



School/Grade/CT(s): School/Grade: PS84, 3rd Grade Date: February 24th, 2016
Teaching Artists: Felipe Galindo / Molly Goldman / Rachel Alulis
Teachers: Ms. Bolton, Ms. Rosario, Ms. Browne, Ms. Windle, Ms. D'Annunzio, Ms. Marsh, Ms. Geddes, Mr. Yam.

Lesson #: 12

Theme of Lesson: Light in Visual Arts and Poetry

Restating of Inquiry Question: How can we use poetry and visual art to explore how culture shapes community in various countries. What do cultures have in common and how are they different? What can art tell us about these cultures?
How can students imagine and create artwork inspired by a community poem?

Opening Ritual We will do our beginning chant

Objective: To empower students and build community

Brief Description: "Think something good, say something good, do something good." We will incorporate arm movements.

Intro Activity

Objective: Introduction to how light is featured in visual arts and poetry

Activity Name: Light as part of poetry and paintings

Brief Description: We will talk about how artists use light in their paintings and how poets use light as part of metaphors and similes. We will look at examples of paintings with strong uses of light. The examples will be *The Procuress* by Gerard van Honthorst, *The Milkmaid*, *Woman with a Balance*, and *Young Woman with a Water Jug* by Johannes Vermeer. And also read the poem *Ode to Enchanted Light* by Pablo Neruda.

Ode to Enchanted Light

Under the trees light
Has dropped from the top of the sky,
Light
Like a green
Latticework of branches,
Shinning
On every leaf,
Drifting down like clean
White sand.

A cicada sends
Its sawing song
High into the empty air.

The world is a glass overflowing
With water.

Ode a la luz encantada

La luz bajo los árboles.
La luz del alto cielo.
La luz
Verde
Enmada
Que fulgura
En la hoja
Y cae como fresca
Arena blanca.

Una cigarra eleva
Su son de aserradero
Sobre la transparencia.

Es una copa llena
De agua
El mundo.

Main Exercise

Objective: To write a metaphor and simile that features light and then to illustrate the line with a focus on light.

Activity Name: Light in metaphors and illustrations

Brief Description: The students are asked to write a metaphor or a simile that features light. It can focus on a time of day, (sunrise, sunset, or noon) or a place (in a classroom with windows, in a forest, on the subway). They are then asked to illustrate their line with a focus on light using brown scale paper.

Closing Ritual

Objective: To re-focus students attention and bring a conclusion to CWP time.

Activity Name:

Brief Description: Group movements, stretching, "I have a voice..."

Multiple Intelligences Addressed:

**Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal;
Intrapersonal; Naturalistic; Existential**

Classroom Teacher Role: Provide support and help us uphold the usual classroom culture.

Creative Elements (skill and theme; i.e. ensemble and love)

Skill(s): writing, brainstorming, revision, metaphor, simile

Theme(s): word choice, repetition, community, culture, collaboration, light

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):

Pablo Neruda
Johannes Vermeer
Gerrit van Honthorst
Rembrandt van Rijn

Reflective Anecdotes/Student Development: *(optional)*

Outcomes

Students will have drawings that illustrate poetic lines that focus on light.

Common Core Anchor Standards

See New York State Common Core Anchor Standards for ELA/Literacy one-pager attachment.

Identify *at least two* anchor standards this lesson engages. Provide code for each anchor standard identified.

Examples: **R.CCR.3** (R = Reading; CCR = College & Career Readiness; anchor standard #)

L.CCR. 6 (L = Language; CCR = College & Career Readiness; anchor standard

#)

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|---------------------------------|---------------------|
| Reading | R.CCR.4, 5, 3, 2 |
| Writing | W.CCR.4, 3, 10, 11 |
| Speaking & Listening | SL.CCR.6, 1, 3, 5 |
| Language | L.CCR.4, 1, 2, 3, 5 |



Example of Art Work