

Community-Word Project – Lesson Plan 2016-17

School/Grade/CT(s): 5th

Date: 02/02/2017

Teaching Artists: VALENTINA MEDDA

Lesson: # 15 Theme of Lesson: *Performing your voice*

Restating of Guiding Question:

How to help students using representation/metaphor to create a collaborative performance/action

Opening Ritual (~5mins) Objective: Opening our minds and warming up our bodies to harvest some creative energy and central focus.

Activity Name: *“Breathe and Stretch”*

Brief Description: Stretching out our bodies while reaching for different directions. Students are invited to call out what they are reaching for –a star, the universe, the center of the world ...

Intro Activity (~9/10mins) Objective: Reviewing metaphors, similes and lines.

Activity Name: *“My voice is as...”*

Brief Description:

Review lines and ask student to draw lines with their bodies. Review metaphors and similes and ask students to define them and give examples.

“Remind” them of the “I have a voice, my voice is powerful” poem and ask them to provide examples of *how their voice is powerful*, using both similes and metaphors. My voice is powerful like...” My voice is as...?

Give examples if needed. Classroom teachers are welcome to participate. (**~5 mins**)

Students are asked to (individually) think and write down what their voice looks/sounds/smells like (hand them out the printed sheet), and then come up with one final metaphor/simile (**~2mins**)

Students are asked to raise their hand if they want to share what they wrote. . (**~2mins**).

Main Exercise (~20mins)

Objective 1:

Enacting/representing our voices through our bodies and working cooperatively toward the creation of a collective action/performance

Activity Name: *“Act it up!”*

Brief Description:

Each table is asked to collaboratively choose one metaphor/simile out of the ones they wrote down earlier, OR to come up with a new one that combines them all. TA’S will help students to “peacefully” come to an agreement :-) (**~5mins**)

TA will ask which table wants to share their own final “My voice is” metaphor/simile, and will write that

down on the board, using it as a sample to visualize and translate that metaphor into sensory details through questions such as:

How these elements move around?

What's their color, smell, texture?

What effects do they have on their surrounding?

What's their quality? What's their shape? And their voice? (~5mins)

Objective 2:

Putting the metaphors into our body

Showing excerpt from Xavier le Roy's Self unfinished piece. Discuss the piece.

<https://www.youtube.com/watch?v=G3rv1TeVEPM> (from 18 sec to 1,24...) (~2min)

Have the students moving the tables and make some space for them to move around (~2mins) Classroom teachers' help welcomed

Give directions (~1mins)

-Each table will work on its own metaphor/simile.

-Every students will think of their own way to physicalize it (for the students: "to put it in their body")

-Coordinate each movement: as a group, decide if all students are "performing" together or one after the other.

-Rehearsing (~3mins).

-Showing it to everyone, eventually leading the other groups in doing it (~5mins)

Reflection (~2mins)

What have we seen? What have we noticed? How did each group perform the movement? Which senses did each group use? Did everyone imitated something or there was a level of abstraction (elaborate and explain!) ?

Closing Ritual Objective: Reinforce positive community and classroom roles on a personal level, end with creativity, and a chant

Activity Name: I have a voice chant

Brief Description: I have a voice My voice is powerful My voice can change the world (Repeat) (3X)

Multiple Intelligences Addressed:

Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Existential

Classroom Teacher Role:

Helping students choosing collectively a metaphor to represent and working as a group. Help with logistic

Creative Elements

Skills: performance, movement, bodies

Themes: collaboration, community, self empowerment, identity

Artists/ Authors/ Works of Art

Self Unfinished by Xavier le Roy

Reflective Anecdotes/Student Development: *(optional)*

Outcomes

Highlight each outcome that applies to this lesson. Provide one indication of how you are addressing each outcome.

Literacy, Students will learn new terminology as choreography, abstract, figurative.

Critical Thinking, Students will improve their descriptions skills, focusing on critically analyze what they are seeing.

Creative Thinking, Students will learn to creatively represent something through movement and and gesture, in order to express certain qualities, shape, and sensory details.

Emotional Intelligence, Students will improve their empathy by listening to each other voice in order to build the final collaborative action

Citizenship Students will improve their collaborative skills by taking a common decision over the final action