

Residency Curriculum (for use with poet as a teaching artist partner)

Grade: 5th Grade

Teaching Artists: Ronald Chironna and partner

Title of Residency: My Environment

Residency Goals:

- Create a stronger awareness of the influence that their environments have on each student, and the influence that the students have on their environments, whether those environments are natural or man-made.
- Introduce students to the literary art of Tanka poetry, and the visual art of illustration.
- Use the Tanka poetry form to discuss objects, places and people found in students' environments.
- Familiarize students with the literary devices and methods needed to create their own poems.
- Familiarize students with the terms and concepts associated with visual art, and illustration in particular.
- Use and develop multiple intelligences as forms of self-expression.
- Use visual art examples and visual art exercises to stimulate the creation of the students' own visual art and illustrations.
- Use the students' learning experience of creating their own poems to stimulate the creation of illustrations to accompany their poems.
- Use the students' learning experience of creating their illustrations to stimulate the revisions of their original poems.
- Develop an atmosphere in the classroom in which writing, performing, and creating visual art is accepted, respected, and encouraged as an individual and collaborative means of communication and self-expression.
- Introduce students to established Tanka poets, and established professional illustrators.

Culminating Goals:

- Creation of a Glossary of poetry and illustration concepts, terms, and phrases.
- Students will write at least three, and perform at least one Tanka poem.
- In writing their own Tanka poems, students will learn, understand, and be able to use at least six literary terms and concepts, including: personification, simile, metaphor, poetic lines, syllables, and sensory detail.
- A collaborative poem will be developed and performed by the students.
- An anthology of the students' poems will be completed.
- Students will create illustrations based on their Tanka poems to be exhibited in a public space, and used to accompany their poems in the anthology.
- In illustrating their Tanka poems, students will learn, understand, and be able to implement at least nine visual art terms and concepts, including: visual imagery, concepts, design, composition, line, movement, texture, pattern, and color.
- The poems and illustrations will be used by the students to observe, explore, and understand the environment of their choice.
- Students will be able to revise their individual and collaborative poems, as well as their illustrations.
- The development of Tanka poems and their accompanying illustrations will be used to connect to the classroom teacher's curriculum.

Creative Skills:

- Develop writing, art, and performance skills as forms of self-expression.
- Read and understand the work of established poets and visual artists.
- Use writing, illustrating, and performing to connect to, and understand one's environment.
- Develop stage presence, physical expression, vocal projection, and articulation for sharing creative work and performing.
- Collaborate to develop and critique creative work.
- Understand and use the vocabulary necessary to create, perform, and critique creative work.

Creative Terms/ Devices and Artist/ Author Pairings:

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| - Sensory detail | - Visual references |
| - Tanka | - Concepts and Visual Imagery |
| - Personification | - Design and Composition |
| - Metaphor | - Line and Movement |
| - Simile | - Texture and Pattern |
| - Poetic line | - Color |
| - Syllables | - Mood |
| - Criticism and Analysis | - Size and Shape |
| - Memorization | - Space and Distance |
| - Rehearsal | - Abstract and Figurative |
| - Physical Expression (tone, gesture, volume) | - Still life |
| - Community/Collaboration | - Environment |
| - Illustration | - Revision |
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| - Li Young Lee (Sensory Detail, Personification) | - Martin Rock and Phillip Ischy -- audio recording of "You Fish, You Bird" (Collaboration, Tanka, Environment, Poetic Line) |
| - John Barlow (Syllables, Poetic Line, Tanka, Environment) | - Raul Colón (Illustration, Concepts and Visual imagery) |
| - Fay Aoyagi (Syllables, Poetic Line, Tanka, Environment) | - Ana Juan (Illustration, Design and Composition, Still Life) |
| - Langston Hughes (Simile, Sensory Detail) | - Pablo Torrecilla (Illustration, Line and Movement) |
| - Nikki Giovanni (Metaphor, Sensory Detail) | - Felipe Dávalos (Illustration, Texture and Pattern) |
| - Jericho Brown (Poetic Line, Metaphor, Sensory Detail, Environment) | - Jose Ortega (Illustration, Color, Mood, Size and Shape, Space and Distance, Abstract and Figurative) |
| - Nasira Alma (Tanka, Environment, Personification) | - Elizabeth Gomez and Beatriz Vidal (Environment) |
| - Lucille Clifton (Personification, Sensory Detail, Metaphor, Simile) | |

NY State Standards Addressed:

- ELA standard 1: Students will read, write, listen and speak for information and understanding.
- ELA standard 2: Students will read, write, listen and speak for response and expression.
- ELA standard 3: Students will listen, speak, read, and write for critical analysis and evaluation.
- ELA standard 4: Students will read, write, listen and speak for social interaction.
- The Arts standard 1: Creating, Performing, and Participating in the Arts
- The Arts standard 2: Knowing and Using Arts Materials and Resources
- The Arts standard 3: Responding to and Analyzing Works of Art

Curriculum Integration:

- Learning the concepts, terms, and skills of writing poetry coincides with, and reinforces the fifth grade curriculum benchmark of responding to non-fiction, fiction, poetry, and drama using interpretive and critical processes; producing work in at least one genre that follows the conventions of the genre; and analyzing and subsequently revising work to improve its clarity and effectiveness.
- Learning the concepts, terms, and skills of creating illustrations coincides with, and reinforces the fifth grade curriculum benchmark of students beginning sequential unit projects; extending knowledge of art media and compositional and design elements; choosing new ways of using familiar tools and materials; and deepening imaginative capacities, observational and expressive skills.
- Discuss with classroom teacher possible ways of integrating the subject of the environment into social studies and science curriculum.

Rituals and Routines:

- Open with "Stand Up If" (questions modified to fit lesson), and a review of previous lesson.
- Have students address Teaching Artist as Mr. Chironna or Mr. C.
- Use "If you hear the sound of my voice..." to silence and focus the class.
- Have students create in a section of their notebooks a Dictionary composed of poetry and visual art words, phrases, terms, and concepts.
- End with student sharing of their poems or illustrations in progress, and the Call and Response:

"If we all don't row...
then we all don't go.

If you can't make a mistake ...
you can't make anything.

If you don't climb the mountain...
you can't see the view.

When you believe in yourself...
anything is possible!

Doing your best...
means you never stop trying.

Be satisfied...
with nothing but your best!"

- Teaching Artists submit lesson plan to classroom teacher once a week.
- Teaching Artists meet with classroom teacher once a week to review the previous week, plan for the coming week, accept suggestions, and iron out any difficulties.

Timeline 2009-2010:

- **Session 1, October 13,** Observation and Meeting--- Observe class, and meet with Classroom Teacher to discuss curriculum.
- **Session 2, October 20,** Introduction Day--- Introduce ourselves, and the theme of the curriculum to students. Explain that when they think of environment, it can include any place to which they feel a connection.
- **Session 3, October 27,** Sensory Detail--- Introduce and define sensory detail and poetic line. Have students read Langston Hughes', "Theme for English B". Ask students to identify poetic lines that utilize sensory detail. Ask students to write 5 lines that use sensory detail about their commute to and from school. Have students create a Dictionary section in their notebooks for poetry and illustration terms, phrases, and concepts.
- **November 3,** Election Day/ No School
- **November 10,** Half Day / No session/ Teacher Parent Conferences
- **Session 4, November 17,** Simile--- Introduce and define simile. Have students read excerpt of Li Young Lee's, "Persimmons". Ask students to write 3-5 lines comparing objects in the classroom to objects in their daily environment outside the classroom.
- **Session 5, November 24,** Metaphor--- Introduce and define metaphor. Have students read excerpts from Nikki Giovanni and Lucille Clifton. Ask students to write 3-5 lines about a family member of their choosing using metaphor.
- **Session 6, December 1** Personification--- Introduce and define personification. Have students read Jericho Brown's, "Tin Man". Split students into groups of 4 or 5. Have students write 4-5 lines of poetry that can be read both horizontally and vertically across the page, and that utilizes personification for objects in their favorite environment away from home.
- **Session 7, December 8,** Tanka--- Introduce, define and explain the history of the Tanka form of poetry. Explain syllables. Have students listen to audio recording of Rock and Ischy's, "You Fish, You Bird". Have students work in groups of two to write a thirty-one syllable poem about an object or phenomenon found in a natural environment.
- **Session 8, December 15,** Tanka--- Have students write two Tanka poems about the objects, places, and/or people found in their immediate, day to day man-made environment.
- **Holiday Break**
- **Session 9, January 5,** Revision--- Introduce and define revision. Have students revise one of three previously written Tankas to include additional literary devices and heightened sensory detail.
- **Session 10, January 12,** Illustration--- Introduce and define the art of illustration. Show one sample created by each of the illustrators being used in this curriculum (all sample images for all lessons will depict scenes of various environments). Have students discuss what they think might be a good illustration for a sample Tanka poem by John Barlow.
- **Session 11, January 19,** Art Materials and Visual Reference--- A hands-on exploration of art materials will take place, as well as a discussion that defines and explains the use of visual references, with examples to be provided by the Teaching Artists.
- **Session 12, January 26,** Concepts and Visual Imagery--- Explore the terms concepts and visual imagery as they relate to illustration. Use Raul Colón's artwork as examples. Have students brainstorm concepts and visual imagery for Tanka poems by Fay Aoyagi and Nasira Alma.

- **Session 13, February 2,** Design and Composition--- Define and illustrate the terms design and composition using the artwork of Ana Juan. Have students practice design and composition skills by having them set up and draw classroom objects in a series of still lifes.
- **Session 14, February 9,** Line and Movement--- View and explore the illustrations of Pablo Torrecilla to demonstrate line and movement in art. The students will copy a Torrecilla image by drawing it using one continuous line, never letting the pencil point leave the surface of the paper.
- **February 16,** Winter Break
- **Session 15, February 23,** Texture and Pattern--- Using the artwork of Felipe Dávalos, texture and pattern in two dimensional art will be explored. Using textured and patterned objects brought to class, students will reproduce the look of the objects' surfaces using art tools of their choice.
- **Session 16, March 2,** Color--- Illustrations by artist Jose Ortega will serve to exhibit how color creates and affects mood, size and shape, space and distance, and content. Students will use art materials in abstract and figurative ways to explore the uses of color.
- **Session 17, March 9,** Color--- Color will continue to be examined in this follow-up lesson.
- **Session 18, March 16,** Environment--- The influence of environment on illustrators, and how they use that influence in their art, is examined in the work of Elizabeth Gomez and Beatriz Vidal. The students' Tanka poems will be reintroduced in preparation for their own environmental illustrations based on those poems.
- **Session 19, March 23,** Brainstorming--- Students will conduct individual brainstorming sessions in order to think of visual images and concepts to be used in their illustrations. Students will be instructed to bring visual references from home to use for the images and concepts they decide to use.
- **March 30,** Spring Break
- **April 6,** Spring Break
- **Session 20, April 13,** Sketching--- Students will do preliminary pencil sketches for their illustrations.
- **Session 21, April 20,** Critiquing---The rules and etiquette of art criticism will be discussed, and students will review and critique each others' sketches.
- **Session 22, April 27,** Art Revision--- Students will revise their sketches after reflecting on the class critique.
- **Session 23, May 4,** Illustrating--- Work on the final illustrations will begin.
- **Session 24, May 11,** Illustrating--- The illustrations will be completed.
- **Session 25, May 18,** Tanka Revision --- Using the visual and narrative details created for their illustrations, students will again revise their Tanka poems to reflect the illustrations' contents.
- **Session 26, May 25,** Tanka Revision and Rehearsal--- The revisions will be completed. Each student's revised Tanka poem will be included in community poem and performance about "my environment". Rehearsal for the performance of the poem will take place.
- **Session 27, June 1** Final Rehearsal
- **Session 28, June 8,** Performance, Anthology, and Exhibition--- Anthology of poems and their illustrations will be created. Illustrations will be exhibited in school gallery. Students will perform community poem.
- **Session 29, June 15,** Celebration and Final Reflections