

## Community-Word Project – PS 84 Lesson Plan Niae/James



Teaching Artist Training & Internship Program since 2000

**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.

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."

**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).

### 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, "Try to run through really high snow, walk against a strong snowstorm, put on gloves etc." 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 warmup.

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### 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 their improvisation. After everyone has performed their improvisations, all students are asked to draw one example of that they saw someone else do. 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.

### 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.

### 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.”

**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