

Artrageous With Nate + GangGang: Januarie York

Spoken Word

Grades 6-8, 9-12,

2-3 45-minute class periods

Written by Amanda Cory and Carrie Gaffney, Shortridge High School, IN



Objectives

After engaging in this episode and subsequent lessons, students will:

- Understand the varied representations of art
- Understand spoken word as a poetic form
- Explore various forms of artistic inspiration
- Create original poetry or art inspired by personal experiences

Essential Questions

What is considered art?

What is spoken word poetry?

Where do we find inspiration to express ourselves as artists?

How do our personal experiences influence how we react to and create original art?

Materials

Artrageous with Nate: Januarie York

Optional: poems by Maya Angelou, Mari Evans, Etheridge Knight,

Optional: teacher or student-selected visual or historical images

Vocabulary

Episode-specific Vocabulary

Curator
Collective
Mainstream
Spoken Word

Spoken Word Vocabulary

Alliteration
Imagery
Point of View
Repetition

Procedure

Day 1

1. What do we consider art? Using the Frayer model, discuss what we consider “art.”
2. Introduce episode-specific vocabulary, discussing how these words might be used.
3. View episode, pausing to address episode-specific vocabulary.
4. Exit Ticket. Quick Write: How does the poetry of Januarie York affirm or challenge our assumptions about art?

Artrageous With Nate Episode X: Januarie York

Spoken Word

Grades 6-8, 9-12,
2-3 45-minute class periods



Procedure Continued

Day 2

In the episode, Januarie York cites Showtime at the Apollo as a source of inspiration for her poetry. She also cites the work of poets Maya Angelou, Mari Evans and Etheridge Knight as inspiring her.

1. Distribute handout 3 from the resources PDF, reviewing spoken word vocabulary as needed.
2. Discuss themes students might identify with after reading this poem (i.e., heartbreak, abandonment, codependency, etc.).
3. Direct students toward visual artists who also address these themes in their work. What conventions do they notice being employed in these images? (slides 5-8 in resources PDF)
4. Rewatch the opening poem of the episode, having students identify one line or image that evokes an emotional response for them. Share as a class.
5. Exit Ticket: Quick Write: Which lines and/or images stick with you? In what ways do you connect with these lines and images as an artist? As a human? What do they make you wonder? What do they make you think about?

Day 3 (or longer)

1. Return exit ticket from the previous day's lesson.
2. Tell students today they will create an original poem or work of art based on their connections to and inspiration derived from the work they have done the past two days. This could be a written poem, a spoken word poem, visual art, or something of their choosing.
3. Share.

PRESENTED BY

**ARTRAGEOUS
GANG**

SUPPORTED BY

