

BLACKOUT POETRY

Lauren Robles | Lesson Plan | Grade 9 | Drawing



OBJECTIVE: Through the visual deconstruction and recreation of printed poem, students will learn that words can inspire visual imagery.

MATERIALS: Neutral tone printer papers, pencil, sharpie, ballpoint pen, whiteout, white crayon

RATIONALE: This lesson serves as a collaboration with a Poetry Unit being in English. The goal of the lesson is to allow students to visually connect written words and artistic imagery.

SEQUENCE: INTRODUCTION: Students learn the work of Austin Kleon and Tom Phillips and practice writing their own blackout poem using newspaper articles.

WRITING CONNECTION: Students choose a piece of their own creative writing from English class to serve as the inspiration for their blackout poetry piece.

EXPERIMENTATION & CREATION: Students print their creative writing piece on neutral papers and begin finding poems within their written work while exploring ways to enhance their poems with representational or abstract visual imagery. After their explorations, students develop a final composition idea with the goals of including a thoughtful poetry statement, exploring all materials, creating a strong composition, incorporating innovative visual imagery, and being attentive to craftsmanship.

REFLECTION: Students answer the following questions in a written reflection: *What was the final poetry statement you chose? What visual imagery did you create to accompany your drawing? How did you decide on this visual imagery? What problems arose throughout the creative process? How did you resolve these problems? Are you satisfied with the final result? If you could do it again, what would you do differently?*

RUBRIC:

	<i>Advanced</i>	<i>Proficient</i>	<i>Developing</i>	<i>Emerging</i>
CONCEPTUAL THINKING:	The student thoughtfully created a conceptual poem with strong visual and literary imagery. The sentence is grammatically correct.	The student created a poem with some visual and literary imagery. The sentence is grammatically correct.	The student created a poem with little visual and literary imagery. The sentence is not grammatically correct.	The student created a poem with no visual and literary imagery. The sentence is not grammatically correct.
EXPLORATION OF MATERIALS:	The student demonstrated a strong and clear understanding of the use of all four drawing materials (sharpie, ballpoint pen, whiteout, white crayon). The drawing has strong areas of solid color and varieties in mark making.	The student demonstrated a general understanding of the use of the four drawing materials (sharpie, ballpoint pen, whiteout, white crayon). The drawing has areas of solid color and varieties in mark making.	The student demonstrated slight understanding of the use of the four drawing materials (sharpie, ballpoint pen, whiteout, white crayon), however there are areas where the drawing looks scribbled. The drawing has few areas of solid color and varieties in mark making.	The student demonstrated no understanding of the use of the four drawing materials (sharpie, ballpoint pen, whiteout, white crayon). The drawing looks scribbled and unacceptable with no areas of solid color and varieties in mark making.
PROBLEM SOLVING:	The student thoughtfully drew the mixed media drawing with a well-designed composition and a clear sense of space, contrast, and unity.	The student drew the mixed media drawing with a designed composition and some sense of space, contrast, and unity.	The student drew the mixed media drawing with a designed composition and a little sense of space, contrast, and unity.	The student drew the mixed media drawing without a designed composition and a clear sense of space, contrast, and unity.
INNOVATION:	All of the mixed media drawing elements are creative. The student exhibited complete originality and authenticity in creating innovative visual imagery.	Most of the mixed media drawing elements are original. The student exhibited some originality and authenticity in creating innovative visual imagery.	Few aspects of the mixed media drawing elements are original. The student exhibited little originality and authenticity in creating innovative visual imagery.	None of the mixed media drawing elements are original. The student exhibited no originality and authenticity in creating innovative visual imagery.
CRAFTSMANSHIP:	The mixed media drawing shows that the creator took great pride in his/her work. The drawing was created with extreme attention to detail and presentation.	The mixed media drawing shows that the creator took pride in his/her work. The drawing was created with some attention to detail and presentation.	The mixed media drawing was created with little attention to detail and presentation. The drawing has several flaws due to lack of care and consideration.	The mixed media drawing looks incomplete. It appears that little planning or attention to detail and presentation was considered.