

Community-Word Project – Lesson Plan 2016-17



School/Grade/CT(s): P.S. 316 Elijah Stroud, 1st Grade

Date: 3/15

Teaching Artists: Courtney, Cornell

Lesson: # 9

Theme of Lesson: “The Peaceful Warrior Song”

Restating of Guiding Question: # 2 on Teaching Path

What type of song does a Peaceful Warrior Sing?

Opening Ritual (5 minutes)

Objective: Opening Mindful and Heart Centered Meditation with Mr. Judah To center everyone and prepare the class for to open up to the creative and sharing process.

Activity Name: “Peaceful Tones”

Brief Description: Gather students on the rug and explain the plan for the day - Cornell and Courtney will be helping them write a Peaceful Warrior Song!

Students will begin with standing and imagining 5 things that correspond to their 5 senses. Students will do this in conjunction with taking 7 breaths and a Heart focused movement with their hands on their Hearts. Students will then be prompted to chant the 7 Healing tones that are “UH, Ooo, OH, AH, EYE, AYE, and EEE.

Intro Activity (10 min)

Objective: Students visualize and embody words relates to Peaceful warriors that they may use in the song.

Community-Word Project – Lesson Plan 2016-17

Activity Name: Statue Game

Brief Description: Courtney will read a word and prompt students to create a “statue” with their body based on that word. Peaceful warrior words include: Elephant, Leopard-Cheetah, Bull, Lion-Snake, Joyful, Sad, Boring, Kindness, Love, etc. After making statues, students will be invited to reflect and share their thoughts about how different words felt in their bodies.

Main Exercise (20 minutes)

Objective: Get students started with ideas the peaceful warrior song using some of the virtues introduced in the early sessions and finding some rhyming words and movements to go with them.

Activity Name: “The Peaceful Warrior Song”

Brief Description: First, using the Virtues and Qualities Established in the early sessions as a guiding point Mr. Judah will assist with writing and finding rhythm and rhyming words. Courtney will encourage students to incorporate movements inspired by their statues.

Then, students will be challenged to use the movements to help them remember lyrics. Students will be given the prompt to begin their lyrics first in their chairs then standing using their movements that they created while composing the Lyrics. This will all be done to a 4 count to start and a clap to keep Tempo.

Closing Ritual (5 minutes)

Objective: Bring the session to a close and help students transition into their next activity.

Activity Name: “I Have a Voice”

Brief Description: Closing: “I Have A Voice” - The class will chant, “I have a voice! My voice is powerful! My voice can change the world!” in unison. The class will clap in unison the number of times we have met to bring the session to a close and prepare for the rest of their day.

Multiple Intelligences

Highlight the intelligences used throughout this lesson plan.

Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal;

Community-Word Project – Lesson Plan 2016-17

Intrapersonal; Naturalistic; **Existential**

Classroom Teacher Role: Continued Discipline Support.

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

Skill(s): Ensemble, Rhyme, Tempo, Cadence, Movement, and Image Theater

Theme(s): Unity, One Voice, and Community

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

Mr. Judah A.K.A “ LORD JUDAH”

“Statue Game” is based on Image Theater, a tool developed by Augusto Boal, creator of Theater of the Oppressed.

Outcomes

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

Literacy, Critical Thinking, Creative Thinking, Emotional Intelligence, Citizenship

Indications: Students are using their **Critical Thinking** when they figure out which movements best describe their words within their performance.

Students will experience **Literacy** when they Read and Recite the Lyrics that are composed during the class.

Students will use their **Emotional Intelligence** when they are configuring the precise movement and feeling that will best accompany their “ Peaceful Warrior “Lyrics.

By Combining their movements, vocal tones, and words the students will embody Their **Citizenship** by becoming One Voice.

The Students will use their **Creative Thinking** to devise their song and performance routine.