

ARTIST LESSON PLAN FORM – CHEER UP, MOUSE!

Teaching Artist: Terlene Terry-Todd

Singapore Learning Goal:

Language and Literacy:

- Learning Goal 2. Speak to convey meaning and communicate with others
- Learning Goal 3. Read with understanding and for enjoyment

Motor Skills Development:

- Learning Goal 1. Enjoy through participation in a variety of physical activities
- Learning Goal 2. Demonstrate control, coordination, and balance in gross motor tasks

Social Emotional:

- Learning Goal 1. Develop an awareness of personal identity
- Learning Goal 2. Manage their own emotions and behaviours
- Learning Goal 3. Show respect for diversity

Singapore Arts Standard:

- Learning Goal 1. Enjoy art and music and movement activities
- Learning Goal 2. Express ideas and feelings through art and music and movement
- Learning Goal 3. Create art and music and movement using experimentation and imagination

National Core Arts Standards:

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

Children's Objective(s):

- To explore elements of movement such as levels (high, medium, and low), directions, and locomotor/non-locomotor used to convey character, setting and story line
- To use the arts skill of imaginary travel to demonstrate that they recognize reality from fantasy
- To develop self- awareness and manage relationships

Curriculum Content Vocabulary:

Imagination, suit, pants, hat, zip, listening ears, bubbles, mouse, sad, cheer

Arts Vocabulary:

Walk, run, jump, hop, gallop, skip, slide, leap, shake, bend, twist, clap, reach, up, down, over, high, low, medium, spin, circle, huddle, chant

Children's Prior Knowledge:

Children have been introduced to the story in an earlier experience

Procedure:

Introduction:

Putting on Our Imaginations

- What is imagination? How can we find it? Can we hear it?
- Now let's put on our imaginations! Shake out your fingers and hands for eight counts. Slap the top of your thighs and slide hands downward and off your knees, lifting your hands up in the air over your head. As this is being done, say, "IMAGINATION." With a big throwing action overhead, pretend an "IMAGINATION" suit is falling over your body.
- Stretch each body part into the "IMAGINATION" suit: start with your arms, pull "IMAGINATION" over your head, roll it over your shoulders, pull it up on each leg and circle each foot and wrist.
- Turn to the person next to you and ask him or her to zip you up in the back, then fasten "IMAGINATION" at the shoulders. Wiggle and stretch the whole body one final time to be sure the "IMAGINATION" suit fits. Lean over and put on your IMAGINATION hat. Fasten it on both sides and turn on your listening ears. This warm-up can be done to any medium-slow music of your choice.

Main Experience:

Step 1. Once the group has arrived at the "pond" everyone will huddle-in with arms on shoulders, sway side to side and chant:

"What can we do to cheer him up" (repeat 2x)

We know a way to cheer him up"

Step 2. Open the circle and ask:

- How do you cheer up a sad friend? What could we say to cheer him up?
- I know, we can say I love you by "shaking hands." Everyone will shake hands on each side.
- Repeat the chant: "What can we do to cheer him up?"
- Ask group to give another way to cheer up mouse, i.e. bow to person on each side.
- Repeat the chant:
- Ask for 2 more different ways to cheer up mouse.

Step 3. Create a dance sequence.

Select music with various tempos. Using all of the different ways used to cheer up mouse, repeat them in sequence to music with different tempos: slow, fast, medium.

Step 4. Repeat the chant one more time and repeat the cheer up dance sequence 3 times

Closing:

“Starlight, Star Bright” is a slow chant executed with slow music in the background that will bring the class to quiet closure.

Chant:

“Starlight, Star Bright	hands starburst 2X
Starlight, Star Bright	hands starburst 2X
Keep us safe all through the night”	turn around and jump into bed

Intentional Questions to Assess and Further Learning:

Open-Ended (*i.e. children contributing possibilities, thoughts*): How do you feel when you are sad? Can you show it in your body? A sad body.

Demonstration (*i.e. “show me...”*): Show me a happy face? Now show me a happy body.

Problem Solving/Critical Thinking (*i.e. prediction*): What cheers you up when you are sad?

Extensions:

- Use social cultural gestures of ‘hello’ for cheering up Mouse
- In the circle, select different groups to demonstrate the different ways to say hello, for example, those wearing a certain color, by age, by gender.