



School/Grade/CT(s): PS 84/3rd Grade

Date: 1/29/17

Teaching Artists: James Bycinthe and Niae Knight

Lesson #: 1

Theme of Lesson: Art Imitates Life

Inquiry Question: How can artists create a drawing inspired by a live performance (actors using movements and gestures)? How do you use two different crafts (visual arts and theater) to achieve the same goal of creating a character?

Opening Ritual

Objective: To lead the students in a physical warm up, introduce a ritual poem, and guide them through a sensory walk to explore sensations and emotions connected to their bodies.

Activity Name: Emotional Stretch and Sensory Walk

Brief Description: Lead the students in a physical stretch, shaking out body parts. Students will walk around the room, reacting to different sensory images and situations (walking on hot burning coals, strolling on a warm beach, trudging through sticky mud, keeping warm when it is cold).

Poem:

"I am an artist,
I create because I can
I create because I feel
I create because I will
I am a creative artist."

Niae to lead warm-up and sensory walk

James to read poem

Intro Activity

Objective: To introduce Antarctica, and to explore what kinds of life exist there. To create a character (animal or human) that lives in Antarctica, using movement and gestures.

Activity Name: "If I lived in Antarctica..."

Brief Description: We will show a map of Antarctica to the students, and have a



group discussion regarding its' physical environment, and what kind of life exists there. We will introduce the idea of mime, and give examples to the children of how to mime a character, with concrete characters, doing a direct task. We will give slips of paper to each student, printed with a description of a character doing an Antarctica-specific activity. For example, "A child building an igloo/snowman." Once everyone has read their paper, each student will mime their character and action. Questions for students: what emotion might this character be feeling? How would you move as a child in the cold? Remind them that they can use emotions/sensations discovered in the ritual warm-up.

Niae to hand out maps

James to talk about Antarctica

Main Exercise

Objective: To have the students work on both theater and drawing skills.

Activity Name: "What did I see?"

Brief Description: Drawing paper and pencils are handed out to all students. Each student will have 30 seconds each to perform his or her improvisation. After everyone has performed their improvisations, all students are asked to draw one example of that they saw. After everyone completes their drawing, we reflect as a group and discuss what we saw. We will ask for volunteers to show their drawings, and discuss how the movement and sound of the performers translated onto the page in drawing form.

James to hand out paper

Niae to talk about the activities on the paper

James to call students up to perform activity

Niae to time performances - 30 seconds maximum time allowed for each student

James gives instructions for drawing/writing

Reflection

Objective: To show how different interpretations can be made of drawing the same thing.

Brief Description: Talk for a few minutes about what artwork was made. Discuss all the different creations, noticing choices, finding similarities and differences, acknowledging how great that is.

Niae to ask for student volunteers to show their artwork

James to talk about artwork

Closing Ritual



Objective: To close out strong and refocus.

Activity Name: Recitation of poem

Brief Description: Have students recite the poem in unison, with body movements:

“I am an artist,
I create because I can
I create because I feel
I create because I will
I am a creative artist.”

James to recite poem

Multiple Intelligences Addressed: Visual/Spatial, Linguistic, Bodily-Kinesthetic, Intrapersonal

Classroom Teacher Role: Provide support and uphold the classroom culture.

Creative Elements

Skills: Metaphor, shadow, movement, voice