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Understanding and application of "Word Painting" and its effectiveness as a learning tool:

       Experiencing Marcia Daft's "Word Painting" lesson and strategies helped me easily define expressive elements of music and literature that I wouldn't normally think to apply to a lesson with my students in media arts. It was tremendously helpful to me as a teacher to experience multiple perspectives of how "Word Painting" looks in the classroom setting. Through Marcia's seminar, I was able to observe how "Word Painting" is taught to students, I was able to experience it as Marcia's student, and then as a student, I applied the elements to a poem with a classmate. Experience a new technique in this manner really helped to solidify the learning process and all the front loading of terminology/review of terminology that is required to support students throughout their understanding of "Word Painting".

       "Word Painting" will prove to be incredibly effective as a learning tool for my students because it will teach them how to decipher the meaning in a sentence. Students will see how musical elements are imperative to speaking and reading expressively. It will also give them an insight on how creative they can be with language and these expressive elements. This background knowledge and the application of it might bring more excitement to reading. It might also encourage my students to utilize more text in their media work once they see how it can hold these expressive qualities. I feel that many of my students struggle with reading comprehension and this technique could be a piece of their foundation that they are missing. I would like to introduce many of the strategies that Marcia Daft shared with us such as The Purpose of Listening, Vocal Opposites, Beat-Rhythm-Phrasing, Word Detectives, and Sound Writing. These all seem to work together and build off/support each other.

LESSON TEMPLATE

A. FOUNDATION

Teacher: Colleen Tomlinson

Grade Level: 6th Grade

Standards

Language Arts: Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language Arts: Speaking and Listening: Comprehension and Collaboration

SL.6.1 *Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher–led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

Visual Arts: Creating: VA:Cr2.1.6a

Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Media Arts: Producing: MA:Pr4.1.6

Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance. (Poetry)

Art Form:	Other Curriculum Content:
Poetry	Visual Arts Media Arts Language Arts

Objectives: Applying Word Painting Elements & Perform a Poem

Practice using the 5 elements of word painting. Perform a poem after it has been word painted.

This is one lesson that will prepare students before they craft their own poem about the avatar that they invented and designed in Communication & Media Arts Enrichment. Their poem will be an element of presentation to communicate their ideas. These activities will take place during Term 1 when our theme is *Voice.* In the Inventing Your Own Avatar Unit (2-3 weeks) students will cover the following standards:

MA:Cr1.1.6

Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.

MA:Pr5.1.6

c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.

MA:Re9.1.6

Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

MA:Cn10.1.7

a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.

Materials Required

Markers
Pencils
Tape
Selection of short poems- cut out so students can select one
Authors: Juan Olivarez, Basho, Lewis Carroll, Spike Milligan, Shel Silverstein
Large paper
Marcia Daft's Word Painting poster

Room Set-up Required

Group table setting

B. LESSON TIMING

INTRODUCTION	**TIME**: 15
LEARNING ACTIVITY	**TIME: 30**
CLOSURE	**TIME: 10**
	TOTAL: 55

C. INTRODUCTION

	Min:	**15**

PURPOSE
The purpose of our lesson is for you to practice using the 5 elements of word painting. This will prepare you to craft you own poem about the avatar that you invented and designed.

PREVIEW LESSON
Today we will break into groups of 3-4 and word paint a poem together. After each group word paints their poem, they will present them to the class.

REVIEW PRIOR LEARNING
Reference: Marcia Daft's *Word Painting Poster & Teaching the Music of Language, Word Painting: Mastering Reading with Expression*

We have already learned about all of the 5 elements of word painting.

Tempo/Speed: Refers to the speed at which words are spoken (slow, medium, and fast). The speed doesn't have to stay the same throughout the whole poem. It can speed up or slow down throughout the poem.

Inflection: Refers to the highs and lows of the pitch of the voice. Inflection helps communicate a statement, question or excitement.

Dynamics or Volume: Refers to the range of loud and soft.

Repetition: Repeated words signify importance or heightened drama.
When reading, it is important to vary the voice on each repetition by changing the tempo, inflection or volume.

Rest: Rests show a pause in the reading. The reader can place a rest in the reading even when there is no punctuation, this will help the reader emphasize a particular word.

DEMONSTRATE
Demonstrate word painting a short poem in front of the students. Use the 5 elements of word painting. Read poem out loud, actively conduct and use the expressive conducting gestures to keep students in unison.

COMMUNICATE EXPECTATIONS
Review the Group Work Expectations T Chart
Remember our expectations when working in a group.

D. LEARNING ACTIVITY

TITLE: Word Painting Poems & Perform

Step #1: Place students in groups of 3 or 4.	**Min:**	1
Step #2: Let students choose a poem to word paint. Remind students to only word paint one stanza if their poem has multiple stanzas.	**Min:**	1
Step #3: Students will read their poem out loud in each group. Each student will take a turn reading the poem. This will help set the mood and tone of the poem and support students as they move towards word painting.	**Min:**	5
Step #4: Students will write the poem on large sheet of paper. They will then word paint using pencil. Once all of the expressive elements are determined, students can go over pencil marks using colored markers.	**Min:**	1 0
Step #5: Students will choose a group conductor. The group conductor will use the expressive conducting gestures.	**Min:**	1
Step #6: Students will rehearse their poem in preparation to perform it to the class.	**Min:**	2
Step #7: Students will each present their poems to the class.	**Min:**	1 0

E. CLOSURE

	Min:	10

REVIEW PURPOSE:

Today we learned about using expressive musical and literary elements to word paint poems.

RESTATE MAIN IDEAS:

The main ideas to remember from today is how word painting can make our poems expressive. This will help our listeners understand the ideas that we are trying to communicate.

INVITE REFLECTIONS:

- Share with you partner something different that you noticed about a poem that you heard today after hearing it word painted.

- Can someone share what they noticed or what their partner noticed?

RECOGNIZE CHALLENGES & FUTURE ACCOMPLISHMENTS:

Note challenges that students were faced with and give positive feedback on how they worked through those challenges as a group.

CONNECT TO FUTURE LEARNING:

Word painting will be important as you move onto writing your own poem about your avatar. Using word painting to share your avatar will support your ability to express your avatars voice.

Next time we will start to craft our own poems to better express the personality and voice of our avatars.