

Shakespeare in Art

Age Range- Grades 1-5

Lesson 1: Sonnet 29

Concept: Lines

National Core Arts Standards for Visual Arts

VA:Re8.1

Interpret intent and meaning in artistic work

VA:Cr2.1.1a

Engage in making a work of art or design without having a preconceived plan

Objectives

- Demonstrate understanding of line and line segment
- Develop skills in creating lines with clay slip
- Interpret the emotions within Shakespeare's Sonnet #29

Essential Questions

- What is a line?
- How can I make lines with clay?
- How can I express feelings with lines?

Procedures

Warm-Up

Students form a line are led in a discussion about the definition of 'line' (where does it begin and end? (In Geometry, a line is infinite and one-dimensional). We are part of an infinite, imaginary line. Say, "I AM" up and down the line, emphasizing the AM with voice and body cues, then adding "You ARE" to the series (introducing iambic pentameter).

Go to Tables

Let's make lines with clay slip! Take the squeeze bottle and create lines based on my descriptions, from the left side to the right side, all the way across your plaster "stage". Make lines that show:

1. someone you love is on the other side and you suddenly see them.
2. You are asked to take out the trash and clean your room right now
3. something that scares you is on the other side
4. you are taking a walk through an enchanted forest, and you see amazing, fun, beautiful things

If a line breaks, it is called a *Line Segment*. Do you have any line segments on your stage?

Lets go around to each student's line drawing and share.

Go to Sonnet

Sit in a circle, hand out or project Shakespeare's Sonnet #29.

Introduce William Shakespeare.

Read aloud together

Did you understand all of that? Did you see words that you didn't know?

That's ok, next class we are going to see if we can *Paraphrase*, or put it in our own words.

Were there any feelings or emotions in those lines of poetry? Could you hear it, even if you didn't understand what the words meant? What did it feel like?

How many of you speak a language other than English?

Do you *translate* for people sometimes?

Sometimes we may need to *translate* for each other to help us communicate with our words. That's what we did when we looked at our line drawings together.

Go to white board or Word Corner and define:

Line

Line Segment

Paraphrase

Translate

*If time, go back to line drawings and reinforce the lines with another layer.

Assessment

What are some things that make you sad? (list)

What are some things that make you happy (list)

(Venn diagram)