



## Classroom activities

### Illustrations

#### Activity summary:

People such as William Blake illustrated their own poetry, in such a way that the illustrations were part of the poem. Choose one of the poems in the exhibition and illustrate it yourself.

#### Suggested groups: Y9-13

#### Resources:

Copies of one or more of the poems in the exhibition.

Art materials as appropriate (pencils, paints, crayons, paper, rubbers, chalk)

#### Learning Objectives:

Aim to improve student's awareness of the aesthetic climates influencing different art forms, the relationship between text and context and between literature and art.

#### AO and Syllabus links:

Not directly linked to English. Branch into interdisciplinary studies and art.

#### Further information:

Collaboration with an art department may be advantageous.

The students have a chance to work in concrete or abstract terms, thinking about how poetry is representative. They might like to think about contemporary ideas to do with poetry and painting, for example Lessing's thesis that poetry is a temporal medium, but painting a spatial one. Fuseli, in contrast, mixed literary and plastic semiotics, and Boydell's Shakespeare Gallery promoted this cross-over for English arts. It may help to look at William Blake's illustrated manuscripts, even if only for the Tyger.

This could work as class or home work.