

“I Heard a Voice: The Art of Lesley Dill”

Curriculum Integration Suggestions for Teachers

*most can be scaled based on grade level, if recommended for certain grades, noted accordingly

K-5 Vocabulary building (language arts)

1. Have students go through exhibit and find unfamiliar words (either in exhibition titles or in words embedded in pieces themselves)
2. As a class in the gallery, create full vocabulary list
3. Then assign pairs of students to find particular words and to try to figure out their definition, based on the image and nearby words and context clues.
4. Back in class or in gallery if time allows, create master vocabulary list based on observations then look the words up in a dictionary and discuss how the visual definitions compare with the dictionary definitions. Then have the students create new sentences with each new word.

Socratic Seminar (both language arts and social studies)

1. provide them with a socratic seminar model/definition (we have that in other documents)
2. provide suggested seminar topics such as
 - a. Ecstasy – define, find evidence, how transferred visually and conceptually, find other emotions and examples in other works and discuss
 - b. Queen of Poetry and Queen of Laughter – which are you and why? Name words that are laughter or poetry? Name images that are laughter or poetry? Which of these do you see in this piece?
 - c. How Ruthless are the Gentle and Punch – What is this piece expressing? How widespread do you think this is? What does this say about interpersonal relationships?
 - d. Dress or War and Sorrow – What does this express? What is trailing behind the dress and what is its meaning? How does this relate to discussions of war (civil war, WWI, WW2, whatever is being discussed by class at the time)

India (social studies)

1. discuss Indian culture, learn elements of it to prepare for visit to exhibit (spiritual elements, decorative elements, body art, role of texture, architecture, clothing etc...)
2. In small groups (or with younger children, do as seminar in a group), find visual evidence of India’s influence on her art (suggested pieces include “Hindi poem dresses” “Residence,” “Rush” and “Wonderstruck”)
3. Compare how Dill expresses Indian culture with cultural elements discussed in class.
4. For further elaboration, in class essays could be done on this topic

Primary grades discussion of the senses (science, primary grades)

1. In front of any work of art, have the children rehearse the five senses
2. Visual senses
 - a. have them find visual evidence of sound in a selected work of art
 - b. repeat with each sense in the same work of art
 - c. do a chart in which each sense is listed and all evidence of it (visual) is listed
3. Word senses
 - a. now repeat with word linkage to senses by first having them find words that indicate sound
 - b. repeat with words in the image that indicate each of the other senses
 - c. do a chart in which each sense is listed and all evidence of it (textual) is listed
4. Look at larger list of examples, discuss how you express senses in words and in visuals

Graphic Organizers (language arts – examples of organizers at http://www.edhelper.com/teachers/graphic_organizers.htm)

Several options for this:

1. Comparisons
 - a. select two pieces, write down words expressed by each piece
 - b. create venn diagram of words and find points of intersection
 - c. create poem and or image that expresses those intersecting words
2. Meaning
 - a. Write down all ideas seen visually in column 1
 - b. Write down all ideas expressed through text in column 2
 - c. Use two lists to try to determine message(s) of work and place this in column 3
 - d. Repeat with another work and find ways in which messages similar/different

Touch (preK-2nd)

1. Find hands in the works of art
2. what do hands mean
3. what have you touched? (for older children could become a more emotional kind of touch/connection)
4. Now have children trace their hands and write the words of what they've touched on the fingers.

Poem in Two Voices (language arts)

1. Choose two pieces (like Threaded Poetry Girls) or two voices in one piece
2. assign two students the role of the two figures – ask each to write a poem expressing what they see as if from the figure's voice (e.g. "I am a girl" or "I am tied")
3. Have them create a spoken word performance in which they speak at once when their sentences are the same but then alternate when sentences are different
4. each pair prefer poem in two voice for class
5. (Reference for this is Ralph Fleshmann)

Forces and Motion (Physical science, middle and high school)

1. Find figurative evidence of push in pieces
2. find evidence of tension in pieces
3. find evidence of pull in pieces
4. discuss how these forces affect each other visually and in real world
5. can also add physical (PE) component as well

Nature and life in leaves (life science)

Use pieces with elements of nature such as leaves to seminar about:

1. gravity
2. sounds of nature
3. forces of nature
4. follow up with class discussion and assignment, either a written description of these elements in the art or a visual depiction of these elements in nature