

Cycle • Season • Change • Poetry



Project Essential Question

How can I use poetry to express the seasons and how they change throughout the cycle?

PROJECT DESCRIPTION

This arts integrated project immerses students in exploring Season Poetry through a variety of different artistic processes. Students engage in writing, rehearsing, and performing Season Haikus and then using this poetry to create a Visual Arts piece. 3-dimensional Season Mobiles are created using their student-created haikus. Additional options to collage and create digital art projects with voice recordings of students' season poetry are also included.

LEARNING TARGETS

"I Can..."

- Use a haiku to describe each season
- Create a haiku using my season vocabulary
- Use a haiku to express seasonal changes
- Place the four seasons in an order that makes a complete cycle

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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Cherokee County (GA) School District and ArtsNow, Inc.

DURATION: 3-6 days

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ESSENTIAL QUESTIONS

<p>How can I use poetry to express the seasons and how they change throughout the cycle?</p>
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STANDARDS

Curriculum Standards	Arts Standards
<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups</p> <p>S1E1: Students will observe, measure and communicate weather data to see patterns in weather and climate</p> <p>a. Identify different types of weather and the characteristics of each type</p> <p>c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes</p>	<p>VA1PR.1 Creates artworks based on personal experience and selected themes.</p> <p>b. Creates artworks emphasizing one or more elements of art (e.g. color, line, shape, space, form, texture)</p> <p>TAES1.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <p>b. Makes movement choices in assuming roles</p> <p>c. Uses body and voice to communicate ideas, emotions, and character actions</p> <p>d. Collaborates and cooperates in theatre experiences</p> <p>e. Assumes roles in a variety of dramatic forms such as narrated story, pantomime, puppetry and role play</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● Seasons (Spring, Summer, Winter, and Fall) ● Cycle ● Change ● Poem ● Poetry ● Haiku 	<ul style="list-style-type: none"> ● Volume ● Tempo ● Pitch ● Expression ● Rehearse ● Perform ● Texture

<ul style="list-style-type: none"> • Key details 	<ul style="list-style-type: none"> • Collage • Layer • Sound scaping • 3-dimensional mobile
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TECHNOLOGY INTEGRATION

<ul style="list-style-type: none"> • iPads <p>Examples of Digital Story-Telling Apps:</p> <ul style="list-style-type: none"> • Adobe Voice • Voicethreading.com • Scratch
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ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Questioning • Teacher Observations during Artistic Process 	<ul style="list-style-type: none"> • Haikus (See Downloads for a Haiku Template.) • 3-Dimensional Season Mobile • Digital Storytelling Piece

MATERIALS

<p>Season Poetry selections (see Additional Resources); Cardboard pizza trays; Scissors; Glue; Tape; Ribbon; Paint; Coloring utensils; Scrapbooking materials; Magazines</p>
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Activating Strategy (5-10 min)
<ul style="list-style-type: none"> • As a class, read aloud some preselected Season Poems (see Additional Resources for a suggested book list). • Direct students to sound-scape the sounds you may hear in the poems as you read. • Model how to perform poetry using an expressive voice: you may find words that you want to say softly/loudly, quickly/slowly, high pitched/low pitched. • Read a poem a few times modeling different musical elements you can apply using your voice.
<p>Classroom Tip: When doing the soundscaping, give students visual cues that indicate you want to hear sounds (Ex: Cup hand to hear) and another cue when you want students to silence (Ex: finger on lips).</p>
Main Activity
<p>Part 1: <u>Give students directions on how to write a Haiku:</u></p> <ul style="list-style-type: none"> • A haiku should contain only three lines, totaling 17 syllables throughout. The first line is only 5 syllables. The second line is 7 syllables. The third line is 5 syllables again. • Direct students to create a haiku for each season. (See Downloads for a Haiku Template.) • Remind students to refer back to the class list of season words we created during Project 1. • Perform your haikus either in small groups or as a class. <p>Possible Extension:</p>

- Allow students to then work in small groups to create choreography for their haikus.
- Review locomotive and non-locomotive movements they could use to develop their choreography.

Part 2 (OPTION A):

- Give students a large circular cardboard cut-out (pizza pie size).
- Poke a hole in the center of the circle.
- Partition the circle into fourths.
- Talk about each fourth of the circle representing a season, in the correct order of the cycle.
- Students either paint a season setting for each fourth OR rewrite their season haiku for each fourth.
- Give out ribbons, strings, construction paper, glue, and tape.
- Direct students to use the ribbons and paper to create items associated with the season that could then hang down from each season quadrant.
- This mobile could then be attached to a coat hanger to hang.
- Students could see how the cycle moves through the seasons.
- Exhibit the mobiles in a place where other students can come see.

Part 2 (OPTION B):

- Use a digital storytelling app to record students reading aloud their Season Haikus.
- Direct students to create a photo collage that represents each season.
- Magazines, children's book sleeves, dried flowers, and scrapbooking materials can be used.
- Take a photo of the artwork.
- Voice thread the student's voice recording to each illustration.
- Provide an opportunity for these Season Digital Storytelling Projects to be viewed together as an audience.

*This project could be done in groups of 4 students (each student can represent a different season) or done independently if time permits.

REFLECTION

Reflection Questions

- Go through your poem and find your favorite word in your haiku. Why did you choose to include this word in your poem?
- What are things that begin to happen in the end of one season that may give us a clue that the season is about to change?
- How did you use the visual arts to represent your season poetry? How did it help you remember the different seasons?

DIFFERENTIATION

Below Grade-Level:

- You could place students in groups of four and direct each student to write a haiku for each of the four different seasons.
- They could just focus their energy on one season and then work together as a group to determine what order they should perform their poetry, in sequence with the cycle of the seasons.

Above Grade-Level:

- See the "possible extension" on part one. Students can take poetry and then stage choreography to the words in their haikus. They could rehearse and perform their poetry in motion.

- Also the above-level group could do more with integrating the digital arts into their study of the seasons. They could work on recording their voices reading their poetry and then add images for each season. This digital storytelling project could be an ideal project for above-level students.

EL Students:

- Work with EL students before they write their haikus to remind them of key vocabulary words they may choose to use in their season poetry.
- Review with them how to clap out the syllables.
- Together identify the number of syllables in the words they choose to use in their poems so that the writing of the haiku is easier.
- Also see below grade level instructions for ways to modify the small group project.

ADDITIONAL RESOURCES

Books:

- *Leaf Jumpers* by Carole Gerber
- *Handsprings* by Douglas Florian
- *Spring-An Alphabet Acrostic* by Steven Schnur
- *Weather: Poems for all Seasons* by Lee Bennett Hopkins

APPENDIX (see Downloads)

- Haiku Template

CREDITS

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