

I am an Artist

Poem

Get Going!	✧ Explain that this is about the work and equipment of an artist, a painter. Ask the students about the pictures and their correct names. Let them write down the names.
Read and Enjoy	<p>✧ This is a poem written by an anonymous poet, in free verse. It is not rhymed. It is about an artist who uses his imagination: correlate it to magic and the use of imagination referred to in earlier lessons.</p> <p>✧ The poet, in the form of an artist, speaks through this poem. In the first stanza [four lines], he declares that he is 'a creator of ideas'. He has a fertile imagination from which he can choose ideas, using alliteration - 'swimming in a sparkling sea of imagination'. He says he is a kind of magician who transforms thoughts that are wonderful in his own mind into very original artwork: 'pieces of originality'.</p> <p>✧ The artist [poet] says that the paintings he makes reflect things and events that were a part of his own life - his own 'worries, dreams and ambitions', things that he loved or feared. His paintings depicted his past emotions and events and things that he dreamt of for his future - 'All that I was yesterday and all that I'll be tomorrow'.</p> <p>✧ His paintings reveal a glimpse of his innermost thoughts - his soul, says the artist/poet. He says this is because 'a part of ME is in each piece I create'.</p> <p>✧ The poet/artist says that he does not follow other people's ideas and opinions. Instead, he follows his own heart and its desires - 'I march to my own beat, and wildly dance to my own rhythm'. He does not imitate anyone. He is deeply involved in his work, is passionate about it, because the 'emotions are fuel for my craft'.</p> <p>✧ He says in the next two couplets that some of his paintings are only for his own viewing. He does not share them with anyone else. But some he will 'share with the world'. When he talks of his creativity, he compares it to a beacon, the light that beams out into the world, usually from a lighthouse, and he says it is there 'for all the universe to see'. So while most of his paintings are there for public view, some of them are very personal and he does not exhibit them.</p>

<p>✧ He sums everything up in the final couplet by saying that he is all the things he has mentioned above. It is all 'rolled into one amazingly talented unique Artist!' But it is not the whole person; there is more to the artist than his imagination, his creativity, his work of art, his past and his future.</p>	
<p>✧ Exercises A, B and C: Explain the exercises and do them orally first. Then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.</p>	Read and Understand
<p>✧ Exercise A: Discuss this in class and then ask the students to write the answer on their own. It is advisable to check and assess their work individually.</p>	Think and Answer
<p>✧ Exercise A: The words highlighted have different meanings, but the appropriate meaning has to be found according to its usage. Do the exercise orally and then ask the students to mark the right option. Announce the answers and let them check their own work.</p> <p>✧ Exercise B: Explain how clues are given in crossword puzzles. This is one step in that direction. Do the exercise orally and then ask the students to mark the right option. Announce the answers and let them check their own work.</p>	Word Wise
<p>✧ Exercise A: Brush up on what acrostics are - a poem of words and phrases, based on the letters of the topic word/phrase. Each letter begins a line of the poem. It does not have to rhyme. Use the instructions and example to explain the acrostic. Ask the class to suggest lines for the acrostic on PAINT.</p>	Write Well
<p>✧ Exercise A: The pictures in 'Get Going!' can provide clues to associated words for the Word Web.</p> <p>✧ Exercise B: Make groups of four. Ask them to paint a chart each. Display in class.</p>	AIL Activity