

Community-Word Project – TATIP Lesson Plan Template 2016-17



Teaching **A**rtist **T**raining & **I**nternship **P**rogram since 2000

School/Grade/CT(s): 6th or 7th Grade
Teaching Artists: Cievel Xicohtencatl, Taylor Valentine

Date: Today

Lesson #: Five **Theme of Lesson:** Storytelling Tradition, “Be Seen & Be Heard”

Inquiry Question: * How can we begin to establish our storytelling identity through creation of mask?
* How can we creatively tell stories through the use of mask?

Opening Ritual (5 minutes)

Objective: 1.) To bring the community together using an African musical tradition; to encourage students to imaginatively explore the body and voice in the safe space of class community; to invite a sense of fun in the beginning of class; 2.) To bring the community together; to gather focus

Activity Name and Brief Description: 1.) “Shay Shay Coolay” – A call & response game where a leader in the middle of circle (or front of room) creates original vocal choices and physical gestures/shapes to accompany the given text; 2.) “Storyteller’s Neutral” – A focus ritual that starts with a breath in and out at top: Leader says, “feet together, toes apart, heels apart, hands by your side” then “Storyteller’s Neutral”, group responds with “Ready to go!” x three, finish with breath in and out

Intro Activity (10 minutes)

Objective: To understand the basics of how to perform with a mask, using neutral masks

Activity Name and Brief Description: Mask Your Emotion

* Staying in circle from Opening Ritual, one TA will hand out masks to students while other reviews rules of wearing a mask with students.

1. Stand in neutral
2. Greet your mask
3. Look away from audience while you put it on (if you can’t leave the room)
4. Don’t play with your hair or fuss with the mask
5. Don’t touch the mask while performing
6. Students don mask...Eyes straight ahead.
7. Always lead with mask. (Students try looking in 4 main directions, and walking in a circle.)

Students take masks off, split class into two groups at either end of the classroom. Students and TAs brainstorm several emotions or states while writing them on the board (i.e. Hope, Greed, Despair, etc.) Each group chooses one emotion without telling the other. At TA’s prompt, students don masks, stand in neutral and on three, first group makes a gesture representing the emotion and freezes in a tableau. Repeat with second group.

Briefly reflect how a mask affects movement, shape, picture, etc.

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Main Exercise (20 minutes)

Objective: 1.) To finish detailing an individual mask in the style of a previously learned tradition (5 min.)
2.) To explore the use of your personal mask in an ensemble using shape, gesture, and choral speaking (15 min.)

Activity Name and Brief Description: Making the Mask and Using the Mask

Using mask form chosen and created in lesson 3, put finishing touches on mask that represents your identity, using styles of chosen tradition(s). Next, students are grouped according to common mask elements; identify theme represented by masks; create a word, phrase or sentence that adheres to theme; and “tell story” of the group using one moment each of choral speaking, ensemble movement, group shape and signifying gesture.

Reflection (woven throughout but important to share and notice creative choices) (5 minutes)

Objective: To encourage students to consciously make connections: how are physical and tactile activities affecting them mentally, emotionally and educationally?

Brief Description: “Stem and Rose” with a handful of student volunteers –

‘Stem’ reflection: One thing I learned today

‘Rose’ reflection: One thing I liked today

Closing Ritual (2 minutes)

Objective: To affirm that we are a community and remind us that we must: respect one another and work diligently in order to tell our story

Activity Name and Brief Description:

“All that is good” – A call and response affirmation, standing in circle, with a volunteer leader

Multiple Intelligences Addressed:

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|------------------|-----------------|----------------------|
| - Visual/Spatial | - Linguistic | - Bodily-Kinesthetic |
| - Musical | - Interpersonal | - Intrapersonal |

Classroom Teacher Role:

While class is going through Intro Activity, CT will hand out mask templates, scissors, glue and misc. materials for each student at each desk

Creative Elements (skill and theme; i.e. ensemble and love)

Skill(s): Ensemble Technique, Tableau, Gesture, Neutral Mask, *Mask-making*

Theme(s): Storytelling, Tradition, Collaboration

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):

(handout that has different examples and visual elements of masks: *CX choices + Commedia, Masquerade*)

Reflective Anecdotes/Student Development: (optional)

- Many people feel liberated and less self-conscious while performing in mask
 - Even neutral mask can look different on different people
 - Ultimately the effectiveness of masked theatre is dependent upon the interrelation between the actor’s body and their mask.
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