Translating Poetry into Spatial Form

Research and sources · 9–12 · 50–65 minutes × 3–5 sessions

Context for this inquiry

Close-read a published poem, paraphrase themes and cite permitted excerpts

Teach with relevant originals

Use primary artworks, museum biographies, documentary sources or student-conducted observation. The collection cover is an original editorial graphic, not a reproduction of the artist’s work.

Starting sources

National Core Arts Standards

https://www.nationalartsstandards.org/customize-handbook?discipline=Visual+Arts

National Core Arts Standards grade progression

https://www.nationalartsstandards.org/content/visual-arts-high-school-student-work

National Council of Teachers of English

https://ncte.org/

Looking questions

What do you literally observe? Which design decisions are evident? What is uncertain or missing from this source? What does a second source change?

Source critique

For an artist study, identify the artist, date and medium of each original work before discussing influence. For arts integration, record the data or primary text behind the artwork and test its accuracy.

Copyright, authorship and consent

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Connection back to the studio

Return to What gets gained or lost when words become space? Use source evidence to justify a new artistic response: Sculptural installation translating a poem's structure.