

Community-Word Project – Lesson Plan 2014-15



School/Grade/CT(s): TATIP School for the Awesome/2nd grade/Mrs. Tatip

Date: February 30th, 2015

Teaching Artists: Erin Rees and Marie Farrell

Lesson #: 2

Theme of Lesson: Gestures

Restating of Inquiry Question:

- How can gesture and movement create identity?
- How do stereotypes affect how we view community?

Opening Ritual

Objective: Bring students into the lesson. Create a kinesetic response to everyday adjectives.

Activity Name: awake - alert – alive - enthusiastic

Brief Description: Students follow teaching artist motions and language in a group movement activity

- (Ss) Make a circle
- Model activity with gestures
- All together, repeat activity. (This will eventually build up to Ss leading the activity)

Intro Activity

Objective: Introduction character details with gestures

Activity Name: What is a gesture?

Brief Description:

- Model 4-5 gestures (e.g. come here, stop, I'm bored, go away, be quiet, etc.)
- Elicit 'What the person is saying?' (with their body?) (Write ideas on board)
- Elicit 'What is this called?' (write GESTURES on the board)
- TAs do more gestures – 'Stand up, altogether, repeat,' (Ss repeat action)
- Call on 2-3 students individually; give each student an action/feeling, elicit feeling from class, Ss repeat action with leader 'Stand up, altogether, repeat' (use gestures for these words as well)

Main Exercise

Objective: to create a character; to notice different interpretations of the same character

Activity Name: Walking in Their Shoes

Brief Description:

- 'Make a circle'
- Turn to your right, TAs model in circle so students understand they will be following the person in front of them.
- 'Walk, follow the person in front of you.'
- Chime bell (to represent change of character)
- 'Walk like a (e.g. bear)'

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- ‘Stop’ choose 1-2 students as models. ‘What do you see? How is it different/the same to what you are doing?’
- Repeat 3 or more times with old man, clown, king, thief, etc. eliciting what Ss notice each time.
- TAs repeat entire activity but add an obstacle (e.g. walk as a clown in the rain) Model with other TA & volunteers first.
- Have Ss sit in a circle, elicit again what Ss saw, differences and similarities.

Closing Ritual

Objective: Bring everything to an end

Activity Name: Huzz-hu

Brief Description: Students say word together put hands in center and raise hands in unison.

Multiple Intelligences Addressed:

Multiple Intelligences

Highlight the intelligences used throughout this lesson plan.

Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Naturalistic; Existential

Classroom Teacher Role: Teacher will assist in modeling student activities and participating activities.

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

Skill(s): movement, gesture, characterization, pantomime, improvisation

Theme(s): stereotypes, others point of view

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):
Commedia Dell Arte, pantomime, improvisation

Reflective Anecdotes/Student Development: *(optional)*

Outcomes

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

Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Culturally Aware, Creative Thinkers/Imaginative

Indications:

- **Students will explore their emotion and expressions through body gestures.**
- **Students will think on their feet and respond to obstacles.**
- **Students will define how their opinions about stereotypes affect how they interact with people in their community.**
- **Students will explore people of different ages and backgrounds.**
- **Students will use creativity and imagination to create and express a character.**

Common Core Anchor Standards

See New York State Common Core Anchor Standards for ELA/Literacy one-pager attachment.

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Identify *at least two* anchor standards this lesson engages. Provide code for each anchor standard identified.

Examples: **R.CCR.3** (R = Reading; CCR = College & Career Readiness; anchor standard #)

L.CCR. 6 (L = Language; CCR = College & Career Readiness; anchor standard #)

Reading

R.CCR.

Writing

W.CCR.

Speaking & Listening

SL.CCR.

Language

L.CCR.

- SL.CCR. 1
- SL.CCR. 2
- SL.CCR. 4
- L.CCR.3
- L.CCR.6

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1. Introduce the idea of improvisation. Improv characteristics of old people, clowns, emotions. Introduce Italian words.
2. Gestures for each character type. Include dance and music. Improv game: Walking in the character's shoes + obstacle.
3. Sit in group and brainstorm descriptive words for each character type. Break into groups to draw pictures. Each group gets a character archetype.
4. Begin with brainstorming problems & goals or obstacles faced by characters. Break into smaller groups and pass out drawings from previous week. Each group creates a problem and goal for their character to present a short show.
5. Introduce the idea of face mask. What it feels like to be behind a mask vs having your own face seen? Bring in examples of Commedia Dell-Arte storyline. Discuss with class. Bring paper plates as masks to improv ideas with masks on.
6. Begin writing a story based on ideas from day 4 and from the story we heard in day 5.
7. Present to kids how many of each character we need for our show. Assign and choose characters. Read the script(s).
8. Begin making and decorating the masks. Discuss characteristics of mask expressions.
9. Continue work on masks and on props that are needed. Do a small group mask improv.
10. Finalize costumes & props. Do improv walking game with masks on.
11. Dress rehearsal/Run Through/Final Touches
12. Present an organized "improv" show of Commedia Dell Arte.