

Facilitation Guide



Enhancing the Power of Poetry through Multiple Art Forms

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Activity Summary:

In this three-part lesson, students will be empowered to add a musical and visual art component to their final narrative poetry portfolio. They will use knowledge gained from the integration of music and visual arts throughout the module to enhance the power of their poetic presentation through personal musical choice and collage. In the third part of the lesson, students will have the opportunity to put together their art, chosen music, and poetry to create a unique spoken word experience for their EOM task. This series of Arts Integrated lessons will support students' writing and presentation of their poetry in a creative, active way.

Why the Arts:

Using both visual arts and music as avenues for self-expression allows students the opportunity to deepen their understanding of the power of poetry and the emotional impact and connections between all art forms. Students will have multiple ways to demonstrate their understanding and a scaffolded way to justify their artistic choices, culminating in art-content rich writing.

Assessment:

Since this is an extension of the EOM, we have created [rubrics](#) for the extension activities, as well as a checklist of necessary components for the final portfolio, which includes the Arts Integrated extension activities and additional writing requirements.

Lesson Connections:

8th Grade, Module 1, EOM Task Lessons 29–33

Standards Alignment:

ELA:

W.8.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.d – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SL.8.4,5,6 – Apply an understanding of the role of oral expression in storytelling by using purposeful rhetorical techniques in performing poetry and tailoring speaking to an audience.

Connection to Module Goals/EOM Task:

This series of Arts Integrated tasks directly connects to the EOM. Students are challenged to represent their narrative arc not only through poetry, but through music and collage.

Arts:

MU:PR4.1.8a – Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

VA:Cr2.3.8a – Select, organize, and design images and words to make visually clear and compelling presentations.

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Recommended Student Materials:

Digital device with access to the internet

Magazines, newspapers (consider pre-torn images and words), paper, fabric scraps, assorted small objects, glue (if using fabric, provide scissors – discourage their use for paper)

[Music Selection Worksheet](#) / [Collage Choices Worksheet](#) / [Rubrics](#)

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Over the course of the module, students have presented/shared/ collaborated in poetry and art making and analysis – this is a building block for creating a safe space to share a narrative of a personal nature.

Before peer-to-peer feedback, review class norms for what constructive feedback looks and sounds like.

Some students may not feel comfortable sharing in front of the whole class. Provide those students with an alternative time when the audience is smaller.

BT2 – Physical Environment:

Space should be designed to give students room to spread out and work with their designs for the collage.

Other Considerations:

BT5 – Students have been exposed to music, poetry, and visual arts as ways to tell or enhance stories. They have analyzed the impact of music on emotion, of visual arts on perception of story. This EOM overlay gives students the opportunity to take their knowledge and use it to curate a well thought out multimedia presentation to harness the power of poetics and express their personal narratives through three separate art forms simultaneously.

Teacher Background:

Before step two (visual arts), teachers should review the selected artworks and familiarize themselves with the elements of collage addressed in the lesson.

Teachers will also need to prepare materials for this work. **Suggested strategy:** pre-curate words and images for students to select from, rather than giving students whole magazines (this can take quite a bit of time!).

If you/students choose to use Canva instead of creating a physical collage, teachers should be familiar with the platform. [Tutorial](#) available.

Student Prerequisites:

Understanding of basic musical and visual arts terminology (addressed in previous lessons, revisited in the slides).

If using Canva, students should have a basic working knowledge of the platform and of how to find and utilize imagery from the internet and other sources to create their designs.

Accessibility Notes:

Precut / torn paper for students who may have physical limitations.

Some students may not feel comfortable having their work read aloud to a whole group. Consider a separate time when the audience is smaller for those students to share.

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Steps for Implementation:

Objective: Students will create a multimedia presentation that incorporates poetry, music, and visual art to demonstrate the power of storytelling.

Step One: Music

I can express my narrative arc aurally through the curation of one or more pieces of music with tempo and dynamics reflective of the narrative arc.

Step Two: Visual Arts

I can express my narrative arc visually through the use of learned collage techniques. I can connect my understanding of collage to my musical choices for the narrative arc.

Step Three: Multimedia Project (Poetry, Music, Visual Art, Curation & Videography)

I can demonstrate mastery of the power of poetics by creating a video incorporating my poetry, musical selection, and collage, as well as by writing a cover letter to explain poetic and artistic choices.

Step 1: Music

Materials needed: Digital device (Computer or Tablet)

1. Students will review the learned musical terminology.
2. Follow this [tutorial](#) to find your music.
3. Go to the [Free Music Archive](#) website and choose music that pairs with your narrative poems. Be sure to consider the impact of dynamics, tempo, and rhythm when making your choice(s).
4. Use the [Music Selection Worksheet](#) to guide you in writing that portion of your cover letter.

Step 2: Visual Arts

Materials needed: magazines, newspapers (consider pre-torn images and words), paper, fabric scraps, assorted small objects, glue (if using fabric, provide scissors - discourage their use for paper)

Engagement:

1. Show students image of "The Block" from earlier in the module. Romare Bearden was inspired by different musical styles when he created his art, including jazz, blues, and folk.



Ask students the following questions:

- **What type of music do you think he was inspired by for this piece? Using musical language, explain why.**
- **What colors or shapes did Bearden use that draw your eye?**

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Steps for Implementation:

2. Show students this series of images and have them take a minute to study them silently.



Ask:

- What are some commonalities between the images?
- What sorts of things jump out at you from each image?
- What art technique is this?

Guide students to notice that the paper and other fabrics/materials used are all irregularly shaped and are torn or cut unevenly, much like the Bearden piece.

3. Define collage with students as an art technique that uses a variety of materials to create a new piece of art. Materials can include magazines, paper, fabric, and small objects.

4. Discuss the following with the students:

Elements of Collage

Composition – how do you want your image to be arranged? What do you want your viewers to focus on? (the white glare on the globe draws the eye to it and gives the illusion of three dimensions, for example)

Theme – what is your collage about? (this will be easier, as it aligns with the narrative poetry. Will it address the emotional experience or the actual one? Which part (s) of the narrative will it address if the latter?)

Contrast – use color (opposites of the color wheel create tension, warm colors can create anger or passionate connections, cool colors are often associated with calm, etc.), pattern, and textures as a part of your image.



Consider text – style of text and what you are saying – are there one or two key words which are repeated in the poems? (text is optional, and you may choose to remove it as a consideration)

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Steps for Implementation:

5. Students are to listen to their chosen song/s from Step 1 as inspiration for their collage.

- **What colors, shapes, or ideas come to mind when they hear the music?**
- **How can they use these ideas, feelings, and artistic techniques to create collage that goes along with their narrative poetry?**

6. Have students write or sketch out their ideas while listening to the music. Scaffold: If students need more support, encourage them to discuss their plan with a thought partner and get feedback from them.

7. Using Canva to create collage: if you do not have sufficient materials to create a collage, or would simply prefer, have students create an online collage using Canva. Please see [the guide](#) for detailed instructions.

8. Give students time to work independently on their collage. While they are working, move around the room and ask about their artistic choices, eg, "I see you using a lot of red in this part of your image. What does red bring up for you? How does it connect to your narrative?" "What is going to be the point of focus for your art? How will you make sure we look at that thing first, and why?"

9. Discourage students from using scissors for paper cutting. It is recommended that students not use any visible marker/pencil or other drawn component (they may use pencil to sketch out a plan for the collage, but the end product should only have visible the materials provided).

10. As students complete their artwork, have them engage in a stop and jot using the [Collage Choices Worksheet for EOM Portfolio](#) about which artistic elements they used, and what the purpose was/relationship was to the poetic narrative. (This mirrors the musical stop and jot in part one, and will contribute to the additional paragraph required for the cover letter in the EOM Task).

Step 3: Final Project

Please click this link to find a completed example of what your final product should resemble: [Example of Final Project](#)

Here is a list of tutorials to help you create your project:

- [How to find free pictures](#)
- [How to find free music](#)
- [How to create a video presentation with Canva](#)

Objective: I can curate a final presentation of my poetic narrative, musical and artistic choices by creating a multimedia presentation of my work.

Preparing the poem for Reading Aloud:

1. Refer students back to the times they worked with dynamics earlier in the module. Remind them of the power of tempo (fast, medium, slow) and dynamics (loud, medium, soft) in reading poetry fluently.

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Steps for Implementation:

2. Have students mark up a draft of their poems with musical symbols (they do not have to be the traditional ones, but the markings are in the slide deck if you choose to use them), practice reading them aloud to a partner, and make adjustments based on feedback from that partner.

Completing the Project

Students will use Canva (or a similar multimedia platform) to put their final product together. Students will use [this guide](#) to create their final product.

Alternatively: Students may use another form of video to incorporate their art, music, and poetry. You may wish to include some options - using an Ipad to video, for example

Additional Evidence of Connection: Students will include a paragraph in their cover letter using the two worksheets from the first two activities to justify their artistic choices using arts vocabulary. (included in [rubric](#))

Suggested Culminating Activity: Students will present their multimedia presentation for the class.