



Curriculum Map for Residency Program – Erasure and Poetry Project 2

Teaching Artist:

County:

Site:

Classroom Teacher:

RESIDENCY GOAL

Inspired by erasure works, students will learn how to repurpose materials using tattered books, poetry techniques, bleeding tissue paper, and colored pencils to create their own erasure book art for an exhibition.

The students will create **2 pieces of art**, one to keep and one to send in to Arts4All Florida for an exhibition. Send the rendered artwork that is the extra one to:

Dee Miller at Arts4All Florida, USF, 4202 E. Fowler Ave., EDU 105, Tampa, FL 33620

Save your shipping receipt for reimbursement with your supplies at the end of the residency.

The project is to be rendered over 1 to 2 - one-hour sessions and may be used for grade levels 4-12 with accommodations in text.

SESSION 1 (date)

ART STANDARDS USED (list codes)

VA.4.S.2.1
VA.4.S.2.2
VA.4.H.1.1
VA.4.H.1.3

OTHER SUBJECT STANDARDS USED (list codes)

ELA.4.R.1.2

LEARNING OBJECTIVES

Introduce the concept of erasure poetry through discussions and visual images.

- Students will explore erasure poetry both by viewing and comparing artworks and by creating our own.
- Students will learn about erasing words with different art mediums and, and white out techniques, and by using color to highlight and accentuate our own erasure arts.
- Students will learn how literary art can be altered and enhanced by visual art techniques.

Group Discussion

Introduce erasure poetry by discussing erasure work with them and talking about how our erasure art techniques differ from one artist to another.

Erasure and Poetry – How it is created.

To create erasure and then add poetry, this can be achieved in many different way. Some artists begin with a book as explained below.

Art One – Erasure Art Techniques and Prep for artwork

See photos of examples in the pages that follow.

- Share examples and briefly discuss her erasure method of whitening out words with paint, collage, and added text.
- Compare collage and whitening out words with our erasure method of adding color with pencils and tissue to emphasize and highlight our poetic message.
- Using a page cut or torn from a used book, suggest students use a regular lead pencil to circle or underline interesting and unique words.
- After choosing a word, phrase or sentence for their erasure poem, students will then circle or underline the chosen poetry words with a yellow, green, orange, or pink colored pencil.
- The next step is to heavily shade in the words chosen with a yellow, light green, orange, or pink pencil.
- Students will then use a ruler and a dark blue, dark green, purple, or red pencil to connect the words to each other.
- Students will tear 5 -10 squares of differently sized bleeding tissue paper color and lay them in areas away from and not over the chosen words.
- Next lightly wet the tissues with a soft bristle brush or Qtip.
- Remove dry tissue squares and throw away.

Discussion

After they have finished, have the students look over each other's work and talk about their erasure poetry pieces.

Tools:

- Colored pencils and a pencil with an eraser.
- Soft bristle brush or Qtip.
- Ruler(s).
- Used book or books.
- Bleeding tissue papers.
- Extra paper to place under erasure to prevent tissue seepage.
- Small container of water.

Tips:

1. Turn off all overhead fans during tissue portion.
2. Use sturdy book pages as too thin paper will tear.
3. Consider taping down the corners of book pages with painters' tape while working.
4. Alternate light to dark in tissue choices.

ACCOMMODATIONS FOR INCLUDING ALL CHILDREN (what changes did you make so all students could meet the learning objective?)

- Have torn bleeding tissue paper ready for use.
- Use age and ability related text to accommodate everyone.
- Use hand over hand for the bleeding tissue placement and ruler use where needed.
- Supply plastic gloves for those with sensitivity issues.

DID THE STUDENTS ACHIEVE THE LEARNING OBJECTIVES? HOW DID YOU ASSESS THIS?

Did the students enjoy merging two medias? Did they feel the poem, word, or message they chose best reflected the way they were feeling or thinking? Would they be interested in doing more erasure or blackout poetry in the future?

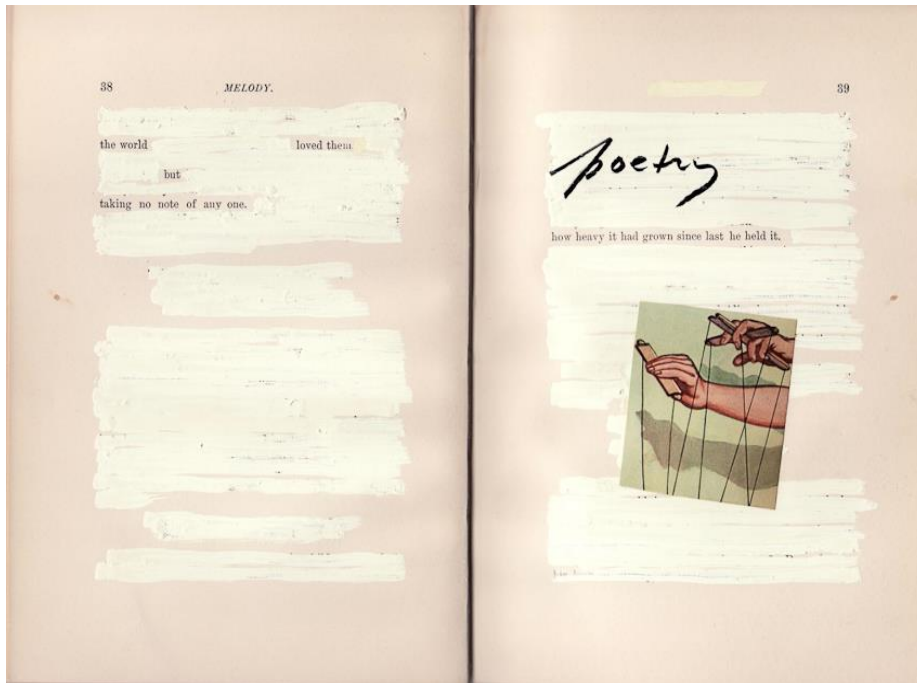
Suggested Supplies-

https://www.amazon.com/Spectra-Deluxe-Bleeding-P0058506-Assorted/dp/B000PAIDS6/ref=sr_1_5?crid=1L7J1IKQ2YS0Y&keywords=bleeding+tissue+paper&qid=1690737399&srefix=bleeding+tissue%2Caps%2C117&sr=8-5

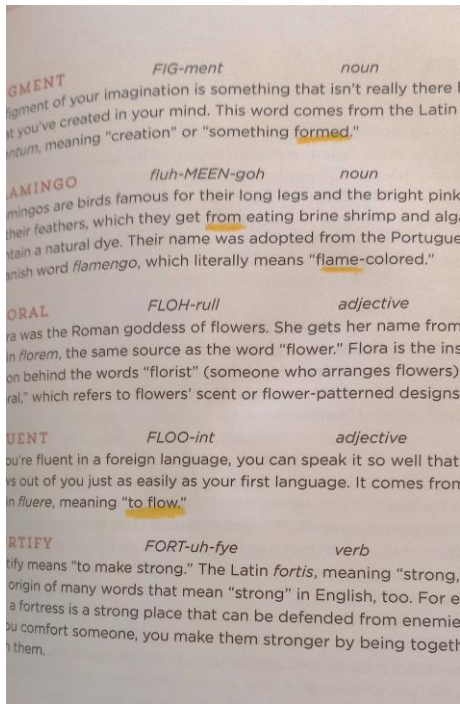
https://www.amazon.com/Prang-Colored-Millimeter-Assorted-22480/dp/B002GYFFP8/ref=sr_1_18?keywords=colored+pencils&qid=1690738580&sr=8-18

On this erasure piece, the text is erased by heavily whitening out sections, adding a collage picture, and writing over the erasure.

Artwork by Mary Ruefle

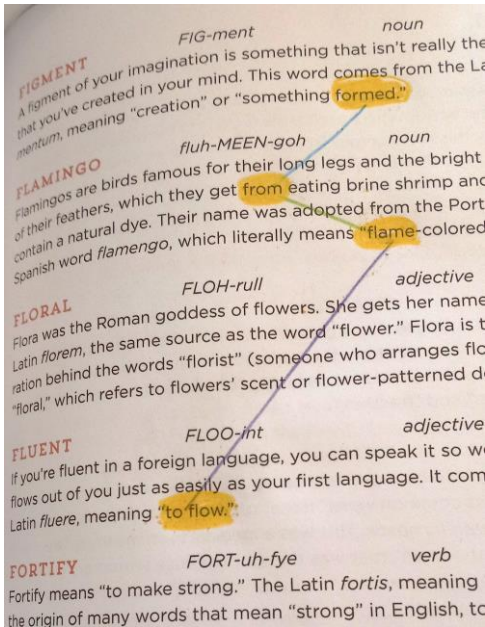
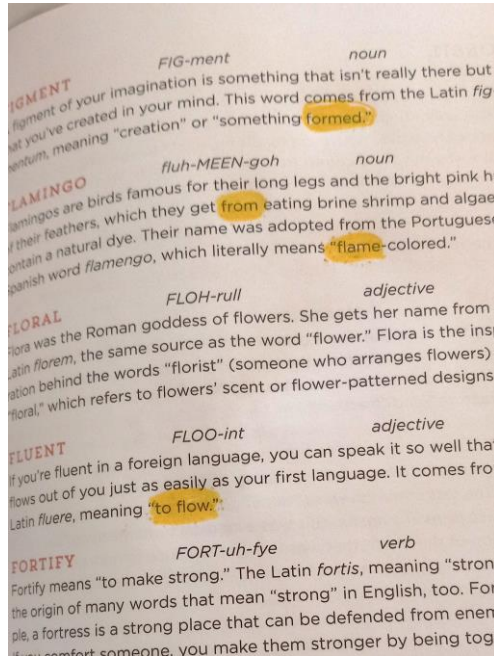


In this erasure art, the white out method is used to erase the original text, and adds text as an overlay.

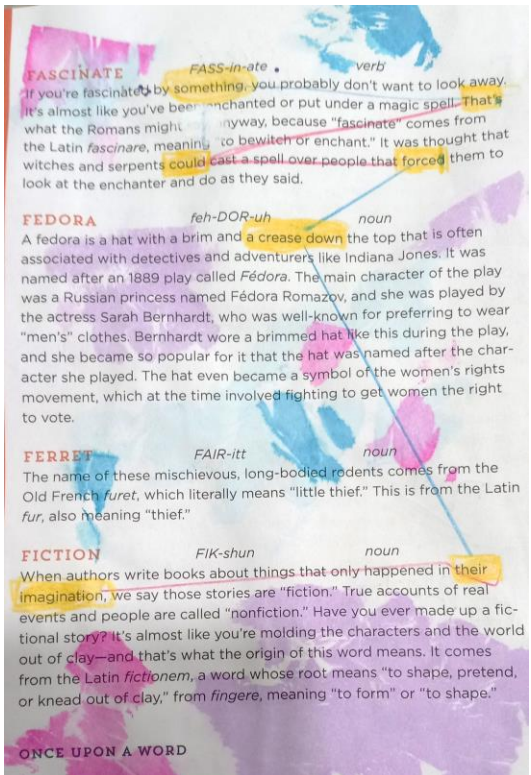


Have students choose the words they want to use.

Then color in those words.



Then connect those words with a line.



Add the torn color tissue paper and wet them with brush or Qtip.

Let dry and then peel the tissue paper off leaving a soft color.