CAROL EXPERIENCE

TWO-TONE POETRY

INSPIRED BY THE WORLD OF EXPRESSIONISM

ART AND LANGUAGE ARTS

GRADES: 9 - 12

BASED ON

Chaim Soutine (1894-1943)
France
View of Ceret, circa 1920-1921
Oil on canvas
Millenium Gift of Sara Lee Corporation, 1999.60

OBJECTIVES

- Students will pre-write for a poem by contemplating the question “what color are you?”
- Students will compose and edit two-tone poems based on the question “what color are you?”
- Students will “illustrate” poem and share with classmates

CONCEPT


Soutine was born the 10th child of a poor Jewish tailor in Belorussia. At age 16 he went to Vilna (now Vilnius) in Lithuania, where a friendly doctor helped him attend the school of fine arts for three years. In 1913 he emigrated to Paris, where he met Marc Chagall, Amedeo Modigliani, and Jacques Lipchitz, and attended the École des Beaux-Arts. Modigliani introduced Soutine to the art dealer Leopold Zborowski, who enabled him to spend three years (1919–22) painting at Céret in the south of France. The feverish, visionary landscapes Soutine painted there marked the emergence of his mature style. Soutine spent most of the remainder of his life in Paris. He exhibited little during his lifetime and relentlessly reworked or destroyed old canvases, but his paintings nevertheless found their way into French and American private collections and museums. Soutine died in France in 1943 during the wartime German occupation.
Soutine is most popularly associated with his studies of choirboys and cooks and his series of pageboys (e.g., “Page Boy at Maxim’s,” 1927; Albright-Knox Art Gallery, Buffalo). Also well known are his paintings of hung poultry and carcasses of beef, which convey the color and luminosity of putrescence. He obtained these effects by painting in as many as 40 different hues with as many brushes.

Soutine’s portraits from the 1920s, distinguished by their subjects’ twisted faces and distorted limbs and by the emphasis in each canvas on one brilliant color, frequently red, are among his most expressive works.

From Encyclopædia Britannica

**MATERIALS**

- Paper
- Writing instruments
- Materials for the “Illustrations”
- Examples of poetry
- Tone & Mood worksheet
- Style handout
- Handouts with directions

**VOCABULARY**

**Expressionism** modernist movement which initially began in painting and poetry in Germany at the beginning of the 20th century. The typical trait of expressionism is present the world entirely/solely from a subjective perspective, distorting it for emotional effect in order to provoke moods or ideas. Expressionist artists and poets sought to express meaning or emotional experience rather than a physical reality. Expressionist style extended to a wide range of the arts—painting, literature, theatre, dance, film, architecture, music.

**Angst** comes from the German for “anxiety”—a feeling of dread, anxiety, anguish.

**Tone** the writer’s attitude toward the material and/or the readers. A work of writing may have more than one tone (as in two-tone poems). A poem, for example, can be both serious and humorous (two tones). Tone may be playful, formal, intimate, angry, serious, outraged, humorous, baffled, tender, serene, depressed, etc.

**Style** literary element that describes the ways that the author uses words—the author’s word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in the text. Style describes how the author describes events, objects, and ideas.

**Mood** the general atmosphere created by the writer’s words. It is the feeling the reader gets from reading the words. It may be the same or change from situation to situation.

**Two-Tone Poem** a poem that represents two differing aspects of the writer’s personality. May be free verse. May rhyme. May be two separate stanzas or one long stanza. Focus is that the poem offers two distinct differences in the writer’s personality.

**Aesthetic Distance** degree of emotional involvement in a work of art. For example, some paintings require us to stand back to see the whole design of the painting. Standing close may give us only the technique of the painting (for example, the brushstrokes), but not the whole. Other paintings require us to stand close to see the whole because the design or figures may become less clear as we move away from the painting.

Similarly, fiction, drama or poetry involves the reader at different levels or degrees of emotion. This becomes aesthetic distance or emotional distance (or lack of distance) when the reader identifies closely with the characters and is fully engaged with the events of the story. Some authors choose to maintain a distance from the reader (Hemingway, for example).
**PROCEDURE**

1. Show students Soutine’s work after briefly introducing who he is. Talk about the painting. Discuss color, style, tone, mood, expressionism.
2. Worksheet on Tone & Mood. Go through with students.
3. Ask question “What color are you?”
4. Students will brainstorm answers to the question “what color are you?”
5. Discuss expressionism. Talk about how an artist might express himself/herself through color. Relate to writing. How can a writer express oneself through color descriptions?
6. Discuss style. How is style related to expressing oneself through writing? Through art?
7. Explain two-tone poetry. Read examples with class.
8. Students will choose a format to describe their “two tones.”
9. Students will write poems. Students will then illustrate the poem using art form of choice.
10. Students share poems with classmates or post in the classroom.

**ASSESSMENT**
Students will be assessed based on overall participation and completion of their poem and accompanying illustrations.

**NATIONAL STANDARDS**

Art Connections
Standard 1. Understands connections among the various art forms and other disciplines.

Visual Arts
Standard 3. Knows a range of subject matter, symbols, and potential ideas in the visual arts.
Standard 5. Understands the characteristics and merits of one’s own artwork and the artwork of others.

Language Arts
Standard 1. Uses the general skills and strategies of the writing process
Standard 8. Uses listening and speaking strategies for different purposes

Technology
Standard 6. Understands the nature and uses of different forms of technology.

**RESOURCES**
PBS NEWSHOUR _Expressions of a Master_(Transcript of Interview about Soutine)
Article about Soutine

Article about Soutine
http://www.newyorker.com/archive/2006/07/10/060710gore_GOAT_recordings1?printable=true
Chaim Soutine (1894-1943)
View of Céret, circa 1920-1921
Oil on canvas
Millennium Gift of Sara Lee Corporation, 1999.60

cincinnati art museum
Defining Style

Style in literature is the literary element that describes the ways that the author uses words — the author's word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in the text. Style describes how the author describes events, objects, and ideas.

One easy way to understand literary style is to think about fashion styles. Clothes can be formal and dressy, informal and casual, preppy, athletic, and so forth. Literary style is like the clothes that a text puts on. By analogy, the information underneath is like the person's body, and the specific words, structures, and arrangements that are used are like the clothes. Just as we can dress one person in several different fashions, we can dress a single message in several different literary styles:

**Original**


**Informal**

"Nothing like that ever happened," Tea Cake replied.

**Formal**

"With great fortune, that happenstance did not become a reality," Tea Cake stated.

**Journalistic, after Ernest Hemingway**

"It did not happen," Tea Cake said.

**Archaic, after Nathaniel Hawthorne**

"Verily, it was a circumstance, to be noted, that appeared not to so much have been a reality as to have evolved as a thing that had not yet come to be," Tea Cake impelled.

The style that an author uses influences how we interpret the facts that are presented. Wording and phrasing can tell us about emotions in the scene, the setting, and characters. If you're still not convinced, consider the differences between the following sentences:

- He's passed away.
- He's sleeping with the fishes.
- He died.
- He's gone to meet his Maker.
- He kicked the bucket.

The version of that sentence that a writer chooses tells us a lot about the situation, the speaker, and the person being spoken to (the audience).
Tone and Mood

Watch out! Tone and mood are similar!!

**Tone** is the author’s attitude toward the writing (his characters, the situation) and the readers. A work of writing can have more than one tone. An example of tone could be both serious and humorous. Tone is set by the setting, choice of vocabulary and other details.

**Mood** is the general atmosphere created by the author’s words. It is the feeling the reader gets from reading those words. It may be the same, or it may change from situation to situation.

<table>
<thead>
<tr>
<th>Words That Describe Tone</th>
<th>Words That Describe Mood</th>
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</thead>
<tbody>
<tr>
<td>Amused</td>
<td>Fanciful</td>
</tr>
<tr>
<td>Angry</td>
<td>Melancholy</td>
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<tr>
<td>Cheerful</td>
<td>Frightening</td>
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<td>Horror</td>
<td>Mysterious</td>
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<tr>
<td>Clear</td>
<td>Frustrating</td>
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<td>Formal</td>
<td>Romantic</td>
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<td>Gloomy</td>
<td>Gloomy</td>
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<tr>
<td>Optimistic</td>
<td>Sentimental</td>
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<tr>
<td>Pessimistic</td>
<td>Happy</td>
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<tr>
<td>Playful</td>
<td>Sorrowful</td>
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<tr>
<td>Ironic</td>
<td>Witty</td>
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<tr>
<td>Matter-of-fact</td>
<td>Suspenseful</td>
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<td>Resigned</td>
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<td>Sad</td>
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<td>Serious</td>
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<td>Suspicious</td>
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</tbody>
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**Read more about it!**

Authors set a **TONE** or **MOOD** in literature by conveying an emotion or emotions through words. The way a person feels about an idea, event, or another person can be quickly determined through facial expressions, gestures and in the tone of voice used.

**MOOD**: *(sometimes called atmosphere)* the overall feeling of the work

Mood is the emotions that you (the reader) feel while you are reading. Some literature makes you feel sad, others joyful, still others, angry. The main purpose for some poems is to set a mood.

Writers use many devices to create mood, including images, dialogue, setting, and plot. Often a writer creates a mood at the beginning of the story and continues it to the end. However, sometimes the mood changes because of the plot or changes in characters.

Examples of MOODS include: suspenseful, joyful, depressing, excited, anxious, angry, sad, tense, lonely, suspicious, frightened, disgusted

**TONE**: the way feelings are expressed

Tone is the attitude that an author takes toward the audience, the subject, or the character. Tone is conveyed through the author's words and details. Use context clues to help determine the tone.

In literature an author sets the tone through words. The possible tones are as boundless as the number of possible emotions a human being can have. Has anyone ever said to you, "Don't use that tone of voice with me?" Your tone can change the meaning of what you say. Tone can turn a statement like, "You're a big help!" into a genuine compliment or a cruel sarcastic remark. It depends on the context of the story.
IDENTIFYING TONE & MOOD
For each example identify the tone, what context clues are used to convey the tone, and the overall mood of the sentence.

1. Bouncing into the room, she lit up the vicinity with a joyous glow on her face as she told about her fiancé and their wedding plans.
   Tone ____________________________________________
   Context Clues ____________________________________
   Mood ____________________________________________

2. She huddled in the corner, clutching her tattered blanket and shaking convulsively, as she feverishly searched the room for the unknown dangers that awaited her.
   Tone ____________________________________________
   Context Clues ____________________________________
   Mood ____________________________________________

3. Bursting through the door, the flustered mother screamed uncontrollably at the innocent teacher who gave her child an F.
   Tone ____________________________________________
   Context Clues ____________________________________
   Mood ____________________________________________

4. Drawing the attention of his classmates as well as his teacher, the student dared to experiment with his professor’s intelligence by interrogating him about the Bible.
   Tone ____________________________________________
   Context Clues ____________________________________
   Mood ____________________________________________

5. He furtively glanced behind him, for fear of his imagined pursuers, then hurriedly walked on, jumping at the slightest sound even of a leaf crackling under his own foot.
   Tone ____________________________________________
   Context Clues ____________________________________
   Mood ____________________________________________

6. Gently smiling, the mother tenderly tucked the covers up around the child’s neck, and carefully, quietly, left the room making sure to leave a comforting ray of light shining through the opened door should the child wake.
   Tone ____________________________________________
   Context Clues ____________________________________
   Mood ____________________________________________

7. The laughing wind skipped through the village, teasing trees until they danced with anger and cajoling the grass into fighting itself, blade slapping blade, as the silly dog with golfball eyes and flopping, slobbering tongue bounded across the lawn.
   Tone ____________________________________________
   Context Clues ____________________________________
   Mood ____________________________________________