

LIVE Arts

2022/23

Fill Your Poem With Sense With Cooper Skjeie

Date: April 5th

Grades: 1 & 2

Artistic Discipline:
Poetry

Overview

Step into the vivid words of Saskatchewan poet Cooper Skjeie. Join him as he takes your classes on a poetic exploration of the natural world. He will teach your classes how to write from the perspective of objects outside of themselves and explore the life that exists in the world all around us.

Artist Biography

Cooper Skjeie (/shay/) is a poet, educator, and consultant of mixed settler and Métis ancestry. An MFA candidate at the UBC School of Creative Writing, he is a graduate Saskatchewan Urban Native Teacher Education Program and an alumnus of the Banff Centre's Emerging Writers' Intensive and Sage Hill Poetry Course. Winner of the 2020 Saskatoon Indigenous Poets Society Slam Invitational and third-place winner in the Short Grain Contest for Poetry, Cooper has been shortlisted for numerous awards and contests, including most recently The Malahat Review Open Season Awards and The Fiddlehead's Ralph Gustafson Prize. His work has been supported by Canada Council for the Arts and SK-Arts, and his poems appear in Grain Magazine, PRISM international, and Prairie Fire, among others. He lives in Saskatoon.



Materials

- Nursery rhymes
- Sensory poem graphic organizer
- Pencils
- Mystery poem graphic organizer
- Paper
- Colouring materials

Classroom Setup

- SmartBoard access.
- Whiteboard and dry-erase markers.
- No special arrangements are needed for desks

Curriculum Outcomes and Indicators

Grade 1

Creative/Productive

CP 1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order

e. Select sounds with purpose, and organize sounds to convey particular images or expressive qualities

Cultural/Historical

CH 1.1 Describe the arts and cultural traditions found in own home and school community

c. Demonstrate awareness that people from various cultures create artistic products and presentations as an important part of their heritage.

Critical/Responsive

CR 1.1 Demonstrate understanding that the arts are a way of expressing ideas

a. View and listen to arts expressions with curiosity (e.g., students are intrigued and ask questions about the work and/or artists)

Grade 2

Creative/Productive

CP 2.6 Create and perform music that demonstrates understanding of form (repetition and contrast)

e. Perform and create various grade-appropriate melodic and rhythmic osintati (patterns) using repetition and contrast.

Creative/Productive

CP 2.7 Create visual art works that draw on observations and express ideas about own communities

g. Describe how ideas for visual expressions come from many different sources.

Critical/Responsive

CR 2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.

a. Describe or infer how art works are created for a variety of reasons

Workshop Vocabulary

Poetry

A type of creative writing that touches our emotions, stirs imaginations, and captures a moment, feeling, or idea.

Poets

Poets are people who write poetry.

Rhyming words

Words that have the same ending sound.

Five Senses

The senses in our body that help you notice the world around you--seeing, hearing, smelling, touching, and tasting.

Memory

The process of storing experiences in your brain and recalling them later.

Culture

Culture is the way a group of people live. Food, clothing, language, recreational activities, music, and celebrations are all a part of culture.

Mystery

A mystery is something that is unknown. We can use clues available to us and attempt to solve the mystery.

Pre Workshop Activity

Name: Play Like A Poet

Duration

50 minutes

Materials

- Copies of three nursery rhymes (teacher & student copies)
- Pencils • Paper

- Warm up with students by writing rhyming words for single-syllable words on the board (hat, cat, mat...).
- From here, introduce the concept of rhyme scheme. Then, ask if they know what poetry is. How would they explain poetry? What are some different kinds of poetry they know? Mention that there are many different styles of poetry, and nursery rhymes are one of them, and we are going to read and rewrite some today.
- Choose a nursery rhyme to read with the class. Work with students to identify the rhyme scheme and patterns in the nursery rhyme. Label the rhyme scheme on the board (ie: A, B, A, B).
- Choose one of the three nursery rhymes provided. Notice how the last word of each line is left blank.
- Students will choose a nursery rhyme and rewrite it by filling in the blanks, using words and a rhyme scheme of their choice. It's encouraged they have fun with this exercise, within reason, to learn how poets play with language. Students may work on this in pairs or small groups.
- Students who finish early can work on a second one.
- To close the activity, invite students to recite the poems they wrote and celebrate their work.

Pre Workshop Activity

Name: Nursery Rhymes

Itsy Bitsy Spider

The itsy bitsy spider crawled up the water _____.
Down came the rain, and washed the spider _____.
Out came the sun, and dried up all the _____,
and the itsy bitsy spider went up the spout _____.

Twinkle Twinkle Little Star

Twinkle, twinkle, little _____,
How I wonder what you _____!
Up above the world so _____,
Like a diamond in the _____.
Twinkle, twinkle, little _____,
How I wonder what you _____!

I'm A Little Teapot

I'm a little teapot Short and _____.
Here is my handle, Here is my _____.
When I get all steamed up Hear me _____:
Tip me over And pour me _____!

Broadcast Program

00:00 - 00:05:

- Artist Bio Video + Introduction

00:05 - 00:15:

- Read some poems from: 'Shout' - Little Poems that Roar
- Cooper will show examples of his own poetry that connect to his identity as a Métis person, and the work of other poets incorporating aspects of Indigenous nationhood and culture into their work.

00:15 - 00:25:

- Brainstorm various aspects of cultural expressions (food, dance, songs, games, activities)
- Cooper will write an example poem with the class, using the same prompts that students will be using to craft their poems.

00:25 - 00:50:

- Students will have individual writing time working from prompts: 'I see', 'I hear', 'I feel', 'I smell', 'I taste'...
- Poems will be written based on experience or a personal memory they recall with the activity.
- Students have the option to draw the activity first.

00:50 - 00:55:

- Opportunity for students to share and celebrate their work.

Sensory/Mystery Poem Graphic Organizer

Choose a memory that you remember really well. Try and write a poem describing that memory by finishing the sentences below:

I see _____

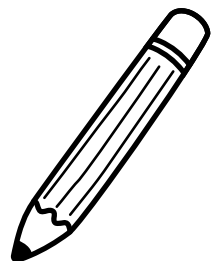
I hear _____

I feel _____

I smell _____

I taste _____

Draw a picture of your memory here:



Post Workshop Activity

Name: My Mystery Poem

Duration

50 minutes

Materials

- Rough draft paper
- Pencils
- Colouring materials
- "My Mystery Poem" template

- For this activity, ask the students to write a sensory-rich poem on something of their choice (food, sport, art, etc.).
- Students can continue to use the prompts "I see, I hear..." or they may try to write a poem without the prompts while still using sensory-rich language (i.e. the air smells like butter, loud pops everywhere....). Feel free to create a list of useful descriptive adjectives on the board as a class.
- Students are to draw an associated image (to the object/topic they are writing about) that will be attached behind the poem.
- Students are to write their poems and draw their images on rough draft papers first. When they are happy with the poem, they can then write it on the "My Mystery Poem" template.
- Students have the opportunity to read their work and have their classmates guess what the poem is about. Alternatively, find space to hang the poems up and do a gallery walk with the students in small groups to guess what each poem is about, revealing the image at the end.

Additional Information

Upcoming Workshops - 2022/23

May 31st-June 1st - Amanda Murray - Hip Hop Dance

Keep an eye on the Live Arts websites for announcements on next school year's list of workshops!

More Art by the Artist

Find out more about Cooper at the following links:

<https://themamawiproject.medium.com/celebrating-cooper-skjeie-4751a628265f>

<https://us18.campaign-archive.com/?u=918a32a30ee6e0184eeb51bcf&id=85532cbb13>

<https://poetryinvoice.ca/about/who-we-are>

