



Community-Word Project TATIP

Lesson Plan: November 17, 2014

Teaching Artists: Marlie Decopain and Megan Skelly

Objectives:

1. To navigate through the world with compassion, and develop your own voice and identity within that.
2. To use metaphor and composition to emphasize the interaction between your internal experience and your space within your community.

Inquiry Questions:

1. How do we create a composition that represents our identity within our community?
2. How can we use metaphor to explore our space within the world?
3. How can we use the interactions between our personal experiences and the space we occupy within the community to develop compassion?

Opening Ritual: (5 mins.)

Objective: To start thinking about compassion.

Activity Name: Quote of the Day (Einstein)

Description:

Have a volunteer read the quote aloud. Distribute strips of paper to students; ask them to write down on their paper one word that was their reaction to the quote or a word from the quote itself that stuck out for them. Have the students come up & stick their word on the visual representation (Picture of space) wherever it makes sense to them.

Intro Activity: (15 mins.)

Objective: To raise awareness of space & its collaborative importance to composition.

Activity Name: Human Composition

Description:

Ask the students to break into four groups. Groups 1 & 2 will collaborate; Groups 3 & 4 do the same. The pairs of groups will take turns arranging each other into different "living compositions" using the arrangement of hands as the medium. Each group will present their composition, and we will take pictures so that each group can see the performance of which they were a part. *Afterwards, briefly "unpack" their thoughts on the activity. Present questions for discussion such as: How did you feel while doing this? What did you feel like you learned during the process? What challenges arose when you were working with space here? What symbols*



/ signs did you notice your groups or compositions forming? What did they mean for you?

Main Exercise: (20 mins.)

Objective: To connect the two art forms (creative writing and visual arts) & embody our thought processes into a creative work.

Activity Name(s): Brainstorming Metaphor Worksheet, Composition Creation of *Symbolic Self-Portrait*

Description:

Ask students to take turns reading aloud, from the Brainstorming Metaphor worksheet, the definition of metaphor and sample poem. Then individually, using the worksheet, brainstorm a list of words that represents how you view your identity within your community (ex. Student, mother, hairstylist, etc.). In the other column, brainstorm a list of symbols that represent the words in your first column (ex. Book, tree, etc.). Next, we will distribute paper and art supplies for composition creation, asking each student to use *one symbol of their choice* and translate that into a visual representation to illustrate their space within the community/world. Can be a drawing, painting, collage, use words, etc. *We will distribute mini 8" x 11" frames, like those used in the human composition activity, for students to frame their visual representation of their symbol, thereby illustrating their new knowledge of balance and composition.*

Closing Exercise: (5 mins).

Objective: To recognize each personal contribution while reinforcing the importance of the group environment.

Activity Name: Community Chant

Description:

Have the students display their compositions around the room and briefly share. All say together, as a closing statement, "I am _____ (their chosen symbol from their composition) in a community with compassion."

Multiple Intelligences Addressed:

Visual / Spatial; Linguistic; Bodily-Kinesthetic; Interpersonal; Intrapersonal

Creative Elements:

Skills: Metaphor, Composition

Themes: Compassion, Community



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Artists/Authors/Works of Art:

Poem "Identity" by Julio Noboa Polanco
Brianna McCarthy, "Self Portrait"

REVISIONS:

The revisions that we made to our lesson plan are included throughout in italics. Based on the feedback we received from Patti and Megan, we changed the timing for two of the activities, taking a few minutes off of the main activity and adding it to the intro activity. They suggested that we build in more time for the "unpacking / processing" work to be done after the frame exercise, so we incorporated some discussion questions at the end to address this. With the questions themselves, we attempted to focus inquiry towards the creative elements used in our lesson plan, composition and metaphor.

Additionally, we adjusted the main activity slightly by reducing the scope to reflect the smaller timeframe. Instead of having students rush to create an entire collage piece, they are now simply picking one of their worksheet symbols for their visual representation. They will be given mini cardboard frames that they can then use mindfully to transform their depictions into compositions.

Finally, we incorporated the visual artist Brianna McCarthy and her self-portrait into our lesson plan in order to balance the two art forms appropriately. The individual compositions the students create will be symbolic self-portraits, and Brianna's piece is a perfect example to provide for brainstorming different expressions of this concept.