

EARLY ARTS LEARNING EXPERIENCE FORM

Teaching Artist Name: Terlene Terry-Todd

ARTS ELEMENT: Levels and Shapes

EXPERIENCE: Mirror, Mirror and Shape Museum

SINGAPORE AESTHETICS AND CREATIVE EXPRESSION LEARNING GOAL:

Learning Goal 1. Enjoy through participation in a variety of physical activities

Learning Goal 2. Demonstrate control and coordination in gross motor awareness tasks

UNITED STATES NATIONAL CORE ARTS STANDARD:

CREATE:

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work

PERFORMING:

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation

RESPONDING:

- interpret intent and meaning in artistic

KEY KNOWLEDGE/ SKILLS:

VOCABULARY: line, curve, angle, circle, square, triangle, up, down, middle

RATIONALE: (*Why am I teaching this?*)

Practicing and exploring using movement concepts levels and shapes develops technical and creative skills for structured and improvised dance sequences

EXPERIENCE PROCEDURES

Step One

- Ask children to stand in own personal space or on mat/polyspot
- LEVELS-Ask children to put their bodies as low to the floor as possible; put their bodies high to the sky; and finally in the middle or medium (half way between high and low)
- SHAPE-With a shape card, ask children to identify the shape and then make their bodies look like that shape; Shape cards should have line, curve, angle
- Variation: ask children to make one shape with their legs and a different shape with their arms

Step Two – Partners: Mirror, Mirror, Circle

- Ask children to find a partner to work with.

Wolf Trap Foundation for the Performing Arts

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- One partner will be the “Mirror” and the other will be the follower;
- One the musical cue, the mirror partner will create a shape with his/her body using the basic shapes plus includes circles. His partner must create the same shape when the music stops.
- This is repeated at least three times and then switch roles.

Step Three – Shape Museum

- Divide the class in two groups: Museum shapes and walkers
- On the musical cue, the walkers will walk in and through the museum. The museum shapes will be scattered around the room. They must hold their shape until the music stops.
- When the music stops the walkers must the same shape as one of the museum shapes and hold the shape.
- The sequence is repeated and the museum shapes must create a new shape as the walkers come through.
- When the music stops, the walker must find a new shape and make their body into that shape.
- This can be repeat at least 3 times and then switch the roles