

## CAEA Lesson Plan Format

LESSON TITLE: How Words Inspire my Illustrations – Utilizing Poetry to Inspire Visual Art

Name of Presenter: Rachel Dillon

Grade Level: Grades 3rd–8th

**Background Information:** Rachel Dillon graduated from the University of Wisconsin, Madison in 1994, with a Bachelor of Science in Art, emphasizing in Graphic Design. Rachel combined her passion for animals, teaching children, and creative expression, to write and illustrate her first book, "**Through Endangered Eyes – a poetic journey into the wild.**"

"Through Endangered Eyes," a non-fiction children's book, was published by Windward Publishing, an imprint of Finney Company, in 2009. It received an Eric Hoffer Honorable Mention award in 2010. Rachel has been a featured artist in "Wildscape Magazine," a contributing artist in gallery and museum exhibitions, and a speaker at art and writing conventions and conferences.

Rachel is currently working on her second endangered species book with Windward Publishing, "Through Desert Eyes." She is also working on two commissioned paintings for the Nature Conservancy in San Francisco, CA.

Content Standards:

**Visual Art content standards addressed with the lesson using the following format:** How words inspire the idea, composition, mood, and depth of a painting/illustration.

**Creative Expression:** Creating a Non-Fiction four-line rhyming stanza based off of factual information about an endangered species. The poem will inspire an acrylic dot painting.

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1. **Solve a visual arts problem:** Creating a harmonious painting/illustration of an animal by gaining knowledge of the species through research.
  2. **Aesthetic Valuing:** How to use the words of the poem to inspire the painting, composition, color which can alter the mood or temperature of the piece, and background elements to represent the animal's environment.
  3. **Employ the conventions of art criticism:** Does the visual art represent or relate to the words in the poem?
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**Common Core Content Standards addressed with the lesson:**

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- 4<sup>th</sup> Grade Standard – Discuss how the subject (poetry) and the selection of media (paint) relate to the meaning or purpose of a work of art (an illustration.)
  - 3<sup>rd</sup> Grade Standard – Write a poem based on a work of art, or in this case write a poem and then create a work of art.
  - 7<sup>th</sup> Grade Standard – Develop skill in mixing paints & color relationships.
  - 4<sup>th</sup> Grade Standard – Use contrasting colors to assure the dots will show up the background color.
  - 4<sup>th</sup> Grade Standard – Create depth caused by layering paint, adding shadows & change in texture.
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Learning Objectives/Goals/Essential Understandings:

**To explore...**how the words of a poem enhance an illustration **by comparing** an illustration that works with the poem, and an illustration that is disconnected from the words.

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**To create** a successful illustration or painting one needs **to apply** the words to inspire the visual art.

**Vocabulary:** Contrast; Illustration; Endangered Species; Texture; Depth; Stanza; Acrylic Dot Painting; Composition; Interpretation, Sponge Painting, Shadows, Mood

**Materials:** For the presentation I will bring a Fact Sheet of an endangered species, and a poem worksheet. To complete the project in a classroom, the teacher would need to provide a painting surface (canvas or cardstock), acrylic paint, a sponge, a paintbrush or q-tip to dot with.

**Motivation:** The students can write a poem together before writing their own, individual poem. Go to the <http://www.fws.gov/endangered> for a list of US Endangered Species.

Procedure:

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- 1) Start by giving the student a hand out of factual information about an endangered species.
  - 2) Have the student create a list of words to describe the animal. What is unique about the animal? What is their habitat? Do they have fur or scales or feathers? Do they use camouflage?
  - 3) Using the words, have the students create a four line rhyming stanza. Make sure students pay attention to the rhythm of the lines.
  - 4) Based on their poem they will create a painting of the endangered animal. If the student mentions something unique about that animal or their habitat, or their food source that will inspire the painting. Sponge paint

the background. Paint the silhouette of the animal with one color.

Realistically, paint the animal in dots.

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Assessment and/or Evaluation:

Examples of rubrics, pre-tests/post-tests/critiques format, evaluation forms and/or sample questions teachers may ask their students when evaluating student work, prompts for student writing about the standards addressed with the lesson and their artwork, display and exhibition ideas, etc.

Extensions:

Create a book of the poems and art; have a poetry reading with the illustration illuminated behind the presenter. Have an art show with the poem printed and mounted next to the painting.

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## *Trinity Bristle Snail (threatened)*

### **Seven Interesting Facts**

- 1) The trinity bristle snail got its name for the spiky bristles on its shell. It often picks up plants and dirt with its bristles making it look dirty or fuzzy.
- 2) It's shell is blackish-brown. It's body is gray to black covered with brick-red, salmon, or grayish purple tubercles (maculations) with interspacing areas of dark purple or black
- 3) This snail likes cool, moist conditions.
- 4) The trinity bristle snail avoids sunlight. It looks for shaded areas on the forest floor and on tree trunks.
- 5) Comes out at night.
- 6) Trinity Bristle Snail has a lifespan of from 15 to 20 years.
- 7) It is dormant during the summer and winter and can remain dormant for more than 10 years.

**LOCATION:**

**SIZE:**

**RESOURCE:**



## Endangered Species Poem

Type of Endangered Animal \_\_\_\_\_

Describe the species (color, shape, behavior, adaptations, environment, texture, size)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What makes this species different \_\_\_\_\_

\_\_\_\_\_

Poem (Rhyme Lines 2 & 4)

Line 1 \_\_\_\_\_

Line 2 \_\_\_\_\_

Line 3 \_\_\_\_\_

Line 4 \_\_\_\_\_

Poem (Rhyme Lines 2 & 4)

Line 1 \_\_\_\_\_

Line 2 \_\_\_\_\_

Line 3 \_\_\_\_\_

Line 4 \_\_\_\_\_

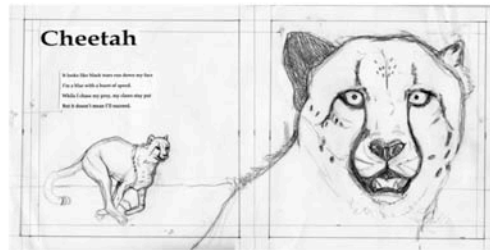
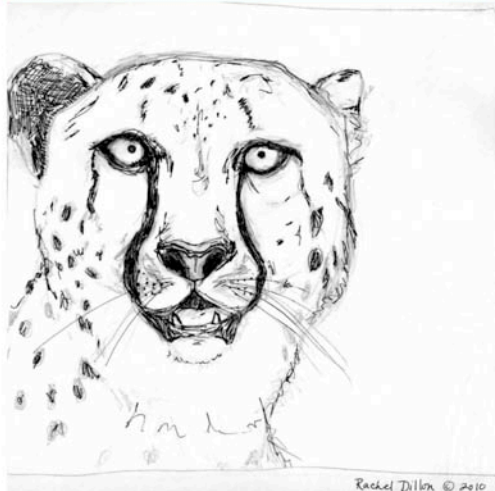
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## Example of the Cheetah Painting Process

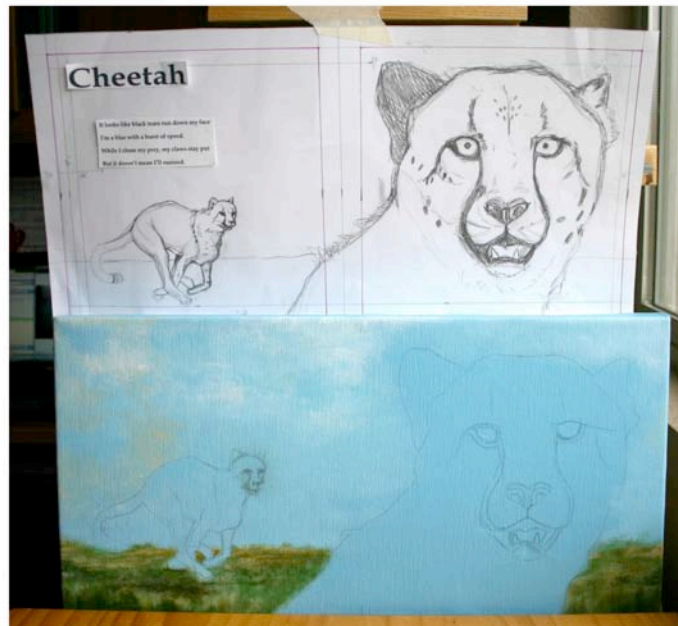
### Cheetah Painting

Sketching helps me really find proportions

#### Cheetah Sketches



And then painting...







10 hours later



14 hours to complete



## Cheetah

It looks like black tears run down my face  
I'm a blur with a burst of speed.  
While I chase my prey, my claws stay put  
But it doesn't mean, I'll succeed.