

Session Title: Poetry in Motion

Session Description: “If you can’t be a poet, be the poem.” - David Carradine. What is poetry? How can we make it resonate? Learn strategies to bring poetry to life through theatre, music and movement. Led by TLA Teaching Artist Debbi Arseneaux with featured presenter Konshens the MC.

Text: *Daniel Finds A Poem* by Micha Archer

Essential Question: How do we find the poetry in nature?

Time	Procedure	Materials
2-2:05	<u>Building Community</u> Impulse Circle	
2:05-2:15	<u>Entering Text</u> Vocabulary Gestures Alive Reading - preview characters	
2:15-2:30	<u>Comprehending Text</u> Story Nuggets - Line up by days of the week to present.	Story Nugget strips
2:30-2:40	<u>Performing Text</u> Soundscape/Poetry in Motion - add specific movement and sound to each line of the final poem. Add each group to a giant collaborative tableau.	Copies of poem with each line highlighted
2:40-2:50	<u>Creating Text</u> 3-2-1 Poetry - Nature is Poetry in Motion. What does that look like to you? Close your eyes. Imagine you are somewhere in nature. What is that place? In your mind’s eye, look around and see that place. Look closely. What do you see? How do you feel? Stay there for a moment. Now, open your eyes. Write down 3 words to describe what you saw, 2 words about how you feel, and 1 word to name the place. Extensions: You could expand on those words and create your own individual or group poem. Nature Walk with Journal. What would you do?	Index cards

Poetry Standards

LAFS.2.RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

LA.1.2.1.4: The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children.

LA.2.2.1.3: The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;

LA.3.2.1.3 & LA.4.2.1.3: The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language).

LA.7.2.1.3 & LA.8.2.1.3: The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry.

LA.910.4.1.2 & LA.1112.4.1.2: The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

LA.910.2.1.3: The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)

LA.1112.2.1.3: The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities

WL.K12.NM.1.5: Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

WL.K12.AH.5.7: Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre

WL.K12.AM.5.7: Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

MU.3.F.1.1: Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds