

Fantastical Blackout Poetry

Subject: Fantasy

9th-12th grade students will explore Fantasy with the application of blackout poetry. Inspired by the work of Austin Kleon, students will be introduced to the process of blackout poetry, and use book/magazine pages to create their own blackout poems.



Rationale: Blackout poetry focuses on rearranging words to create a different meaning. By using this technique to express their fantasies, the students will be challenged with problem solving involved in appropriation. Interconnecting literature and visual arts is also a good tool for expression and inspiration. Artists are constantly influenced by literature. Illustrators create artwork based off of the written words in a book. Many avenues within the artistic field of book arts depend on writers and their words for inspiration.

Key Concepts: Appropriation, Storytelling, Imagination

Essential Questions:

- What is blackout poetry?
- How does fantasy affect our lives?
- How does literature affect the world of art?
- Why do artists use appropriation as a source of inspiration?

Objectives

SWBAT examine and explore fantasies by creating an illustration to compliment their poems.

SWBAT create a poem using appropriation and the blackout poetry technique.

SWBAT utilize ink pens to create an image by practicing techniques and displaying their learned abilities in their final work.

Standards of Education

- Related National Standards for Visual Arts Education: VA:Cr2.2.1a
- Related Virginia Visual Arts Standards of Learning: AI.2, AI.8

Materials and Resources-

Projector

Laptop

Handouts

Books/Magazines/Newspapers

Sharpie pens and markers

Tracing paper

Pencils

Scissors

Black cardstock for mounting

Glue sticks

Day 1 (1 hour, 30 minutes) An Introduction to Blackout Poetry

Hook- 20 minutes

The teacher will display examples of blackout poetry on the board and ask students, "who can explain what this is in your own words?" After a few students answer, the teacher will ask, "What is blackout poetry?"

Explanation: These are images of Blackout Poetry. A blackout poem is when a poet takes a marker to already established text and starts redacting words until a poem is formed. So, by taking text that already exists, you are using a technique called appropriation. Appropriation is the use of preexisting objects, texts, ideas, or images with some form of transformation applied to them.

Instructional Input- 15 minutes

The teacher will show a slide from the powerpoint which introduces the artist Austin Kleon. He is a poet who uses newspapers to create blackout poetry. He collected all of his poems into a book called "Newspaper Blackout." At this point the teacher will continue with a powerpoint, showing a few examples of his work. Students will be called on to read some of the poems aloud.

After the powerpoint, the teacher will explain the project: *students will create a blackout poem and a supplemental illustration.*

The teacher will introduce the Big Idea of Fantasy and elaborate on the different possibilities and interpretations. The teacher will ask, "How does fantasy affect our

lives?" The teacher will pass around her example of the project along with a double sided handout on how to construct a blackout poem and the expectations for the final artworks.

Guided Practice- 15 minutes

The class will have a discussion about the different ways that art and literature are tied together. For example, illustrating books, The Renaissance (oil paintings based on the bible), and Islamic book arts based on Sufi poems and stories.

"How does literature affect the world of art?"

Next, the teacher will introduce Tom Phillips and his artwork. He is also a blackout poet, but he includes more illustrations. He is well known for a book called the Humument. The teacher will show examples of Phillips' artwork and compare it to that of Austin Kleon. The class will discuss the different things they see in the drawings.

"What do you see? How does it make you feel? Does it relate to the text?"

"Why do artists use appropriation as a source of inspiration?"

After the discussion, the teacher will go over the handout and answer any questions about the assignment. Then she will do a demonstration on how to use tracing paper to pick out words before deciding on your final poem/imagery.

Independent practice- 20 minutes

Students will choose a magazine/book page and begin brainstorming with scrap paper. Once students are done brainstorming they will begin their final poem/illustration. The teacher will consistently check in on students' progress as she walks around the classroom.

Closure- 10 minutes

With 15 minutes left in class students will be given an exit ticket asking them to recall something that has challenged them in their artmaking process so far as well as something they found they were successful with. After, the class will clean up (last 5

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Starting today and finishing at the end of class on Thursday (Nov. 14th), you will create a Blackout Poem inspired by the idea of *Fantasy*. Reflecting on our discussion as a class, you are to construct a blackout poem from your choice of a newspaper or magazine, as well as an ink design or illustration inspired by your text using sharpies/black markers.

Remember Fantasy can be defined as:

- imagination unrestricted by reality
- the power or process of creating limitless forms of expression
- concerning mythological, magical, or supernatural themes

Shining a light on blackout poetry: (A step-by-step guide)

1. Scan the page first before reading it completely. See if any meaningful or significant words stand out to you, these are also called "anchor words." An anchor word is one word on the page that stands out to you because it is loaded with meaning and significance. Once you find your anchor word(s) then you can begin to imagine possible themes for your poem.
2. Now read the page in its entirety. Use a pencil to lightly circle any words that connect to the anchor word and resonate with you. These words may be expressive or descriptive. It may be helpful to avoid circling more than three words in a row.
3. List all of the circled words on a separate piece of paper in the order that they appear on the page of text from top to bottom, left to right. It is important to keep the words you use for the final poem in this order so the reader does not get confused.
4. Select words, without changing their order on the list, and piece them together to create the lines of a poem. You can eliminate parts of words, especially any endings, if it helps to keep the meaning of the poem clear. Try a few different possibilities before selecting the lines for your final poem. If you are stuck during this step, return to the original page.
5. Return to the page of text and circle, now in permanent marker, only the words you selected for the final poem. Also erase the circles around any words you will not be using.
6. Now that the words of your poem are all circled, add an illustration or design to the page that connects to your poem!



minutes) and be dismissed.

Differentiated Instruction- The teacher will display instructions on the board, via a handout, and read them aloud.

Assessment- TTW (the teacher will) observe the students as they are working on their poems.

Day 2 (1 hour, 30 minutes) When Visual Art and Literature Collide

Hook- 5 minutes

The teacher will begin the day with a review of the terms that students learned last class. “Who can remind me of what appropriation means? Can someone give me an example of a situation in which visual art and literature build on each other?”

Instructional Input- 15 minutes

Using a powerpoint the teacher will display examples of cross-hatching, hatching, and stippling. The teacher will also leave the displayed examples on the board as students are working. This way students will have these techniques to reference when they are ready to begin drawing.



Guided Practice- 5 minutes

The teacher will show a video with a mark making demonstration using ultra fine point sharpies. Using a powerpoint she will display examples of cross-hatching, hatching, and stippling.

Independent practice- 50 minutes

Students will continue to work on their poems and illustrations. The teacher will continue to check in with each student and answer questions as they arise.

Closure- 15 minutes

In the last 10 minutes of class students will complete a gallery walk in which they will be able to see each other's art and talk about their fantasies. After, the class will clean up (last 5 minutes) and be dismissed.

Differentiated Instruction- The teacher will display examples of cross hatching, hatching, and stippling on the board and via a video.

Assessment- TTW collect final artworks and evaluate them based off of the expectations set at the beginning of the unit.

RUBRIC

Criteria	Points	Feedback
Student created an illustration to compliment their poem	----- / 30	
Student created a poem using appropriation and the blackout poetry technique	----- / 30	
Student followed classroom rules and procedures with minimal reminders	----- / 20	
Student utilized at least one of the following ink pen techniques in their final work: Cross Hatching, Hatching, Stippling	----- / 20	
TOTAL	----- / 100	