



VIRTUAL INSTRUCTION GUIDE

Workshop:

My Favorite Color in Five Senses

Teaching Artist: Eric Elshtain

Learn how to compose a short poem inspired by your favorite color and five senses using similes and synesthesia. You will also be introduced to artist Nick Cave and poet Arthur Rimbaud.



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OBJECTIVES:

You will learn:

- How to compose a short poem inspired by your favorite color and five senses
- How to use similes in poetry
- How to make creative decisions using synesthesia
- How to incorporate non-visual imagery into creative decision-making
- About the work of artist Nick Cave and poet Arthur Rimbaud

Rimbaud

MATERIALS:

- a piece of paper
- a writing utensil



DIFFERENTIATED LEARNING Methods

Instruction is provided in text and video formats, available in both Spanish and English.

You may also work by printing this art-making guide.

YouTube can automatically create closed captions.



Click the [CC] button near the lower right corner of the viewer frame.

Please note: captions are generated by algorithms, so their quality may vary.

A variety of language subtitles are available for each video.



- **Instructions are easily related orally.** A friend or family member can read the instructions to you. They can also help to write down your ideas and construct your poem.



BACKGROUND/RESOURCES

You will be introduced to these artists, art histories, movements and/or concepts:

Arthur Rimbaud: A French poet from the 19th century, known for his *surrealist* (strange, dreamlike, or not seeming real) poems. His poem "Vowels" is used as an example of *synesthesia*.

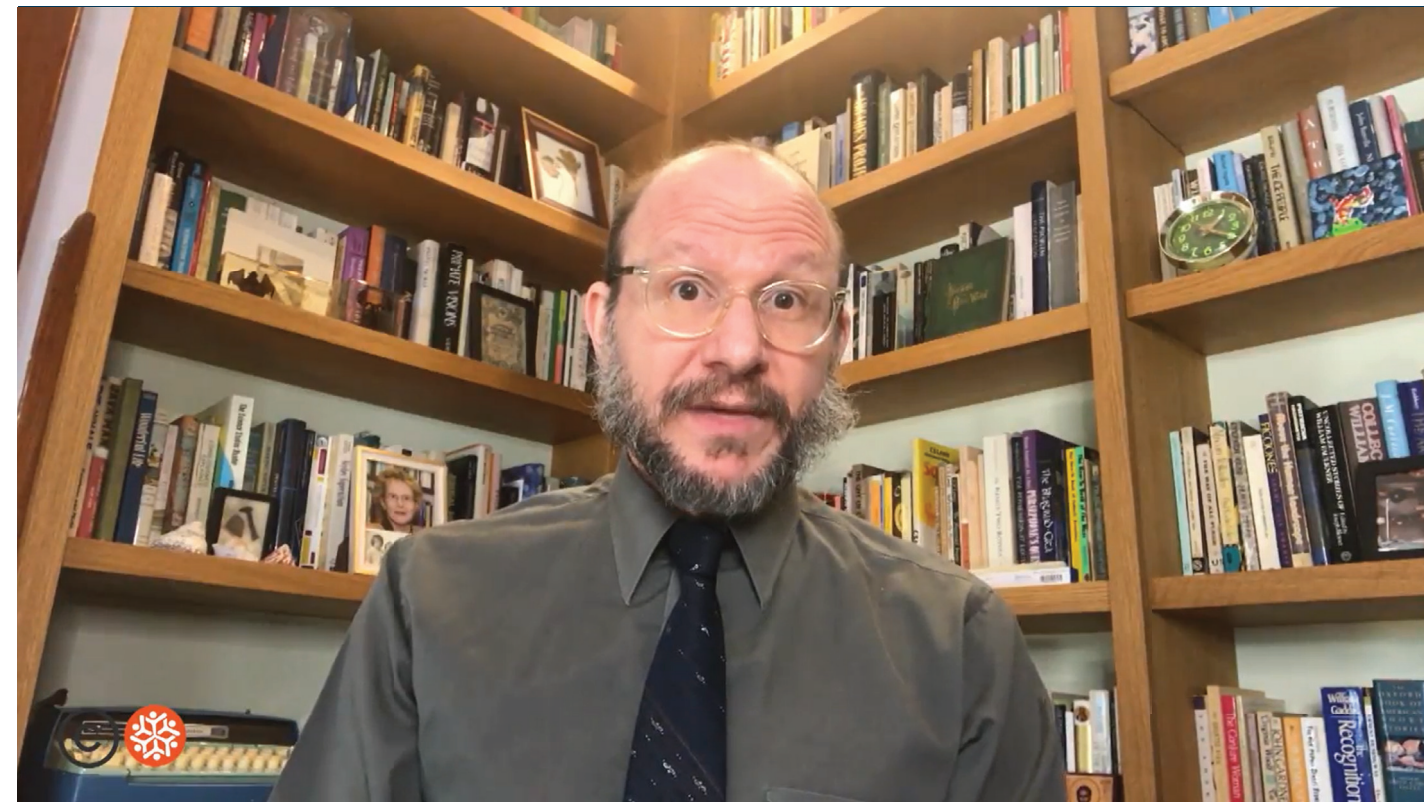
Nick Cave: An artist from Missouri who creates "sound suits," which combine sculpture with fashion and sound.

Simile: A figure of speech involving the comparison of one thing with another thing of a different kind using the word "like" or "as". Similes are used to make a description more vivid. For example, *the clouds were like ice cream castles in the sky*.

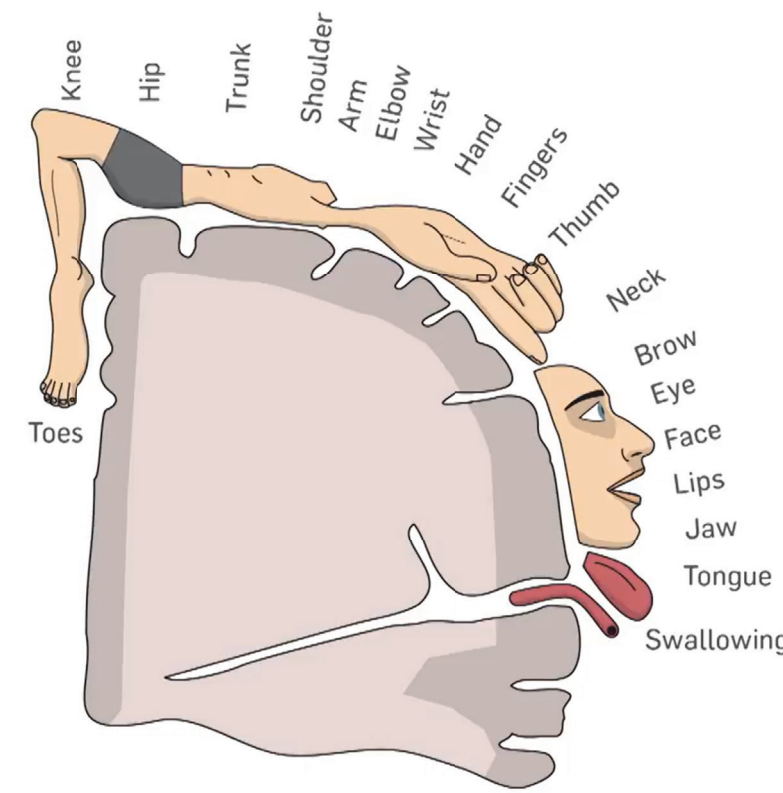
Synesthesia: The joining together of senses and sensations that are not normally connected. For example: tasting sound, smelling colors, and seeing scents.



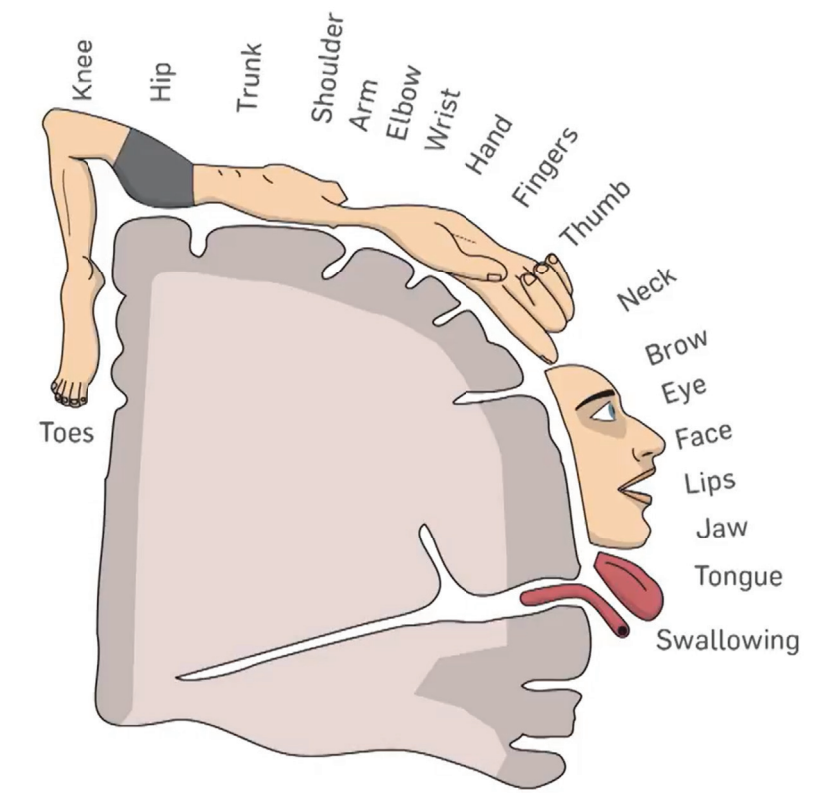
INSTRUCTION:



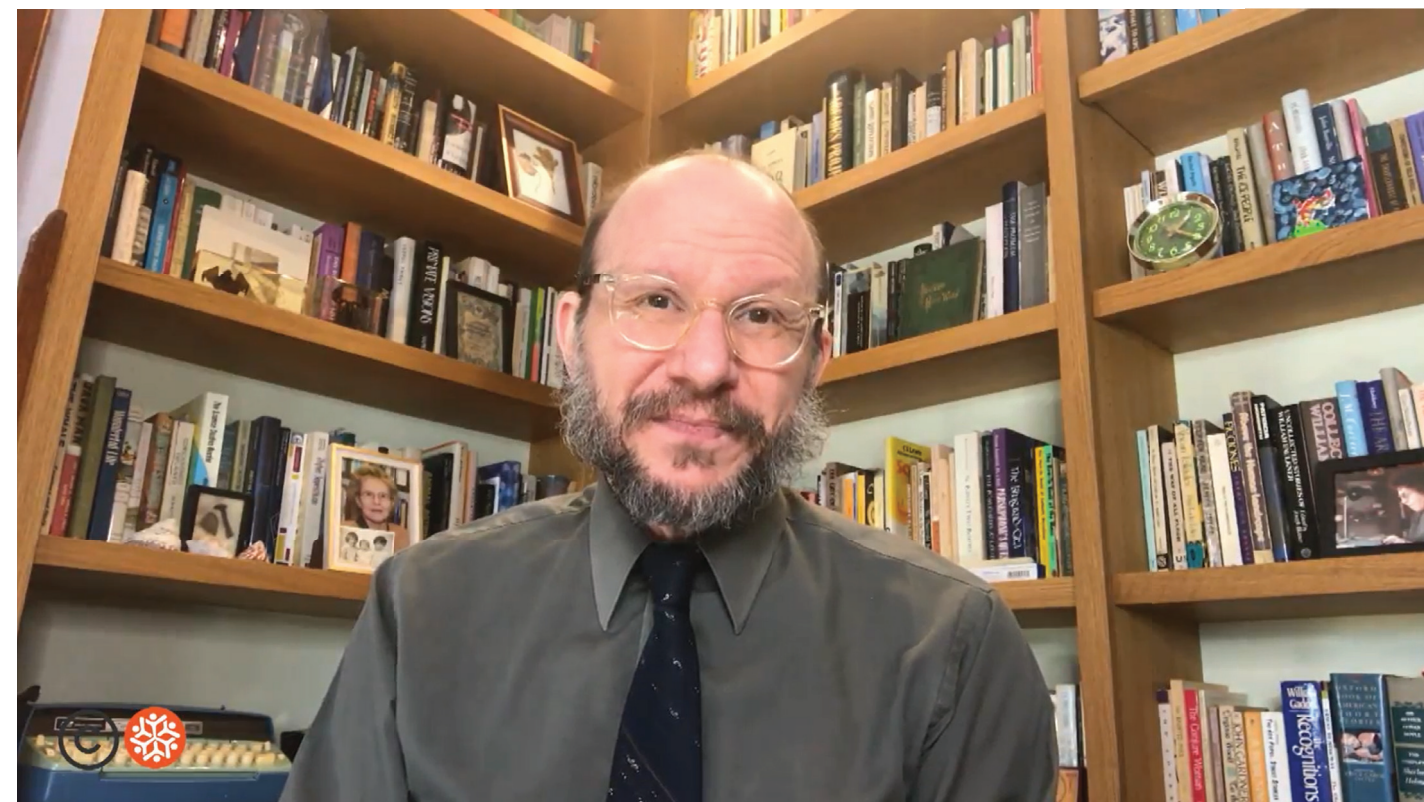
Today, we will compose a short poem. You will be able to do it, even if you have never written a poem before.



We are going to use the five senses: smell, touch or feel, hearing, taste, and sight.



I'm going to ask you five questions about your favorite color. You will write down or have someone else write down your answers.

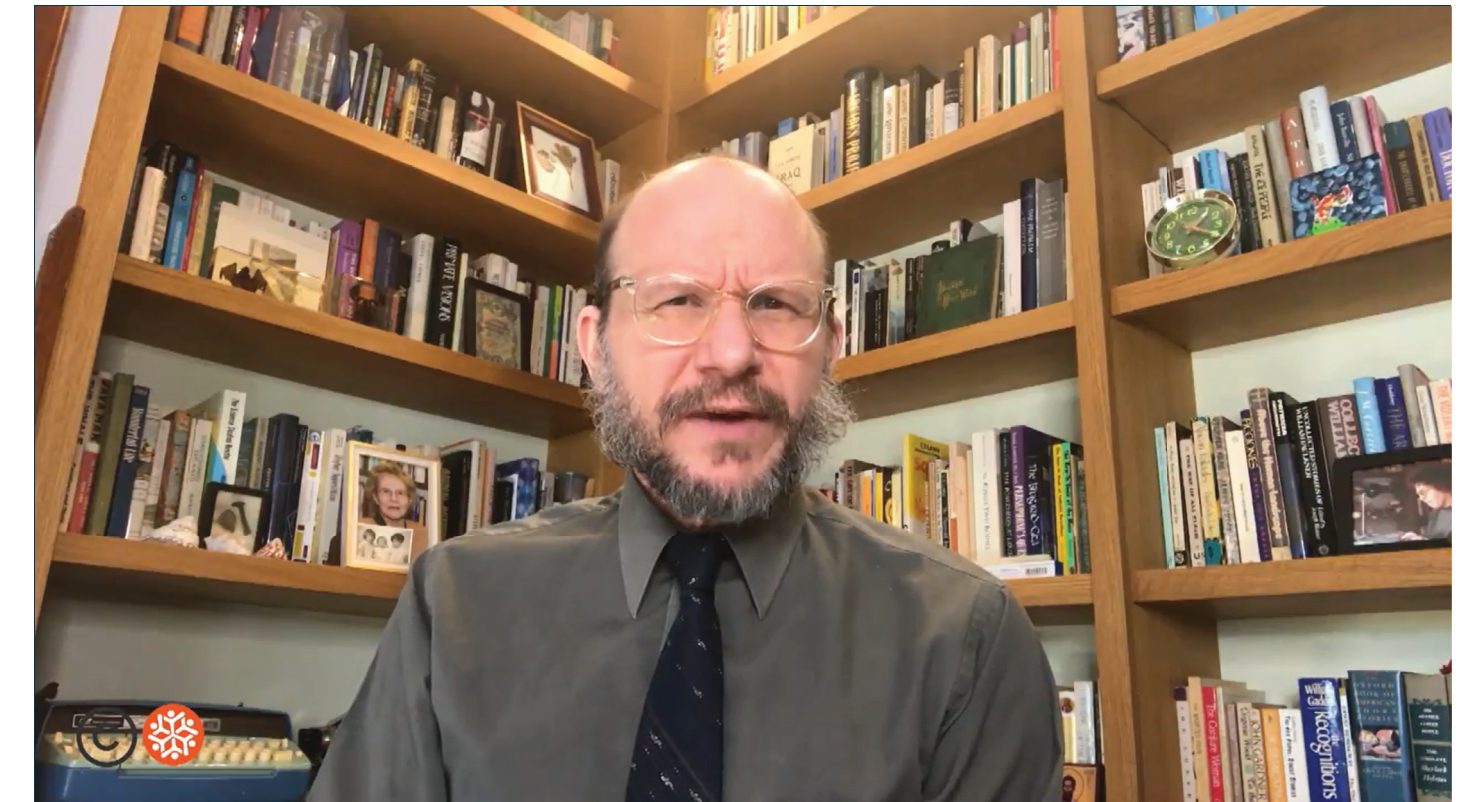


Your answers will become your poem. Let's begin! Have your paper and writing utensil ready, or have someone ready to write for you.

What's your favorite color?



First: what is your favorite color? Mine is dark green. I will use that as an example.



Imagine that you are walking down the street and you turn the corner and there, floating in the air, is a blob of your favorite color.



INSTRUCTION CONTINUED:

What does your favorite
color *smell* like?



You give your favorite color a big sniff. What does it smell like? Put your answer down like this. ex. Dark green smells like pine needles.

What does your favorite
color *feel* like?



Now you reach out and pinch out a little piece of your favorite color and feel it in your fingers. What does your favorite color feel like? Is it smooth? Rough? Is it cold? Does it feel like sandpaper?

What does your favorite
color *sound* like?



With that pinch in your hand, you hold it up to your ear. Your favorite color is making a sound. What does your favorite color sound like?

What does your favorite
color *taste* like?



And with that same pinch, you give it a taste. What do you think your favorite color would taste like?

What does your favorite
color *look* like?



You give the pinch back to your favorite color, and your favorite color is very happy. What does your favorite color look like? This could be a simple shape like a square or a triangle, or the shape of an object, or even an animal.

Title your poem!



You've written down what your favorite color smells like, feels like, sounds like, tastes like, and looks like, which means you've written a five-line poem about your favorite color! Give your poem a title.



INSTRUCTION CONTINUED:

1. Images



By talking about your favorite color as you've done, you have successfully used three very important techniques in your poem.

- 1. Images
- 2. Similes
- 3. Synesthesia



You have also used **synesthesia**. That means you have mixed up the senses in some way. Some people can taste numbers or see certain colors when they hear certain sounds.

1. Images



The first one is images, which are descriptions based on any of your five senses.

Vowels by Arthur Rimbaud

A Black, E white, I red, U green, O blue : vowels,
I shall tell, one day, of your mysterious origins:
A, black velvety jacket of brilliant flies
Which buzz around cruel smells,
Gulfs of shadow, E, whiteness of vapors and of tents,
Lances of proud glaciers, white kings, shivers of cow-parsley;
I, purples, spat blood, smile of beautiful lips
In anger or in the raptures of penitence;
U, waves, divine shuddering of viridian seas,
The peace of pastures dotted with animals, the peace of the furrows
Which alchemy prints on broad studios foreheads;
O, sublime Trumpet full of strange piercing sounds,
Silences crossed by Worlds and by Angels:
O the Omega, the violet ray of Her Eyes!



The poet **Arthur Rimbaud** wrote a poem titled "Vowels," in which he described the vowels, a, e, i, o, and u as having odd sounds and colors.

1. Images 2. Similes



The second technique is **similes**, which is when you compare two things using the words *like* or *as*.

Vowels by Arthur Rimbaud

A Black, E white, I red, U green, O blue : vowels,
I shall tell, one day, of your mysterious origins:
A, black velvety jacket of brilliant flies
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Gulfs of shadow, E, whiteness of vapors and of tents,
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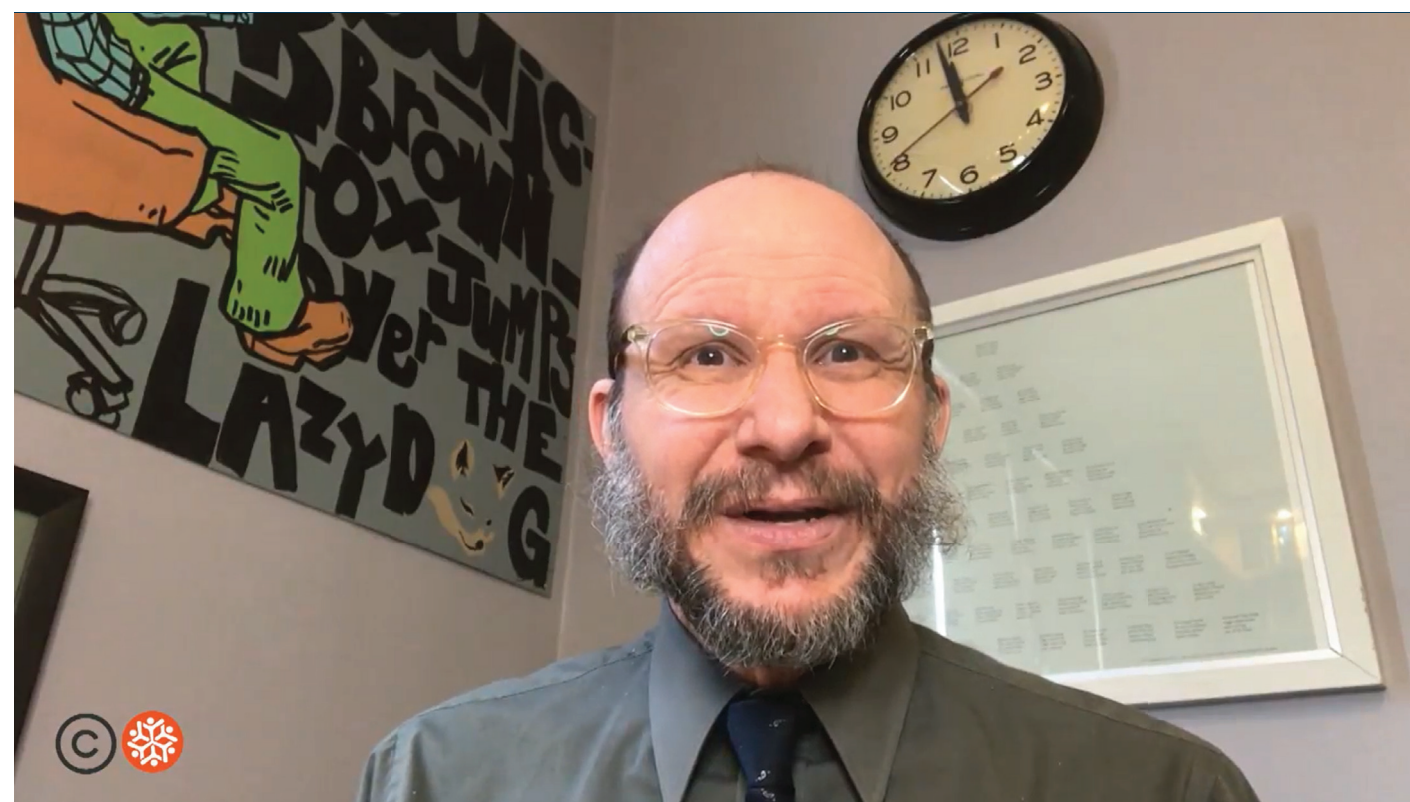
For example, the vowel "a" is a black velvety jacket that buzzes like flies.



INSTRUCTION CONTINUED:



The artist **Nick Cave** mixes sculpture and sound by creating art that you can wear. He calls these “sound suits,” and makes sound when you move around or dance in them.



You've done an amazing job today. Thank you for taking the time to work on your poem. Have a great rest of your day!

LEARNING STANDARDS

This workshop is aligned to the following state and national anchor standards. It can be differentiated for learners at every grade level. (For arts performance standard alignments at specific grade levels, feel free to email programs@snowcityarts.org.)

ILLINOIS ARTS LEARNING STANDARDS

Anchor Standards: Creating

- **CR1.** Generate and conceptualize artistic ideas and work.
- **CR2.** Organize and develop artistic ideas and work.

Anchor Standards: Connecting

- **CN10.** Synthesize and relate knowledge and personal experiences to make art.
- **CN11.** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

COMMON CORE STATE STANDARDS

English Language Arts: College and Career Readiness Anchor Standards

Language

- **CCSS.ELA-Literacy.CCRA.L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCSS.ELA-Literacy.CCRA.L.6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing

- **CCSS.ELA-Literacy.CCRA.W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **CCSS.ELA-Literacy.CCRA.W.5.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.





If you are interested in **receiving school credit** for the work you have completed in this workshop or if you would like to **have your artwork displayed** in a Snow City Arts exhibition space or virtual gallery, please visit <https://snowcityarts.org/consent-releases/>

Contact us at programs@snowcityarts.org if you have questions, would like to offer feedback, or would like to continue working with us virtually.





Workshop Duration: 25-45 Minutes | ALL LEVELS



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Snow City Arts inspires and educates children and youth in hospitals through the arts.

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or would like to offer feedback at
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