

# WORDS ARE POWERFUL

ART AND LANGUAGE ARTS

GRADE: 8

*\*adaptable for other grade levels*

## OBJECTIVES

- Students will learn about the Elements and Principles of Design.
- Students will learn about self- portraits.
- Students will write “I am” poems.
- Students will create 3 free writes on memories that changes their lives for a positive or a negative.
- Students will read about Frida Kahlo and answer questions related to the reading.
- Students will make connections between their project and other artists’ projects.
- Students will create a self-portrait relief project based on their portrait and their chosen writing.
- Students will learn that words are powerful.

## CONCEPT

Words are powerful. They can lift us up or cut us like a knife. This lesson explores multiply ways to have your students express themselves and inspire others. We will be using recycled materials, paint, and markers to change the way people think. You as the artist can change the way people think as they view your artwork.

## MATERIALS

Scholastic Art Magazine Classroom Set, Frida Kahlo  
 Frida Kahlo question answer sheet  
 “I am” poem handouts  
 Cardboard  
 Glue  
 Camera/Black and White Printer  
 Pencils  
 Yarn

Glue  
 Recycled papers, i.e. scrapbooking  
 Scissors  
 Markers-Permanent and Crayola Washables  
 Paint  
 Paint brushes, pallets, water buckets  
 Newspaper  
 Wood blocks

## PROCEDURE

1. Have students read the Frida Kahlo article and complete the handout.
2. View and interact with a Frida Kahlo slideshow and movie clips from the movie *Frida*.
3. Students write “I am” poems and free writing on positive and negative memories.
4. Take a close up picture of each student’s face thinking of the memory/free write or poem.
5. Demonstrate creating a cardboard relief. Start with the contour of the positive outline of the student then move to medium shapes and finally small shapes/details, explaining that there must be at least 4 to 5 layers.

6. Demonstrate how students can incorporate the poem or story into the relief. Choices are: glue the relief on a larger piece of cardboard and write the story on it; pick and choose key words and have them hang off the bottom; or they can write on the back of the relief. Have students practice at least 3 times before they work on their final version.

There are lots of variations to adding the "story/words" to artwork. If it is a personal story the students can use darker colors to cover the words or paint stylistically over the words with colors that match the feelings. They must show some evidence that words are on the piece.

### ASSESSMENT

Use project assessment sheet (attached)

### NATIONAL STANDARDS: VISUAL ART

#### Content Standard

Understanding and applying media, techniques, and processes

#### Achievement Standard

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

#### Content Standard

Using knowledge of structures and functions

#### Achievement Standard

Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

Students select and use the qualities of structures and functions of art to improve communication of their ideas

#### Content Standard

Choosing and evaluating a range of subject matter, symbols, and ideas

#### Achievement Standard

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

#### Content Standard

Reflecting upon and assessing the characteristics and merits of their work and the work of others

#### Achievement Standard

Students compare multiple purposes for creating works of art

Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

### NATIONAL STANDARDS: LANGUAGE ARTS

#### Writing Standards 6–12

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

## CLASS EXPERIENCE

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Language Arts 6-12

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell Correctly.

## RESOURCES

*Scholastic Art Magazine: Frida Kahlo*  
Clips from the movie *Frida*

NAME: \_\_\_\_\_

## CARDBOARD RELIEF EVALUATION

### OBJECTIVES

Cutting and gluing skills

Painting

Transition from 2D to 3D

Craftsmanship

Use of Elements and Principles

Story/memory

Use of Layers

*Refer to the posters on the cabinets for help.*

Please finish these statements based on our objectives.

I learned

I learned

I can

I can

What "principle of art" do you better understand b/c of this project?

How could you improve this art work? What would you change?

List 3 things you know/learned about Frida Kahlo?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What major event happened in Frida Kahlo's life? How did it affect her?

How have you been inspired by Frida Kahlo and her artwork? Give 1 example.

What number grade (50) do you feel you earned based on following the directions and your final project and WHY? (3 reasons)

## **Write an "I Am Poem"**

Method:

I am (two special characteristics)

I wonder (something you are actually curious about)

I hear (an imaginary sound)

I see (an imaginary sight)

I want (an actual desire)

I am (the first line of the poem restated)

I pretend (something you pretend to do)

I feel (a feeling about something imaginary)

I touch (an imaginary touch)

I worry (something that really bothers you)

I cry (something that makes you very sad)

I am (the first line of the poem repeated)

I understand (something you know is true)

I say (something you believe in)

I dream (something you actually dream about)

I try (something you make an effort to do)

I hope (something you actually hope for)

I am (the first line of the poem repeated)

**Sample:**

I Am

I am sharp and focused

I wonder what the camera really sees

I hear the buzzing bee

I see flowers in early morning light

I want to stop time in a box

I am sharp and focused

I pretend to be a statue

I feel the shakes inside

I touch the shutter button

I worry about the blurry result

I cry that the moment has forever passed

I am sharp and focused

I understand moments in time

I say let's freeze them forever

I dream of watercolor effects coming to life

I try to see all the soft muted edges

I hope it happens someday

I am sharp and focused