

**LESSON TITLE;** Beyond Words

**PRESENTER:** Penelope Venola

**GRADE LEVEL:** Can be adapted to any grade level

**BACKGROUND INFORMATION:** Many artists use words as an element in their art. Think of Rene Magritte. Think of John Baldessari. Ed Ruscha. Faith Ringgold. Nick Bantock. Roy Lichtenstein. This artwork is about using recycled books. It is about words that create visual images and visual expression to illustrate the words. This artwork uses higher order thinking skills in a cross-disciplinary artwork that enhances imagination and creativity.

**CONTENT STANDARDS:**

- 1.0 **Artistic Perception:** Students will study and discuss artwork by Tom Phillips and other artists in order to identify characteristics elements, and principles of this art form.
- 2.0 **Creative Expression:** Students will create an altered book page incorporating a page from a discarded book, various media, and create a unique found poem within the artwork.
- 3.0 **Historical and Cultural Context:** Students will gain an understanding and appreciation of the creative process as it pertains to art and communication.. They will value the historical perspective of the original book .
- 4.0 **Aesthetic Valuing:** Students will compare and contrast their work with the work of Tom Phillips using a Venn Diagram. They will help write an assessment rubric for their finished work of art.
- 5.0 **Connections, Relationships, Applications:** Students will use language arts skills to write a found word poem. They will use math skills to measure and a Venn Diagram to compare and contrast.

**LEARNING OBJECTIVES/GOALS/ENDURING UNDERSTANDINGS:**

Students will create a work of art that incorporates both words and images using words found on the page for a found word poem and illustrate it for emotional depth.

Students will apply language arts skills in writing their poem.

Students will understand that art can be made from anything. They will understand that recycling is an important part of being responsible citizens. They will understand how words and images work together to create an emotional response.

Students will display their artwork in an art show and write a short Artist's Statement about what the experience meant to them.

**VOCABULARY:**

|                 |              |                 |
|-----------------|--------------|-----------------|
| Graphic art     | illustration | Venn Diagram    |
| Parts of speech | nonsensical  | found word poem |
| Grammar         | recycle      | breathing room  |

**MATERIALS:**

Discard books: Sources can be library discards, thrift stores, yard sales, damaged books, outdated books, or photocopies of book pages.

9" x 12" black construction paper

glue sticks,

rulers, felt tip markers

colored pencils

assorted markers

any other desired art supplies

tracing paper

**MOTIVATION:**

Study and discuss the work of Tom Rollins. Show samples by any artists who incorporated words in their art and the difference between that and graphic art. Artists can include but are not limited to George Braque, Charles Demuth, Roy Lichtenstein, René Magritte, John Baldessari, Ed Ruscha, Faith Ringgold, Tim Rollins and K.O.S., Nick Bantock, Sabrina Ward Harrison, Barbara Hodgson. Show and discuss student examples. Discuss the connection between word and image.

**PROCEDURE:**

1. Give each student a page torn from a discard book. Just tear out. Don't worry about trimming the edge. It adds texture.
2. Using the work sheets, students read the page and write a one sentence summary. List interesting nouns, verbs, adjectives, and adverbs found on the page or that they might be able to use.
3. Review sentence structure and practice creating found word poems on worksheet.
4. On the worksheet, students play with combinations of words and phrases from their list to create possible sentences. They may be nonsense sentences as long as they are grammatically correct. Look for necessary words to complete the idea and change if necessary, depending on what they find. It is kind of like a scavenger hunt. Write out possible wordings, check for grammar and flow.
5. Lay tracing paper over page. Using pencil, LIGHTLY, locate words on the page leaving as much space, breathing room, as possible around each word.

6. Discuss and illustrate possible connection styles, such as: lines overlaying other words, paths through and around other words, position on page if they go from top to bottom and left to right.
7. Use the tracing paper to create a design or picture to enhance the content of the sentence. Consider positioning, size, contrast, use of space, and how the design leaves the words readable.
8. Transfer the word boxes and design to the book page.
9. Use materials of choice to complete the image.
10. Mount in the center of a piece of black construction paper.
11. Create a border pattern using colored pencils that enhances the meaning of the artwork or extend the design or image into the border

### **ASSESSMENT AND EVALUATION:**

Before the students begin their own work, use the samples to help students write an assessment rubric for their finished work. Students will use that to self-evaluate their work. They may also pair/share with another student to self-evaluate. They will write an artist's statement to mount with the work in a show.

**EXTENSIONS:** Using books from specific disciplines allows students to connect to science, history, social studies, etc. This enhances student learning in other disciplines.

### **RESOURCES:**

George Braque, *Violin and Pipe*

Charles Demuth, *Figure Five in Gold*

Roy Lichtenstein, *Oh Jeff...I love you, too...but...*

René Magritte, *Ceci n'est pas une pipe*

Ed Ruscha, *Body English*

Faith Ringgold, *Tar Beach*

Tim Rollins and K.O.S.

Nick Bantock, *The Griffin & Sabine series*

Harrison, Sabrina Ward, *Spilling Open—the Art of Becoming Yourself*

Barbara Harrixon, *The Tattooed Map*

Tom Phillips, *A Humument: A Treated Victorian Novel*