



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

**School/Grade/CT(s):** 3rd grade, in-school

**Teaching Artists:** Fumiko Kitada & Sari Nordman

**Theme of Lesson:** Dance & Visual Art

**Restating of Guiding Question:** How can we connect to our inner strength through movement and visual art?

**Opening Ritual** (3min, Sari)

**Objective:** Allow the lesson to begin from a focused, inner strong place

**Activity Name:** Giving/Receiving circular energy focus & breathing exercise

**Brief Description:** rub hands together, feel the energy, close the eyes and continue feeling the energy. Giving energy: what kind of energy can you give today to make this class a greater experience for everyone? Receiving energy: what kind of energy do you think you need today to make this class a greater experience for yourself?

**Intro Activity** (7min, Sari)

**Objective:** to get our bodies warmed up

**Activity Name:** a short dance warm up with stretches, body isolations, balancing, rhythmical exercises

**Main Exercise** (37min, Sari & Fumiko)

**Objective:** Students find a symbolic way of expressing their strengths in dance and visual arts.

**Activity Name:** Look at samples of symbolic shapes & Japanese characters; with a partner embody Giving/Receiving energies focused on in the opening ritual, and also illustrate them

**Brief Description:** Show images of symbolic use of feelings, dreams, energies etc. Also show in Japanese characters. TAs model their Giving/Receiving energies (embodiment) and then share a sample collaboration. Create a moving or a still tableau that symbolizes those energies.

After students illustrate their own energy symbol, a b/w drawing.

Sharing & reflection

**Closing Ritual** (3min, Sari)

**Objective:** To re-focus students' attention

**Activity Name:** Eyes closed breathing exercise

**Brief Description:** Imagine a balloon and fill it with air & slowly release air out, repeat



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**Multiple Intelligences Addressed:**

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

**Classroom Teacher Role:** Provide support and help us to uphold a calm/creative classroom culture; add their own ideas!

**Creative Elements Skill(s):** Imagining, concentrating, critical thinking, writing, planning, collaboration, creating, making, embodying, illustrating

**Theme(s):** Art, language, moving body, symbolism, focus

**Artists/ Authors/ Works of Art:** Music plays through the intro activity