



Tuesday 08/09/2022

Week 1

Performing Arts Class

Lesson 1 - You're a GEM of a student!

Arts Standards & Common Core Connections

DA:Cr1.1.4a Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).

TH:Cr1.1.4.a Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

TH:Cr1.1.4.c Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

Goals:

The learners will...

- identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).
- articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- imagine how a character might move to support the story and given circumstances in a drama/theatre work.

PA-VA CONNECTION (PA-VA): Ms. Glenn and I will share the connection of Artist's Habit of Express and Observe in our lessons.

COMMON CORE Standard (CC): Literacy.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).

Literacy.RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Vocabulary

Artist Studio - the workroom of an artist - performing or visual

Kinosphere/Space- the sphere around the body, one's personal work space

Performing Arts - arts in music, dance, and theatre

Essential Question

Essential Questions?

DA:Cr.1.1.4a - Where do choreographers get ideas for dance?

TH:Cr.1.1.4a&c - What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Lesson / Instruction / Narrative

Title: **You're a GEM of a student!**

Hook: Enter the classroom, greet the students, and set up Google Slides on the Promethean board. Afterwards, pass out one colored jewel and a hand-out to accompany the art lesson for the day to each student. Instruct the students to leave the jewel on their desk and that directions for what to do with the jewel will be given later on in the lesson.

Opening Chant - Performing Arts

Teacher: What time is it?

Students: Performing Arts Time



Teacher: What time is it?

Students: **Performing Arts Time**

Teacher: I am an ARTIST (Sign in ASL)

Students: **REPEAT**

Teacher: With a focused MIND (Sign in ASL)

Students: **REPEAT**

Teacher: And a caring HEART (Sign in ASL)

Students: **REPEAT**

Teacher: And responsible hands (Sign in ASL)

Students: **REPEAT**

Everybody: **YO** (end in your pose of choice that is school appropriate)

Expectations/Context/Purpose

"Today, we are going to really begin learning about some important expectations that I have for you each time we transform this room into our very own performing arts studio! This is your classroom for math, reading, and language arts, etc., but we will turn it into our art, music, dance, and theatre studio when Ms. Glenn and I come! So, let's begin!"

Objectives

Go over Expectations (these can be found on my Google Slides, clipped to my art cart, and in the student's art hand-out for the day) and Objectives.

I CAN follow the directions and match my assigned color to the information I am suppose to share in an art form.

I CAN share my ideas for acting out an event in my life.

I CAN imagine how a character might move or the choices they might make in a given situation.

Introduce the Vocabulary

artist studio, kinosphere, Performing Arts

Warm-up/Modeling/Improvisation

"Let's warm up our bodies before starting our Getting to Know You Activity!"

- Allow students to find a partner of there choice and ask the students to be with their partner by the time the I say, "Banana Split." (if there is an odd number of students, allow for a group of 3)
- Have students do a Mirroring Activity with their partner (call up a volunteer to help you with modeling this for the class).
- In their groups, students take turns being the leader.

Studio Time

"Now that our bodies are warmed up, let's work on today's Getting to Know You Activity. You should have gotten a colored jewel that I sat on your desk when I first walked in. I want you to look at the color of your jewel and match it to the chart that I have up for you to see what information you are going to share about yourself with the people at your table or group. (If students are seated in pods, that will be there groups. If not, I will make sure to assign them groups.)

Jewels One You (Getting to Know You Activity)

red - something fun you did this summer



- orange** - about some place cool you visited
- yellow** - about something you tried for the first time
- green** - about your favorite things to do
- blue** - your favorite time of year
- pink** - your favorite person in the world
- purple** - something no one knows about you

Rehearsal & Performance

- pick one student's information from your group and come up with a way to tell it in a skit
 - students practice and perform their skit for the class if their groups would like to share
- CC: "Just like in Language Arts, in Performing Arts you will make decisions about a characters thoughts, words, or actions in order to create your movements, voice intonation, and character."**

Student Self-assessment/Reflection

Students will glue a paper into their Art Journal that has review information of what we did today in art (theme of lesson, vocabulary, etc.). I will ask students to glue their gem onto this page as well and draw or write a quick note of what they learned and shared today. While the students are gluing, ask them How Did You Have the Mind of an Artist Today (pull up the Google Slides with the Artist's Habits on it for them to reference)?

Closing

Thank you artists for your hard work in our art studio today!
Sing together..."Na, na, na,na, na, na, na, hey, hey, hey - goodbye..."

Formative Assessments

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Visual Representations

Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

Instructional Strategies

- s** Expectations
- s** Get Moving - Physical Activity
- s** Modeling
- s** Check for Understanding
- s** Work Together
- s** Share/discuss with a partner or table group

Materials / Resources / Technology

- **Arts Connect Drawstring Bag with nametags and sketch books**
- **Surface Pro with Google Slides Document**
- **You're a Gem of a student hand-out**
- **Colored jewels**
- **iPod with different selections of music**
- **Hard copies of slides in case Promethean Board doesn't work**

Differentiation / Modifications



Hands-On Materials

Provide Hand-outs

Adapt Content for Student Ability