

SANDRA CINTO: ILLUSTRATING THE SENSES

GRADE LEVEL: 4-12



Throughout her career, Brazilian artist Sandra Cinto has created lyrical landscapes swirling between fantasy and reality. The movement of water has become increasingly important in her work from churning seascapes and rhythmic ocean waves to the graceful cascade of glacial passages.

OBJECTIVE

Inspired by the artwork of Sandra Cinto the students will create illustrated, sensory poetry using white pens, and black paper.

MATERIALS

- White Pens, Pencils, and or paint, Black cardstock

BEFOREHAND

- Visit the Sandra Cinto designed Contemplation Room on the CAC's 5th floor and her *Open Landscape* mural in the lobby or share images of her work with the class.
- Collect materials
- Present or review Similes and Metaphors with the students.
 - › Explain to the students that similes and metaphors are used, often in poetry, to make comparisons.
 - › Point out that these literary techniques allow authors to make connections that add clarity to their writing and or emphasize an idea.
 - › Demonstrate how writers use similes to make comparisons by using the words "like" or "as" while they employ metaphors to directly equate two seemingly dissimilar things or ideas.
 - › Work with the class to create examples of metaphors and similes.

VOCABULARY

- Simile
- Metaphor
- Abstract
- Emotion
- Lyrical
- Sensory
- Rhythmic
- Contemplation

DISCUSSION

- Share with the class images of Sandra Cinto's artwork.
- How does her work make you feel? What adjectives, emotions and abstract ideas come to mind when you view her work?
- How are writers and illustrators similar? How are they different?
- Can you compare the way writers use similes and metaphors to paint a picture in a reader's mind to the way Cinto uses lines, dots and swirls to tell a story to her viewers?

PROCEDURE

- Inspired by the artwork of Sandra Cinto, instruct the students to use the black paper and white pens to create a design representing the movement of water or rolling landscapes in nature.
- Encourage the students to think about the emotions, abstract nouns and adjectives they feel and sense while completing their own Cinto inspired designs.



- Have each student select one emotion, abstract noun or adjective as the topic for their sensory poetry.
- Encourage the students to think about their selected emotion, abstract noun or adjective as a thing- with qualities defined by the senses such as smell, color, taste, etc.
- Share examples of sensory poetry with the students such as:

Peaceful
Peaceful is a blue and white waterfall.
It sounds loud and clear.
Peaceful tastes mildly sweet
And smells like floral perfume.
It feels soft as feather
making me feel hopeful, calm.

- Have the students write a sensory poem using the formula below. They can combine lines to create a single sentence or construct a poem made up of several short sentences or phrases. Encourage them to use at least one simile or metaphor.
 - » Title: Emotion/adjective
 - » Line 1: What color(s) is the emotion or adjective?
 - » Line 2: What does the emotion or adjective sound like?
 - » Line 3: What does the emotion or adjective tastes like?
 - » Line 4: What does the emotion or adjective smell like?
 - » Line 5: What does your emotion or adjective feel like to the touch?
 - » Line 6: How does your emotion or adjective make you feel?
- Display the student's poetry and artwork together or create a class book with each child's artwork on one page and the corresponding poem on the opposite page.

EVALUATION

- Evaluate the student's ability to follow instructions.
- Evaluate the student's written work for context and composition.
- Evaluate the student's comprehension of similes and metaphors.

RESOURCES

- <http://www.contemporaryartscenter.org/exhibitions/2017/10/sandra-cinto>
- <https://graphicstudiousf.wordpress.com/2016/06/27/sandra-cinto-at-graphicstudio/>