

## Write a Room

Words take on dimension to illustrate a special place.

### art + SEL

Concrete poetry is poetry that emphasizes meaning visually, rather than through standard linguistic arrangements. An example would be an abstract list of words describing a flower, arranged on the page to look like a flower. The term “concrete poetry” was coined in the late 1950s, after two groups of Brazilian abstract visual artists and poets held a show together at the National Exhibition of Concrete Art. However, the practice dates much further back. Examples of visually informed poetry can be found in a number of cultures throughout history. Greek poets of Alexandria used letter arrangements to emphasize the meaning of words in graffiti. Micrography, employed by ancient Hebrew and Islamic artists, refers to the creation of natural images through text. The practice was later adapted by early Catholics and termed calligram.

Words are power. Like art, they allow an artist to express the internal, communicating thoughts and emotions.

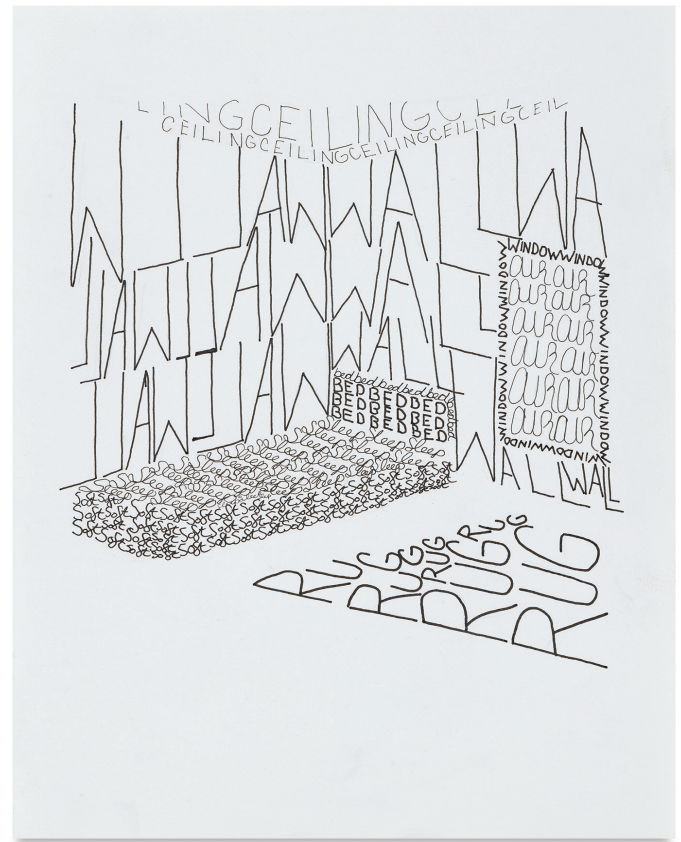
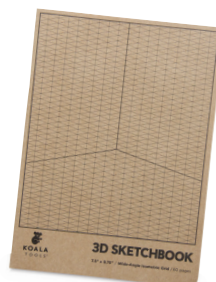
In this lesson, students will create a drawing of a place that holds significance to them with words. Students will reflect on why this place is special, focusing on emotive and physically descriptive words. An isometric, one point perspective sketchbook by Koala helps determine perspective and placement of the words chosen to visually describe objects in the composition.

### GRADES 5-12

Note: Instructions and materials are based upon a class size of 24 students. Adjust as needed.

### Preparation

- Students will begin by free writing about a place where they feel at their best. A place that is safe and comfortable. A place that holds meaning and where they feel connected. A place of power. Focusing on emotive and physically descriptive words, students will reflect on why this place is special. What are the textures, colors, and feelings associated with this space? Free writing is a great way to sort out a complicated thought. Allow students to write without fear of judgment, making it known that they will only be asked to share what they want from this first piece. Allow unabashed expression and exploration at this stage!



### Materials (required)

Koala Wide-Angle Isometric Grid Sketchbook, 30 sheets, 9.75" x 7.5" (13848-1095); share one across class

Blick Studio Bristol Pads, Vellum, 15 sheets, 9" x 12" (13329-1023); share two across class

Saral Wax Free Transfer Paper, Graphite, 4 sheets, 12" x 3 ft (12917-2612); share one across class

Blick Drawing Pencil, 2b (22220-2021); one per student

Sakura Pigma Micron Pen, Black, 03 (20702-2003); need one per student

Sakura Pigma Micron Pen, Black, 05 (20702-2004); need one per student

Sakura Pigma Micron Pen, Black, 08 (20702-2005); need one per student

### Optional Materials

Sharpie Permanent Markers Variety Pack, Black, Set of 6 (82340-1006)



### Ready to order materials?

Go to [www.DickBlick.com/lesson-plans/write-a-room](http://www.DickBlick.com/lesson-plans/write-a-room) to access a product bundle for your convenience.

## Process

1. Once a specific place is determined, make a rough sketch in pencil using Koala one-point perspective gridded paper. The gridded paper makes it easy to draw in perspective, as all the angles needed are already given.
2. With the basic composition drawn out, begin filling in spaces with descriptive or emotive words. An area rug in a room might be described as 'rug', but going deeper students might say it feels 'soft', it 'cushions' it 'supports'. Students should choose words that feel most descriptively accurate to them.
3. When filling the space with words, remember to consider scale and direction. Each letter can change to fit the space required of it, if needed. Words can be written vertically, horizontally, or even backwards. While all of these options should be considered, there really isn't a wrong answer, just like the exact word chosen by a student can't be wrong.
4. When the sketch is complete and filled with words describing the space, it's time to transfer the drawing to a clean page. Place transfer paper between the sketch and a clean sheet of drawing paper. Using a ball point pen or stylus, trace the words written in the drawing. Do not trace the original sketch, only the words used to fill the sketch.
5. Once transferred to a clean sheet, use Micron pens to go over the text. Just as scale and direction were altered and played with in the initial composition, now line weight can also be manipulated to best suit the word or object being described in space. Bold, thick lines will come forward in space, while fine lines will recede in space.
6. Mat the drawing for display.

## Options

— Micron pens come in a variety of colors as well as point sizes. Use colored pens to add an extra layer of complexity and visual interest.

## National Core Arts Standards - Visual Arts

### Creating

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

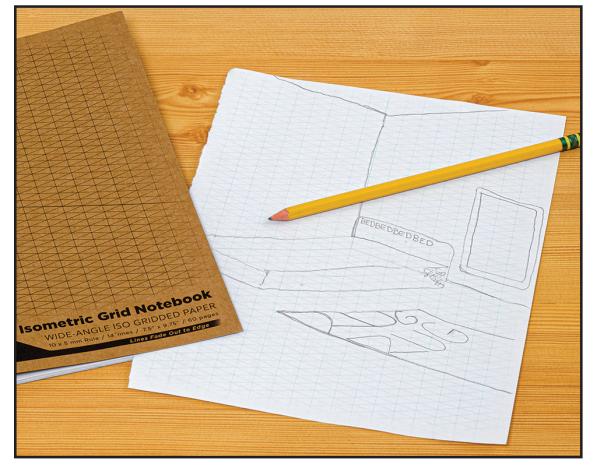
**Anchor Standard 2:** Organize and develop artistic ideas and work.

### Responding

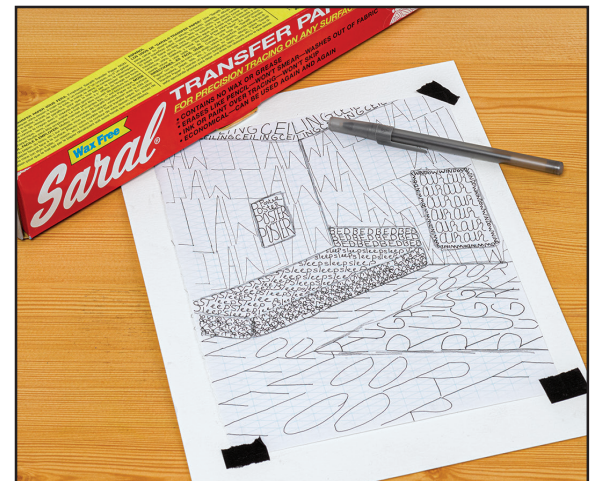
**Anchor Standard 8:** Perceive and analyze artistic work.

### Connecting

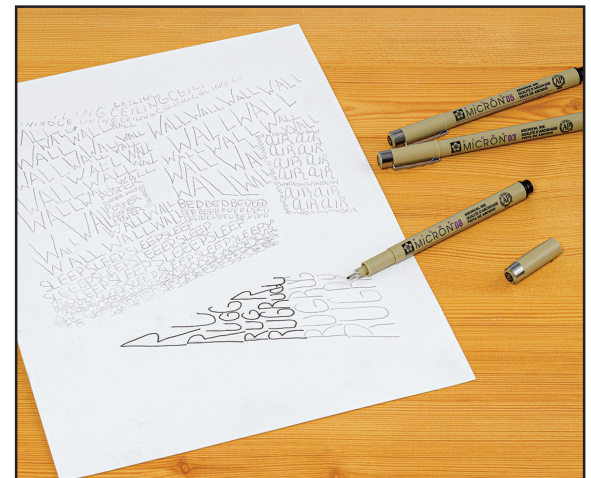
**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.



*Step 1: Use Koala Isometric grid paper to sketch the room and objects. Fill spaces with words.*



*Step 2: Transfer the words to Bristol board using transfer paper.*



*Step 3: Use Micron pens, in various nib sizes, to trace over the words.*

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