

Lesson Title & Arts Area	Images to Inspire
School & Grade Level	6 th -12 th grade
Arts Educator Lesson Designer	Glenna Barlow Senior Manager of Education & Interpretation
Short statement about designer & lesson development	Glenna Barlow Glenna has a Master's of Science in Elementary Education from the University of Mary Washington as well as a Master's of Art in Art History from Virginia Commonwealth University. She was certified to teach K-6 and has years of experience teaching children of all ages and in various museums. This lesson was developed for the Columbia Museum of Art and has been revised to incorporate modifications for remote instruction.
Unit Description Big idea? Essential questions?	Lesson Description: This lesson will focus on examining color theory both by examining work of modern artists and in creating compositions with various color schemes. Big Idea: Experimenting with various color groupings allowed artists to explore color's physical, emotional, and spiritual impact on a viewer.
South Carolina Standards Addressed	VA.CR.AL.1, CR.AM.1, CR.IM.2, CR.IH.2, CR.AL.2, P.IH.3, P.AL.3, R.IH.5, R.AL.5, ELA English 1-4 W3.1, 4.1, 6.1
Instructional Objectives	Students will be able to create four mini-sketches that demonstrates four main color schemes and choose one as the subject for a finished work of art.
Vocabulary	<ul style="list-style-type: none"> • Ekphrasis – recreating a visual work of art through language (poetry) • Metaphor – a comparison that figuratively equates one idea or object to something else without using 'like' or 'as' • Simile – a way to make a comparison that uses 'like' or 'as'
Description of Instruction	Instructor will introduce the theme of visual inspiration for original poems. The instructor will show examples of works of art and facilitate a discussion. Students will choose a work of art to serve as an inspiration for their poem. Students will be asked to complete the Ekphrasis chart (included in folder) as a way to brainstorm for their poem. Students will be shown examples and a completed project for reference. Students will be instructed on how to properly and safely use all materials to be used in this project.
Procedure	<p>The instructor will introduce this project by showing examples of other works of art and discussing major themes with the group. Students will be shown a finished example for the students to reference. The instructor will go over all the key terms and give a step by step demonstration on how to complete this project.</p> <p>The instructor will:</p> <ol style="list-style-type: none"> 1. Start by showing an image (see Writing Inspiration image collection) and asking students to derive meaning from it. Start with open ended questions like "What's going on here?" and move into more specific questions about the environment, e.g. "What would it smell like here?" or "What might happen next?". Spend at least ten minutes engaging in close looking and analyzing a work of art. 2. Ask students to reflect on how the artist was able to capture certain emotions by using basic elements like line, color, and shape to various effects. Have students complete a similar exercise, completing the 'Ekphrasis: Art to Poetry'

	<p>chart. Go through some examples together before allowing students to complete the activity on their own.</p> <ol style="list-style-type: none"> 3. Now invite students to select a work they'll use as inspiration to create an original poem. (Feel free to use the CMA Writing Inspiration image collection or have students research other sources.) 4. One students have selected an image, have them fill out the Perspective chart (on the reverse of the Ekphrasis handout) to think critically about the action and character development for their poem. Encourage students to determine whether they'll be writing in first or third person. Review these terms as necessary. 5. If students feel daunted by the idea of writing a poem, ask them to start by writing a paragraph. From there they can whittle and refine their language to five or more lines. 6. Have students present their work, reading or posting their poem for the rest of the class. Ask students to reflect on how the poems capture a sense of the work of art and where their ideas differed. <p>Extension: Compile the works into a book of poetry. Alter the required lengths of poems to suit your students, keeping in mind that shorter poems may pose a bigger challenge for certain students.</p>
Assessment	Ensure that students have completed the Ekphrasis sheet thoughtfully and that they can justify the source of the visual inspiration for their completed poem.
Materials Needed	<ul style="list-style-type: none"> • Paper and pencil or tablet/computer
Resources	<p>CMA Writing Inspiration image collection</p> <p>Image guide</p> <p>Ekphrasis: Art to Poetry handout</p> <p>Examples</p>
Reference Material	<p>TAP Write Around Audio Tour at CMA</p> <p>http://tours.columbiamuseum.org/tour/vdwNnTDAvQL7fr6JF</p> <p>Bringing Poetry to the Classroom: NEA</p> <p>http://www.nea.org/tools/lessons/bringing-poetry-to-the-classroom-grades-K-5.html</p> <p>Poets.org Materials for Teachers</p> <p>https://poets.org/materials-teachers</p>