

Teaching Plan – 3 Lesson Hours

Cognitive Subjects: Literature, Language, Drama Education, Informatics

Education Level: Secondary Education - High School

Topic: Creating Visual Interpretations through Photography Inspired by Poems

Method: Creative analysis of texts and photography

Duration: 3 teaching hours

Objectives:

1. Cognitive Objectives:

- To understand the concept of poetry and its connection with the visual arts.
- To interpret poems through personal impressions and creative approaches.
- To learn how to apply photography techniques (such as focus, light, framing) to visually convey emotions and images.

2. Social Objectives:

- To strengthen teamwork skills through collaborative work.
- To develop the ability to express and communicate creative ideas with others.
- To cultivate appreciation for and creation of art through a collective process.

3. Experiential Objectives:

- To engage with art on a personal level, connecting it with their own experiences and emotions.
- To use photography as a means of expression and connect emotionally with the content of the poem.

4. Psychomotor Objectives:

- To develop the ability to select and handle photography techniques (e.g., lighting, focus, angle) to express an emotional message.
- To enhance spatial perception and observation skills through photography.

Phases of Activity:

Phase A: Introduction and Role Assignment (10 minutes)

1. Introduction to the Topic:

- The teacher introduces the lesson's theme by explaining the connection between poetry and photography. The aim is to show how poetry can inspire images and how photography techniques can capture poetic emotions.
- Presentation of 5 poems to the students (one for each group). The poems can be either Greek or foreign, varying in style and themes.

2. Assignment of Poems and Group Division:

- The students are divided into 5 groups of 4, and each group receives one poem.
- The poems assigned are:
 1. **Odysseas Elytis – "Hellenism"** (Greek poem, classic poetry with national and historical themes).
 2. **Yiannis Ritsos – "September"** (Greek poem, excellent expression of emotions about the season).
 3. **Emily Dickinson – "Hope is the Thing with Feathers"** (English poem about hope).
 4. **William Blake – "The Tyger"** (English poem about nature and creation).
 5. **Pablo Neruda – "If You Forget Me"** (Spanish poem about love and loss).

Phase B: Analysis of Poems and Creation of Photographs (Total time 30 minutes for poem analysis – remainder of the first teaching hour and 45 minutes for photographing – second teaching hour)

1. Reading and Analysis of Poems (see Attached Worksheets):

- Each group reads the poem and discusses the emotions, images, and messages that arise from it.
- Students are asked to choose a key theme or image from the poem that inspires them for the photoshoot.

2. **Choosing Photography Technique:**

- The teacher explains the basic photography techniques students can use to represent the poem:
 - **Focus:** Using focus to emphasize an object or person, creating intense emotions.
 - **Light:** Manipulating lighting to create atmosphere, contrast, or emphasize the central subject.
 - **Framing:** Using the image's frame (e.g., defining the edges) to strengthen the subject's presence.
 - **Shooting Angle:** Choosing an angle to enhance the dynamic of the photograph.
- Each group selects a technique or combination of techniques for their photo creation.

3. **Photography:**

- The groups work with school materials and the camera to create photographs that represent the theme of the poem.
- The duration of the photoshoot is 40 minutes. Each group is asked to take 3-5 photographs.

Phase C: Presentation and Discussion (45 minutes – third teaching hour)

1. **Photo Presentation:**

- Each group presents their photos to the rest of the class, explaining how each image relates to the poem and the techniques used.
- Students explain their interpretation of the poem through their photographs and the decisions made regarding the technique.

2. **Discussion:**

- The teacher leads a discussion about how poetry can be conveyed and represented through photography.
- Students evaluate the work of other groups and express their opinions about how their photographs reflect the meaning of the poem.

Homework Assignment – Evaluation:

After the activity is completed, students can fill out a questionnaire (e.g., Google

Form), which will assess their performance and the quality of the activity in various aspects.

Evaluation Axes:

1. Understanding and Interpretation of the Poem:

- Examining how well the group understood and expressed the poem through photography.

2. Application of Photography Techniques:

- Evaluating creativity and application of photography techniques (focus, light, framing, shooting angle).

3. Collaboration and Teamwork:

- Assessing students' ability to collaborate as a team, share responsibilities, and work effectively to complete the project.

4. Reflection and Discussion:

- Evaluating students' ability to reflect on their photos and express their views during the presentation and discussion.

5. Creativity and Originality:

- Assessing the students' creativity in approaching the poem and the originality of their photographic work.

WORKSHEETS FOR GROUPS

Group 1 Worksheet:

Poem: "Hellenism"

Odysseas Elytis

Hellenism is the flame
that burns us and is light,
it is the blood that was shed
and tells the earth, "Bloom."

Hellenism is the soil
that sighs and shouts,

it is the memory of the fathers
that lives and continues the journey.

1. Poem Analysis:

- Read the poem carefully and note down the images that evoke emotions in you.
- Think about the central themes of the poem (e.g., national pride, historical memory, the resilience of the Greek people).
- Which words or lines from the poem impress you the most and why?

2. Creating Photographs:

- Identify one or two key images from the poem that you would like to represent photographically (e.g., the fire that is light, the image of the soil).
- Think about which photography technique you will use to emphasize the feeling the poem evokes (e.g., intense light to show strength or focus to convey the intensity of memory).
- Choose the right angles and lighting to capture the atmosphere of the poem.

3. Presentation Questions:

- How do your photographic works reflect the central themes of the poem?
- How does your photo express the concept of "Hellenism" or the values mentioned in the poem?
- What photography techniques did you use and why? How does this enhance the poem's interpretation?

Group 2 Worksheet:

Poem: "September"

Yiannis Ritsos

September came with the leaves,
with the dawn that is late,
and the sky that darkens.

Our bodies filled with the shadows of summer,
but our hearts yearn for the light.

1. Poem Analysis:

- Read the poem and note down the images that evoke emotions in you.
- What is the mood of the poem? What feeling does the image of September evoke?
- Which natural images appear (e.g., the season of September, the colors, the weather)?
- What messages and emotions arise from Ritsos' description of nature and time?

2. Creating Photographs:

- Think about how to represent the changing nature of September (e.g., changing colors, the light of the day).
- Use focus or lighting techniques to convey the feeling of autumn.
- Think about the details you want to capture (e.g., leaves, horizon, clouds) and how to light them to emphasize the atmosphere of the poem.

3. Presentation Questions:

- Which images from the poem did your photos try to represent?
- How does your photo capture the atmosphere of September, as described by Ritsos?
- Which photography techniques did you use to enhance the feeling of autumn? Explain your choice.

Group 3 Worksheet:

Poem: "Hope is the Thing with Feathers"

Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,

And sweetest in the Gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.

1. Poem Analysis:

- Read the poem and note how Dickinson describes the concept of hope.
- What is the symbol of hope in the poem (the bird with feathers)?
- How is hope presented through the image of the bird? What other words or lines evoke emotions or images?

2. Creating Photographs:

- Think about how you can express the idea of hope through photography (e.g., a bird in the sky, light breaking through clouds, a sense of freedom).
- Use photography techniques like focus or light and shadow contrast to show the intensity or lightness of the poem.

3. Presentation Questions:

- How does your photograph capture the concept of hope described in the poem?
- Which images from the poem appear in your photo?
- Which photography techniques did you use to highlight the feeling of hope?

Group 4 Worksheet:

Poem: "The Tyger"

William Blake

Tyger Tyger, burning bright
In the forests of the night:
What immortal hand or eye,
Could frame thy fearful symmetry?
In what distant deeps or skies,
Burnt the fire of thine eyes?

On what wings dare he aspire?

What the hand, dare seize the fire?

1. Poem Analysis:

- Analyze the power and mystery in the poem. What is the significance of the tiger as a symbol?
- What images and emotions does the poem evoke? Think about the balance between light and darkness, the contrast between fire and shadow.

2. Creating Photographs:

- Represent the strength and mystery of the tiger. Use strong contrast between light and shadow to evoke fear and power.
- Think about the framing and angles to convey the intensity of the poem.

3. Presentation Questions:

- How does your photo embody the fearsome and mysterious qualities of the tiger in Blake's poem?
 - Which photography techniques did you use to enhance the visual effect of power, contrast, and fear in the poem?
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Group 5 Worksheet:

Poem: "If You Forget Me"

Pablo Neruda

If you forget me, I will never forget you,

If you forget me, I will never forgive you.

What is this love without limits,

that swells when your heart is closed,

and dies when you forget it?

1. Poem Analysis:

- Think about how Neruda describes the concept of love and memory.
- How does the poem convey the tension between love and distance?

2. Creating Photographs:

- Represent the theme of love and memory. You might focus on objects that symbolize love (flowers, letters, or empty spaces that represent absence).
- Use lighting or focus to capture emotions of longing, remembering, and the bittersweet nature of love.

3. Presentation Questions:

- How do your photos represent the tension between love and memory?
- What techniques did you use to reflect emotions like longing or passion?