



TIMKEN
MUSEUM
OF ART

Educators Open House 6-12 Grade Lesson Plan





Poetry and Pictures

Grades 6-12



Claude-Joseph Vernet
1714-1789

Claude-Joseph Vernet, a native of Avignon, France, went to Rome in 1734. Over the next decade he established himself in Italy as a painter of real and imaginary landscapes inspired by the local countryside and seacoast.

A Seaport at Sunset, 1749
Oil on canvas

In this painting, the artist depicts an idealized Mediterranean seaport, rather than a specific location, and uses a variety of features from the region. The lighthouse is in Naples; the Arch of Constantine is in Rome and the lateen-rigged ship on the right is a type common to the eastern Mediterranean. The large warship fires a salute and the nearby ships fly the Dutch flag, indicating that the painting may have been commissioned by a Dutch client. Many other ships are seen in the distance. In the center foreground, we see a figure who has just disembarked from one of the Dutch ships. The man wears a gold trimmed hat suggesting he is a Dutch naval war officer. The scene displays men, women and children in various states of interaction, excitement and activity.

Objective

To encourage students to find new approaches to how they observe information in a painting. Students will actively engage in group reading activities with purpose and understanding. The lesson aims to improve listening skills.

Curriculum Connections

English Language Arts and Visual Arts

Common Core Standards Met

ELA-LITERACY.RL.6.7,9

ELA-LITERACY.RI.6.3,7

ELA-LITERACY.W.6.2

ELA-LITERACY.L.6.1E

Supplies

- Pencils
- Paper
- Colored pencils

Process

- Project the painting on the smart board and begin the lesson with the *Look, Talk, Listen, Connect* activity outlined below.
- Initially, allow students to freely associate any and all ideas they choose to discuss.
- Ask a student to read the definition of a haiku poem, found in the *Vocabulary* section below.
- Provide students with the following information for a typical haiku:
 - A focus on nature.
 - The last line sometimes contains a surprise that deviates slightly from the first two lines (see page 4 for an example).
 - Instead of saying how a scene makes the writer of the haiku feel, the poet tries to provide details that caused the emotion. For example, if the sight of a white and empty sky made the poet feel lonely, describing the sky can give the same feeling to the reader.
- Ask your students to list the five senses, and write their answers as subject headings on your white board.
- Return to the painting and have a brainstorming session with your students asking them to pretend that they are in the scene depicted. Go around the room asking students what they see, hear, smell, touch, and taste in this imagined space. Write their answers underneath the relative subject heading. See page 4 for an example.
- Have students choose one of the senses to focus their haiku poem on and then write two lines using the descriptive vocabulary either from the brainstorm session or from their own imagination. The two lines should highlight how the chosen sense relates to the painting. Tell your students not to worry about counting syllables yet.
- Ask students to write a third sentence that reveals a surprise that is different from the first two lines they wrote.
- Next, have students edit their three lines of poetry so that it follows the structure of a haiku - the first line has 5 syllables, the second line has 7 syllables, and the third line has five syllables (see the haiku poem on page 4 for an example).
- Once students have written their haikus, ask them to illustrate their poetry with a picture that relates to the poem (see page 4 for an example).
- Allow time for a gallery walk at the end of the lesson.

Look, Talk, Listen, Connect

Project an image of the artwork onto the classroom wall and facilitate a discussion by using these three open-ended questions:

- What's going on in this work of art?
- What do you see that makes you say that?
- What more can we find?

As students respond, teachers are asked to:

- Paraphrase comments neutrally.
- Point at the area being discussed.
- Link and frame student comments.

Vocabulary

Landscape

Landscapes are works of art that feature scenes of nature: mountains, lakes, gardens, rivers, etc. They can be oil paintings, watercolors, gouache, pastels, or prints of any kind.

Commission

In art, a commission is the hiring and payment for the creation of a piece, often on behalf of another. Artwork may be commissioned by private individuals, by the government, or businesses. Commissions often resemble endorsement or sponsorship.

Idealized

To represent something in an ideal form.

Haiku

A traditional form of Japanese poetry that uses just a few words to capture a moment and create a picture in the viewer's mind. It is like a tiny window into a scene much larger than itself. Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme.

Example of a Finished Haiku

The last winter leaves

Clinging to the black branches

Explode into birds

Sensory Observation Chart

Sight	Sound	Smell	Touch	Taste
Ships	Horns	Gun powder	Wet	Salt
Lighthouse	Voices	Seaweed	Smooth	Fish
People	Birds	Floral	Slimy	Metallic
Clouds	Cannon firing	Fire	Hot	Smokey

Example of a Picture

