



# I AM A HARD WORKER

A LESSON PLAN FOR TEACHERS/HOME EDUCATORS



- ▶ **Years:** 5 and upwards
- ▶ **Subjects:** Visual Arts, English–Language Arts
- ▶ **Time Required:** 3–5–Part Lesson  
Three 60-minute class sessions

## Lesson Overview

- ▶ Students will analyse the photo of a Hawke's Bay man and learn how the photographers use of shape and space creates emphasis. Students will discuss their interpretations of the photo and provide visual evidence to back up their ideas. They will create a persona poem that demonstrates their interpretation of how the man in the photo feels. Students will then illustrate their understanding of how shape and space creates emphasis by drawing a person in their family who works hard.

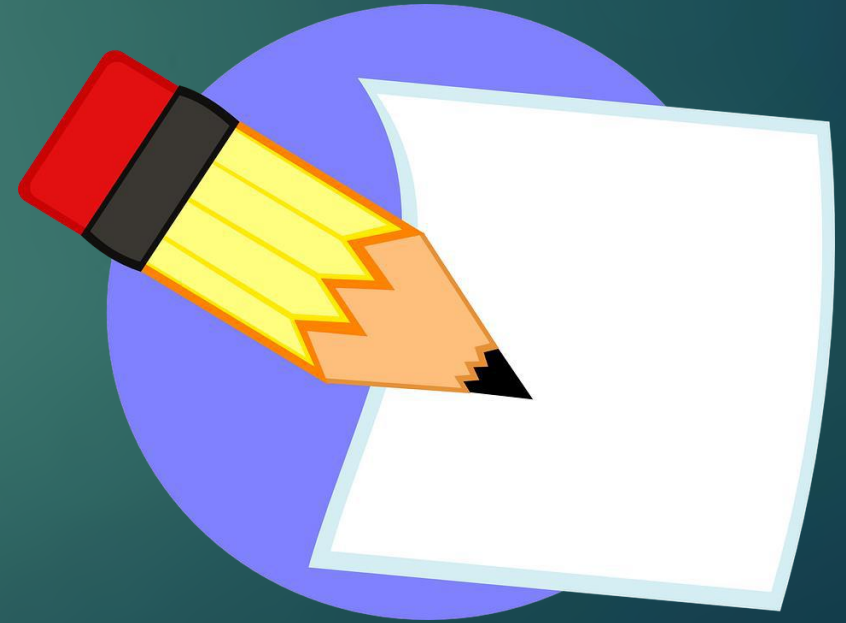
## Learning Objectives

Students will be able to:

- ▶ • recognize that larger objects are placed in the foreground to create the illusion of space in a work of art.
- ▶ • provide visual evidence to support spoken ideas.
- ▶ • identify how space and shape are used in paintings to create emphasis.
- ▶ • create a drawing that illustrates their understanding of emphasis, shape, and space, and of how to create an illusion of space.
- ▶ • write a persona poem as told from the perspective of a person in a photograph.

# Materials:

- ▶ Photograph of Hawke's Bay man clearing up after the earthquake (on following page).
- ▶ Background information about the photograph (on following page).
- ▶ Student Handout: "Persona Poem"
- ▶ Pencils or pens
- ▶ 9" x 12" white drawing paper
- ▶ Coloured pencils
- ▶ Writing paper



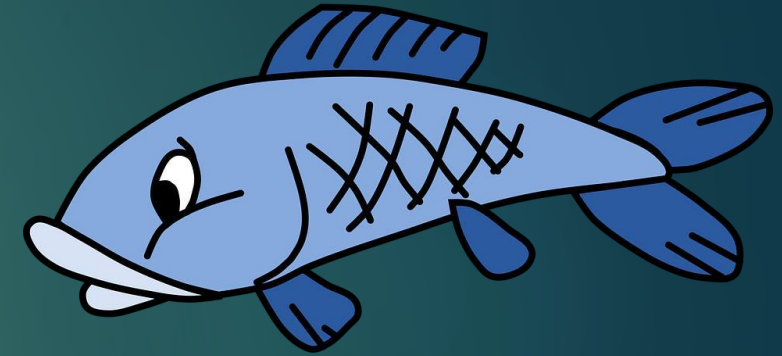


# Lesson Steps - Part 1

- ▶ Display the photograph of the Hawke's Bay man and allow students to take time to closely look at the work .
- ▶ Ask them to share their initial observations.

2. Lead a discussion about the work by discussing the following:

- What do you notice about the man?
- What do you notice about his pose?
- What do you think he is doing? What do you see that makes you say that?
- What else do you notice in the foreground of the photo?
- What do you notice in the background of the photo?
- Where do you think he is? How can you tell?
- What do you think the man is thinking? What do you see that makes you say that?



3. Chart students' responses on the board under the following categories as they share:

*Description/Adjectives*

*Emotions/Feelings*

*Verbs/Actions -ing Thoughts*

- ▶ 4. Give background information about the photo with students (on following page). Ask students if they would like to contribute any new adjectives or verbs based on the information given.
- ▶ 5. Pass out to students the handout “Persona Poem” (on following page) and the pencils or pens.
- ▶ 6. Tell students they will write their own persona poems from the perspective of the man in the photo (written in first-person perspective). While some students may refer to the chart developed by the discussion, encourage students to choose their own words and phrases as they write their poem.
- ▶ 7. After students complete a first draft of their persona poems, have them share their drafts with at least three peers, asking for compliments and suggestions for improvement (in that order).

# PERSONA POEM

- ▶ Choose a person, place, or thing. Write a poem from the perspective of that person, place, or thing by filling in the lines below.

I am \_\_\_\_\_.

- ▶ **Describe the person, place, or thing.**

I am not \_\_\_\_\_.

- ▶ **Write an adjective.**

I am \_\_\_\_\_,

- ▶ **Choose a colour.**

I like \_\_\_\_\_.

- ▶ **Choose a thing or animal that has the same colour.**

I am \_\_\_\_\_,

- ▶ **Write a verb ending with -ing.**

but I'm not \_\_\_\_\_.

- ▶ **Write an adjective.**

I am \_\_\_\_\_,

- ▶ **Write another verb ending with -ing.**

but I'm not \_\_\_\_\_.

- ▶ **Write an emotion.**

- ▶ The photograph shows men racking up dead fish in the Inner Harbour, Napier after the 3 February 1931 earthquake. The earthquake caused the land to rise, resulting in the sea draining away.
- ▶ It was said that residents could smell the stench of rotting fish as far as Havelock North.

Photographer, Cyril Walter Lambourne.  
Date, post 3 February 1931.



# PART TWO

- ▶ 1. Revisit the photograph. Review the background information about the photo as needed. Then tell students you will focus on specific art elements that the artist used to create emphasis. Lead discussion by asking the following questions
  - What do you notice first? What part of the figure do you notice first? Where does your eye go next?
  - What did the photographer do to make the figure stand out?
  - What shapes do you notice? How does the size of the shapes in the foreground compare to the size of shapes in the background?
  
- ▶ 2. Point out that the figure in the photo draws our attention because of his relative size compared to the other shapes. Say the man is also placed in the center of the composition and is surrounded by negative space, and so our eyes are drawn to the man immediately. We are also drawn to look at the man because of leading lines: The horizon line draws us to the center; and the lines of the hoe and the man's arms lead our eye up to the man's face.

- ▶ 3. Introduce and clarify any related art vocabulary as needed, such as:
  - ▶ **foreground**—the part of a scene that appears closest; what is in the front of the middle ground and background
  - ▶ **background**—the part of a scene that appears most distant; what is behind the foreground and middle ground
  - ▶ **shape**—a closed line. Shapes are flat and can express length and width. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes.
  - ▶ **emphasis**—the part of the design that catches the viewer's attention. The artist makes one area stand out using size, colour, texture, and shape, contrasting it with other areas.
- ▶ 4. Pass out the white drawing paper and coloured pencils.

- ▶ 5. Students will create their own works of art, emphasizing a person who works hard. Have students draw a person in their family who works hard. Tell them to create emphasis through the use of shape and space in order to draw attention to the person who works hard. Encourage students to consider the following:
  - How will you pose the person to communicate what the person is doing?
  - What can you add to the background and foreground to show where the person is?
  - Students will draw a background to display a foreground and background.
  - How will you draw the person or thing in the background to show that the person or thing is farther away?
  - How can you draw attention to the person who works hard?

# PART THREE



- ▶ 1. Pass out the writing paper and tell students to write their own persona poem about their own drawings, following the model of the student handout.
- ▶ 2. Ask students to assess their own poem and drawings. Instruct them to write a self-reflection that describes what changes they would make for improving both the poem and the work of art.
- ▶ 3. Have students display their artworks and poems in a class gallery exhibition.

# Assessment

*Students will be assessed on:*

- how well they used descriptive language and emotions to write their persona poems.
- whether they wrote from the perspective of the main protagonist.
- their use of shape and space to create emphasis in their artwork.
- creating an illusion of space by drawing shapes in the foreground larger than shapes in the background of their artwork.