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CARLI JADE FELL

SONNET SLAM

6th-9th Grade | Creative Writing & Illustration

UWM Lesson Plan Template

(adapted from PSOA Art Education Area)

Name:	Carli Jade Fell	Email:	Cjfell@uwm.edu
Lesson Title:	Sonnet Slam	# of Sessions	4-5
Level/Grade/Age:	6 th -9 th Grade		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

Working through writing and art blocks. Students are learning to communicate clearly and without giving up. Students of this age range might start processes but not finish them. Switching the way they look at the problem can help students work through blocks and unclear thoughts. We would be moving from writing to drawing to describe issues important to each student in a sonnet.

OBJECTIVES AND NATIONAL STANDARDS: <http://www.nationalartsstandards.org/>

Art	Other Subjects
<p>#VA:Re8.1 Anchor Standard: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>Grade 6 - VA:Cr1.1.6 Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>Grade 7 - VA:Cr1.1.7 Apply methods to overcome creative blocks.</p>	

Grade 8 - VA:Cr1.1.8

Document early stages of the creative process visually and/or verbally in traditional or new media.

Grade Hs proficient - VA:Cr1.1.HSI

Use multiple approaches to begin creative endeavors.
Personal Perspective (i.e., *how does the lesson provide opportunities to students for personal choices with content, methods, or styles?*)

#VA:Cn10.1

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade 6 - VA:Cn10.1.6

Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

Grade 7 - VA:Cn10.1.7

Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Grade 8 - VA:Cn10.1.8

Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Grade Hs proficient - VA:Cn10.1.HSI

Document the process of developing ideas from early stages to fully elaborated ideas

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used: http://edglossary.org/academic-language/	Sonnet Syllables Images Visualize/Illustrate
Where academic language will be practiced (<i>i.e. through writing, speaking, art making</i>):	Reading Speaking Writing Art making

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function: http://www.eldstrategies.com/languagefunctions.html	
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	
Where language function will be practiced (<i>i.e., through writing, speaking, art making</i>):	To learn what a sonnet is and how to create one, to communicate clearly an important issue through sonnet and illustration

UNIT or LESSON OVERVIEW:

Students will hear and read modern examples of sonnets and see illustrations of Shakespeare sonnets. They will brainstorm ideas for topics they care about. Then students will start writing. Stopping to draw the scene ever 2 lines. Students will get feedback from peers to revise work. Upon class completion of sonnets and images students will participate in a critique/poetry-art slam session of their work.

UNIT or LESSON DETAIL (*provide for each lesson session*):

Motivation/introduction:	Sonnets by David Livewell-Fatigues (YouTube) and Alex (p.378 creative writing book)
Art Making:	<p>Art Making: Students describe the most important concepts in concrete images which will help students more clearly articulate written words.</p> <p>Supplies: Lined paper/plain paper/sketchbook, Pens/pencils, Crayons, Colored pencils, Markers, Feedback sheet/questions, Printed out sonnet poems, Medium.com-e-notes on Shakespeare’s sonnets for illustrations.</p> <p>Teacher instruction: Reading and YouTube David and Alex sonnets. Write on</p>

	<p>board-what is a sonnet (14 lines, 10 syllables per line, mostly about bellow topics). On board with students, brainstorm topics about love/religion/politics/misc. Model fill in the blank for syllables count. Model starting sonnet and illustrating when stick or ever 2 lines. Show illustrated Shakespeare sonnet projections.</p> <p>Objective: To use writing and visual imagery to work through creative blocks.</p> <p>Students at work: Write in their sketchbook, their personal topics from the board-give to a partner-have them circle 3 they'd like to read about, give back to OG to circles the 3 they are most interested in writing about. Narrow down to one. Start writing. Drawing to move forward (share with at least 2 students for feedback and clarification).</p> <p>Closure: A poem and collection of associated images to share on an art and poetry slam session.</p>
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ADAPTATIONS:	<p>What is a sonnet? worksheet, syllable template</p> <p>YouTube - read aloud sonnet</p> <p>Can be voice recorded instead of written down.</p>
RELEVANT THEORIES:	
ASSESSMENTS:	<p>Initial (formal/informal):</p> <p>Progressive/Formative (formal/informal): Daily check in with students during work time.</p> <p>Final/Summative (formal/informal): Poetry/art slam- check list of expectations</p>

STUDENT WORK SAMPLE:



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