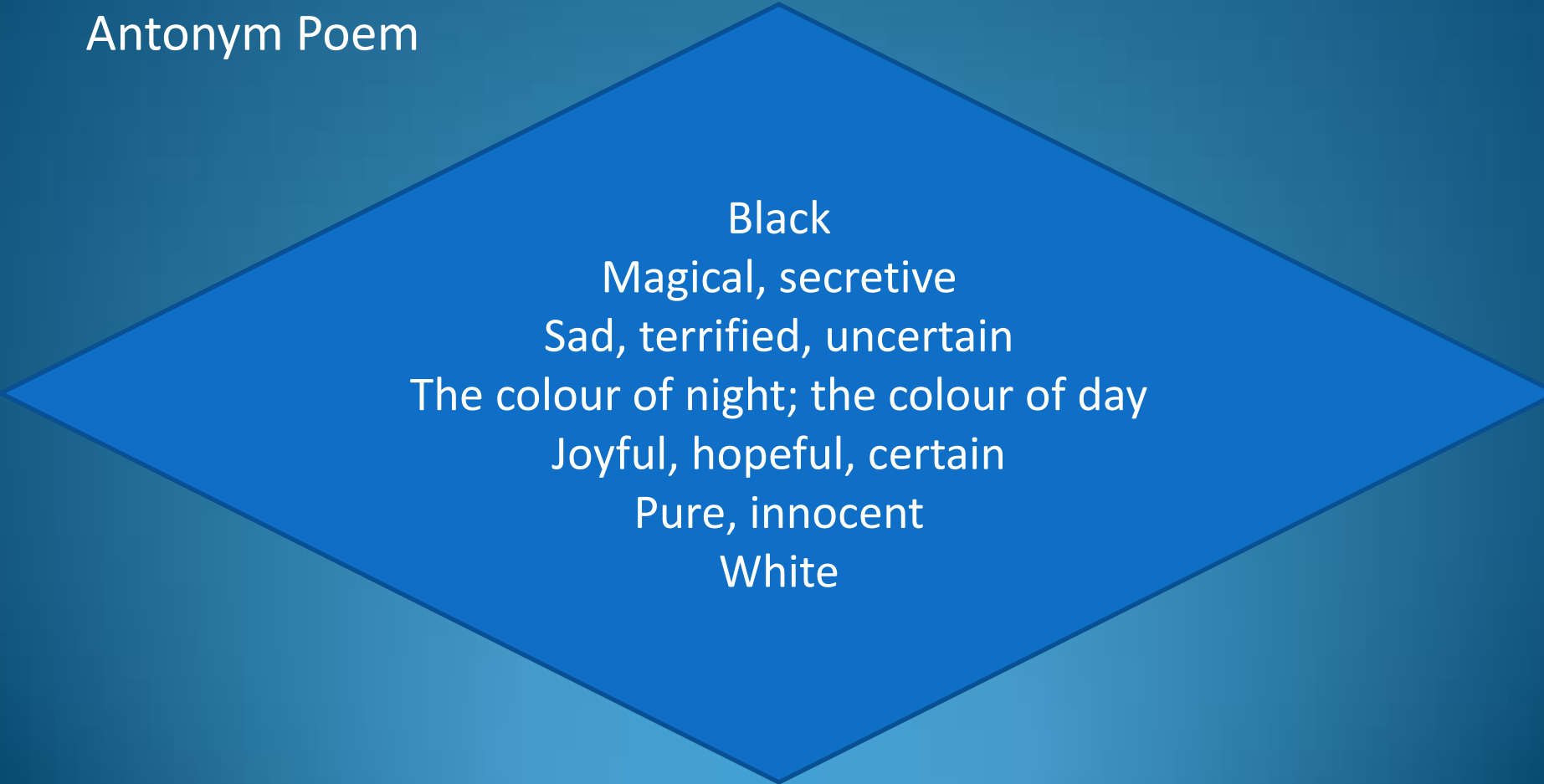
Growling, roaring, puffing

Social, strong

Lions

What is a Diamante?

Antonym Poem



Black
Magical, secretive
Sad, terrified, uncertain
The colour of night; the colour of day
Joyful, hopeful, certain
Pure, innocent
White

What is a Haiku?

A *haiku* is a Japanese poem of 17 syllables.

It is arranged into three lines.

First line: 5 syllables;

Second line: 7 syllables;

Third line: 5 syllables.

It traditionally evokes some imageries.

What is a Haiku?

An old silent pond...
A frog jumps into the pond,
splash! Silence again.

~ Basho Matsuo

Let's Gather Ideas for Writing Poetry!

- We will:
 - View artworks for inspiration
 - Use our senses to analyse artworks



Winter (Moose)

Illingworth Kerr (1905-1989)

Collection of the Alberta Foundation for the Arts

Activity I:

Imagine yourself inside the artwork, answer the following questions:



What do you see? (Colours, shapes, patterns, objects, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What may you hear? (Hiss, roar, buzz, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What may you smell? (e.g. sweet, pungent, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What may the things taste like? (e.g. sweet, bitter, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What do the objects feel like? (e.g. prickly, soft, warm, etc.)





Summer Blooms (1992)

Nancy Ruth Sissons

Collection of the Alberta Foundation for the Arts

Activity I:

Imagine yourself inside the artwork, answer the following questions:



What do you see? (Colours, shapes, patterns, objects, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What may you hear? (Hiss, roar, buzz, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What may you smell? (e.g. sweet, pungent, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What may the things taste like? (e.g. sweet, bitter, etc.)



Activity I:

Imagine yourself inside the artwork, answer the following questions:



What do the objects feel like? (e.g. prickly, soft, warm, etc.)



Activity II:

Part (a)

Based on your observations, create a list of adjectives or –ing words.

These “juicy” words may come in handy when you write your poems.

Part (b)

Brainstorm some activities that you may see.

For example:

- *Children rough-housing in the snow*
- *Hummingbirds lapping up nectar with their tongue*
- *Autumn leaves drifting in the breeze*

These ideas may come in handy when you write your haiku.

Activity III:

Using the artworks as an inspiration, you may choose to write...

- a. a synonym diamante OR
- b. an antonym diamante OR
- c. a haiku.

OR (or as an extension)

1. Students go to computer lab and search the AFA collection at: <http://alberta.emuseum.com>
2. Students select their own artwork to analyse
3. Using the artwork as an inspiration, students choose to write ...
 - a. a synonym diamante OR
 - b. an antonym diamante OR
 - c. a haiku.