Illustrated Understanding

Overview:
Students will read and analyze a poem. They will explore the idea of articulating and communicating oral/written explanations visually. Students will also reflect and interpret the idea of art and its relationship with other subject matters, which will help them to further understand the impact of art.

Understanding Goals:
- What is the relationship of art to other subjects?
- How are poems illustrated?

This second goal allows students to further look at art in their lives. They will relate that goal to whether it applies within other subjects. Students will start with an analysis of a poem and breaking down the poem for further understanding. They will then use the break down to create their own visual representation/ articulation of their personal understanding of the poem. This allows students a further reflection on how art can aid understanding within other subject matters.

Subject Area:
Art

Connection to California Standards:
2.5 Create an expressive composition, focusing on dominance and subordination.
3.1 Identify similarities and differences in the purposes of art created in selected cultures.
3.4 Discuss the purposes of art in selected contemporary cultures.
4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

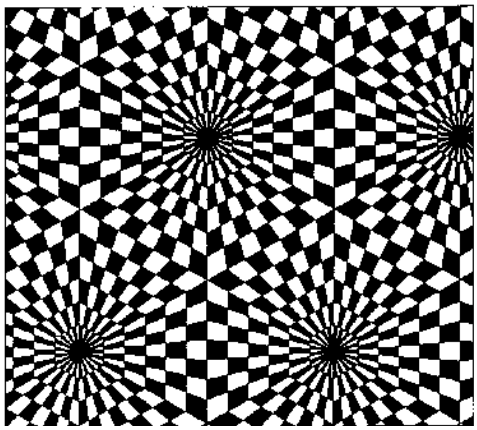
Time:
(5) 45-55 minute class sessions

Materials:
9”x12” white paper
8.5”x11” white paper
Magazines
Poem: Stopping by Woods on a Snowy Evening- By Robert Frost
Pen, Pencils, Pencil Sharpener, and Erasers
Scissors
Glue/Rubber Cement

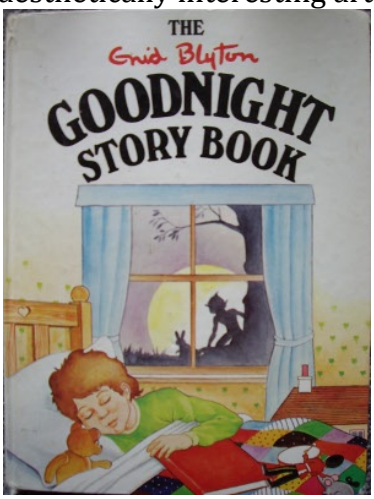
Procedure:

Day 1:

2-3 Minutes Hook/Opening:
Students will reflect personally: Think back at a time in your life where you saw or used art in a class other than a specific art class. Write about that moment and explain what happened and what you did. Also did you think it was art at that moment? If no, explain why you think it is art now.
2-3 Minutes Students will get into groups to discuss to and share their reflection.
2-3 Minutes Students will then share with the class: where art was also used outside an art class. As a class, list examples of where art is used as well as where art is used in other subjects.
10-15 Minutes Students will be presented with a slideshow of examples of various ways of how art is a representation incorporating other subjects.



(Figure 1) (Figure 2)
(Figure 1 and 2) These designs are related to the patterns and symmetry that we explore in a math class. These helps us visually represent what we learn in math and helps us create a aesthetically interesting art piece.



(Figure 3) (Figure 4)
(Figure 3) The storybook is an illustration of a story. Being able to illustrate our thoughts/ creative writing piece may help others visually understand the particular thought/story.

(Figure 4) The painting is a visual representation of incidents in history. It helps us further understand the artist's point of view.

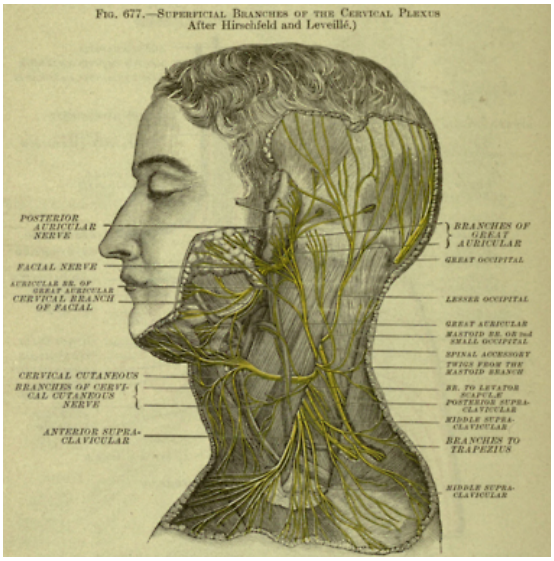


Fig. 677.—Superficial Branches of the Cervical Plexus (After Hirschfeld and Leveillé.)

(Figure 5)

(Figure 6)

(Figure 5) This image shows how art help scientists depict exact representation of how the nervous system is seen in the human head. Careful illustrations can also help depictions in other parts of the body as well. This is really helpful for not just artist but anyone to really visualize further understanding of the human body.

(Figure 6)

This image is a rapid prototype of a moth's movement around a light bulb. Things like this can really help us visualize and help scientists study movements of certain animals.

_ 5 Minutes _ Students will think of a moment that changed their personal experience about school and write about that moment.

20-35 Minutes Students will be asked to visually represent that personal experience through drawing and collage. (They will use their own pervious knowledge of visual representation and collage to complete this assignment.)

5-8 Minutes Students will complete assignment for homework if not finish. They will be notified that they should be prepared to share their experience.

Day2:

__2-3 Minutes _ Hook/Opening: Students will walk in and be asked to lie out their artwork. Students will then be asked to around to visually look at what their peers have done.

2-3 Minutes They will all get into pairs to discuss their thought process and what they felt while doing this.

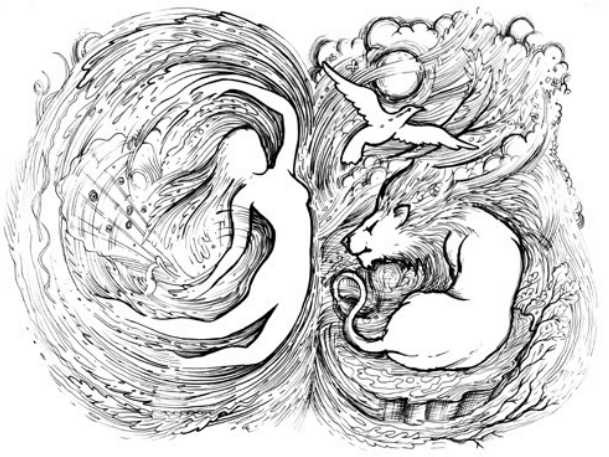
2-3 Minutes As a class: reflect on what they saw and their experience doing this process.

10-15 Minutes Talking about creating visual representation. As a class, there will be a discussion on art and how it helps us represent information visually as well as create a further understanding. Our objective is to use are to help us see things visually/

symbolically that we might not initially see. Connecting that to subjects such as English, students will then be asked to look at a poem and asked to look at its relationship with art.
Poem: Stopping by Woods on a Snowy Evening- By Robert Frost
Poem (see attached)
2-3 Minutes Students will just observe the poem and they will be asked to call out things that they noticed in the poem. They will also be asked if they are able to find any connections within the poem.
5 Minutes As a class, we will discuss: How we take context clues within the poem to visually represent our understanding? (Demonstration of visual representation)
15-20 Minutes Students will further look at the poem and interpret their own personal understanding. They may include things that they noticed. Also if they have questions, how does that question pose confusion? Students may also represent feelings that they get from the poem. Explain how there is no right or wrong.
Students will also do a sketch of their own understanding. Some sketches may have literal picture translation, however, it will be stressed that they must include various symbolic representations of their own personal understanding and feelings that is seen within the poem.
2-3 Minutes Clean Up

Day 3:

2-3 Minutes Hook/Opening:
Students will continue to work on sketch of their understanding from the poem.
15-20 Minutes Example of ways things ideas and meanings can be represented, especially the use of limited text. Each image will be discussed, what elements/images are used? What is it representing?



SNAP!

20-25 Minutes They will then do a visual representation of their personal understanding. Using limited text, drawings, and collage on 9"x12" white paper.
5 Minutes Clean Up

Day 4:

2-3 Minutes Hook/Opening: Students will gather materials.
40-50 Minutes Students will continue to work on their visual representation of the poem.
5 Minutes Clean Up and return all materials.

Day 5:

2-3 Minutes Hook/Opening: Students will gather materials. Students will work half the class.
20-30 Minutes Students will continue to work on their visual representation for half of the class.
15-20 Minutes Students will then walk around to look at what their peers have done. As a class, we will go over the poem once more. There will then be a discussion about student's personal understanding of the poem by parts and the poem as a whole. Some students will be asked to share their thoughts about how art helps their understanding. Students will also be asked to write a simple reflection about the project. What they would like to learn more? Was this project helpful? How did they feel about the project?
5 Minutes Clean Up and return all materials

Stopping By Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Robert Frost
New Hampshire
1923

Robert Frost, "Stopping by Woods on a Snowy Evening" from *The Poetry of Robert Frost,* edited by Edward Connery Lathem. Copyright 1923, © 1969 by Henry Holt and Company, Inc., renewed 1951, by Robert Frost. Reprinted with the permission of Henry Holt and Company, LLC. Source: *The Random House Book of Poetry for Children* (1983)