



IMAGINE WHAT'S INSIDE

A Moving Art Experience! M. MacDonald

Goal

This program brings together a basic grammar lesson and a basic dance composition lesson in order to create a meaningful and memorable connection with works of visual art.

Objectives:

- Students will understand the difference between adjectives and adverbs.
- Students will learn and compose with one established choreographic form.
- Students will make meaningful and memorable connections with works of visual art.

Strategy

Introductions –

- First go around the circle and have everyone say their name and where they teach.
- Then have them take a few seconds to create a name gesture or movement that represent who they are.
- Then go around again and have everyone repeat his or her name with a name gesture or movement.

Follow up -

-Were you able to better remember everyone's name? (Always absolutely yes, proving the movement makes for meaningful connections immediately.)

Part 1 - Warm-up – Meaningful Movement

- Stretching up and rolling down – What might that movement mean?
yearning, inspiration, tall trees, hope, etc.
- Knee Bends – What might that movement mean?
cowering, playfulness, etc.
- Ankle Rolls – What might that movement mean?
twining vines, confusion, etc.

Continue...



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Part 2 - Personal Performance – (adjectives and adverbs)

- Design a gesture that symbolizes your name
- Consider 3 adjectives that describe you.
- Create movements or poses for each of those adjectives.
- Arrange the name gesture and the other 3 in a significant sequence to be performed for the group.
- Half the circle perform them for the other half – switch.

Follow up -

- Did you discover anything about your methods of prioritization?
- Did you find a more meaningful connection with your own descriptive adjectives/qualities?

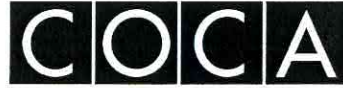
Part 3 - Literally Moving Art

- Divide into two groups one with the Taoist Deity sculpture and one with the Gwanyin sculpture.
- 10 X 2 Thinking strategy exercise. Using only adjectives & adverbs each person individually composes a list of words that describe the sculpture.
- Then, as a group agree upon a list of 10 adjectives and adverbs
- Create movements to represent adverbs.
- Create poses to represent adjectives.
- Discuss 3 appropriate Standard Choreographic structures.

(See handout).

- Choreograph those 10 adjectives (poses) and adverbs (movements) using one of the highlighted standard choreographic structures.
- Each person must participate in performance.
- Have one group perform for the other, then switch.

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Follow up –

Ask Audience:

- What did you learn about the sculpture from your experience as an audience member?
- What was the most memorable pose or movement?

Ask Performers:

- How did you prioritize the sequencing of the choreography? Was it based on meaning or movement flow? Or ?
- Do you feel that you made a more meaningful connection with this work of art?

Translation Back into the Classroom:

- How might this be effective with your students?
- What subjects lend themselves to this kind of experience?
- Etc?