



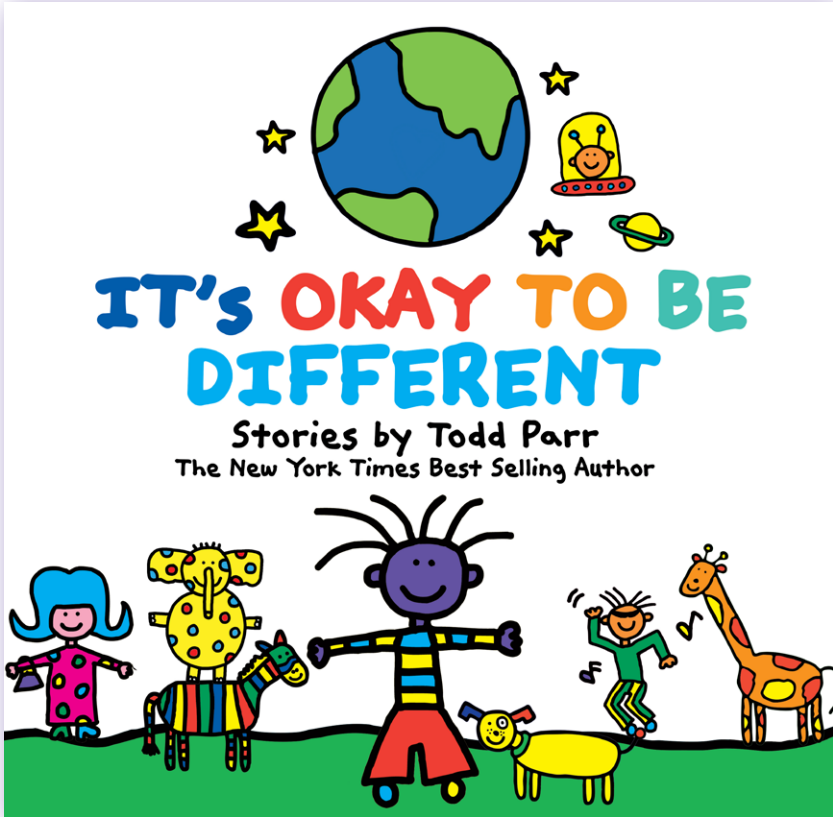
## ARTWORKS FOR SCHOOLTIME

### 2022-23 Learning Module Series 2

to accompany the Van Wezel **Schooltime** Performance of



*Mermaid Theatre of Nova Scotia's*



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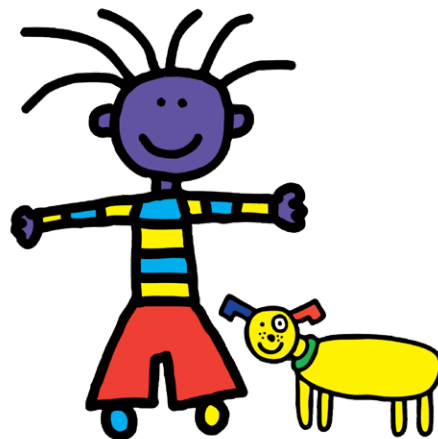
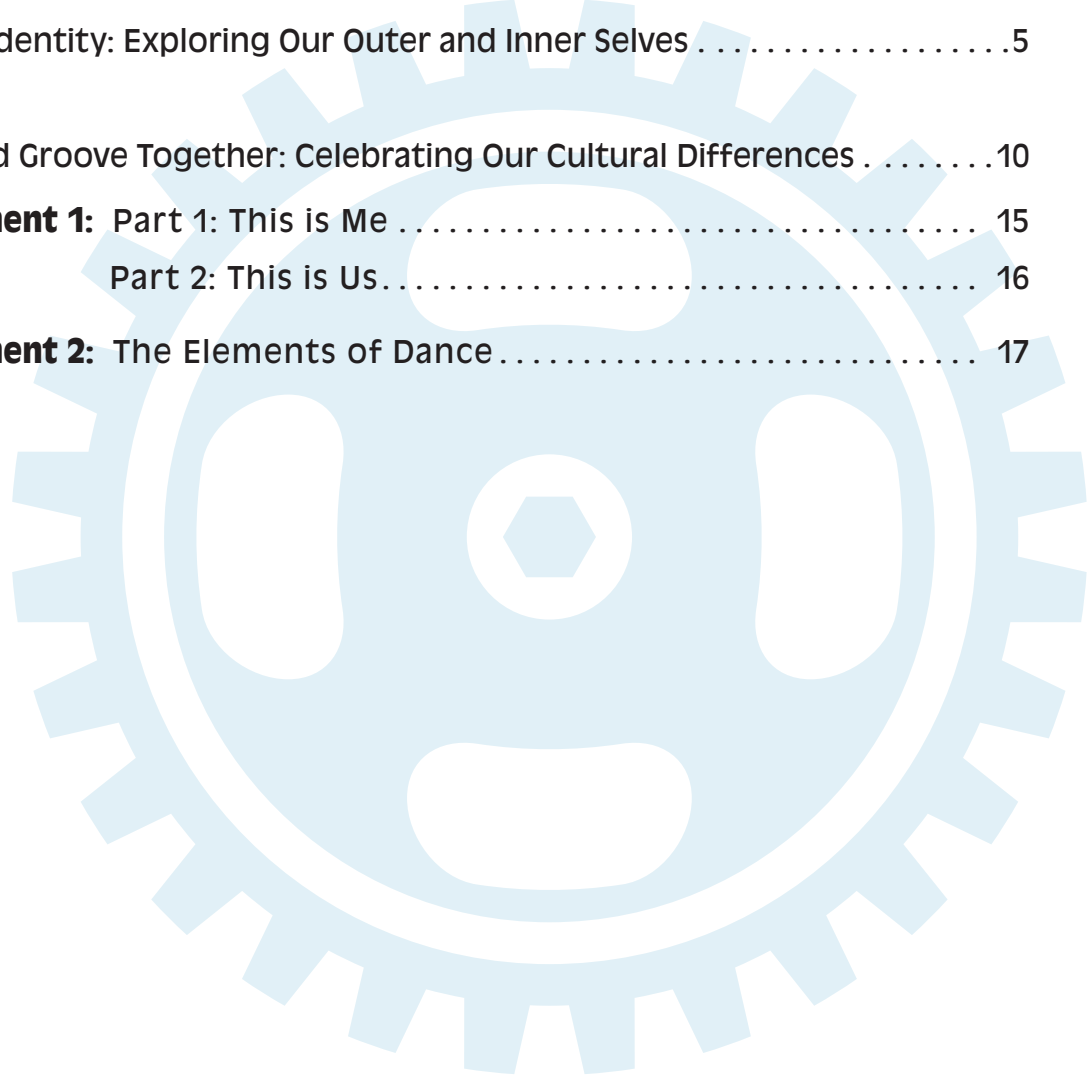
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# STEPPING INTO SOMEONE ELSE'S SHOES: A CHARACTER WALK EXPLORATION.

by Maria Schaedler-Luera

Grades: Pre-K through 3rd

## STANDARDS

### ELA:

ELA.K.R.3.3 Compare and contrast characters' experiences in stories.

ELA.1.R.3.3 Compare and contrast two texts on the same topic.

ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic or theme.

ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme.

### THEATER:

TH.K.S.2.1 Pretend to be a character from a given story.

TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.

TH.2.S.3.1 Create imagined characters, relationships, and environments using basic acting skills.

TH.3.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.

### SEL:

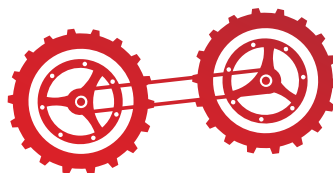
Social Awareness

## LEARNING INTENTION

✿ *Today I will... create, become, and explore characters.*

## SUCCESS CRITERIA

✿ *I know I am successful when... I use my actor's tools – body, voice, imagination – in my own unique way to become a different character.*



# INTRODUCTION

In the book *It's Okay to Be Different* by Todd Parr we learn about the many ways we can be different. Embracing our individuality while celebrating acceptance of others is the inspiration of the book and this lesson plan. There are no two people exactly alike and it is okay to be who we are. In this lesson we will step into other people's shoes to become aware of our uniqueness and differences.

## GOALS

- ✿ Students will develop spatial awareness, social awareness, character development, conceptualizing artistic choices, and improvisational skills.

## VOCABULARY

- ✿ **CHARACTER** - the personality or part an actor recreates
- ✿ **ACTOR** - a person who performs a role in a play or an entertainment

## GUIDING QUESTIONS

- ✿ How do we create a character? Do we all create a character in the same way? What do I need to create a character? Is there a right way to create a character?
- ✿ *Related to the book:* Do you know anyone who is like the characters in the story? Can you think of some ways we can be different? What would it be like if we were all the same? Can you think about one way you are different?

## SKILL BUILDING

### ✿ Sensory Journey

This skill building activity helps develop a new kind of sensory awareness so students can learn how to use the body and the senses as an instrument like actors do. Many times, actors practice using their senses to create a sense of reality on stage. For example, if their character just walked indoors and it was snowing outside, they may work on an exercise to remember what being outdoors in the snow feels like so they can have a strong sense of where they're coming from and what that feels like.

Start by connecting your students with their prior knowledge and adapt the language to your grade level. For example:

*"You already know that as human beings we have 5 senses: seeing, hearing, smelling, tasting, and touching. All our experiences in the world are filtered through our 5 senses and become part of our memory. When we use our imagination, we are not only creating new things but we are also using our memories and our experiences. We all connect to our senses in different ways. We all have the same tools, a human body, but our experiences, our preferences, our likes, and dislikes, make us all unique individuals."*

Guide your students in the visualization exercise below to see how they relate to their five senses and reflect.

Read from the script and adapt the examples to match their grade level experiences:

- *Close your eyes and take a deep breath.*
- *SOUND - Imagine . . . the ringing of a church bell - the buzzing of a mosquito in your ear - the roar of an ocean wave crashing against the shore*
- *TOUCH - Imagine . . . the feel of holding fine sand between your fingers, the softness of a fluffy cat - drops of rain falling on your face during a summer shower*
- *SIGHT - Imagine . . . a sunset over a calm ocean - fireworks on the 4th of July - the face of your friends*
- *TASTE - Imagine . . . biting into a fresh strawberry - a spoonful of rich chocolate ice cream - a pungent jalapeno pepper*
- *SMELL - Imagine . . . the smell of an orange peel - the fragrance of lavender soap - the aroma of hot cocoa*

### ✿ Reflection

How was that experience for you? Which senses were easier to imagine? Which ones were harder? What did you learn about yourself? Did we all feel the same as we were imagining the same things? Why not?

## MAIN ACTIVITY

### ✿ Character Walk Exploration

Getting into character is a hard skill to master. Use this activity to help your students practice character development and social awareness. Students will differentiate their gestures, posture, and physicality based on the characters they portray.

Discuss the characters and what they would look and move like. Come up with as much detail as possible and compare and contrast: size, shape, voice, clothing worn, facial expression, emotions, feelings, gestures, etc.

### DIRECTIONS

1. Ask students to move normally. Then, call out a pace, for example: walk slowly, walk fast, walk normal, etc.
2. Students choose a character or are assigned one by the teacher (See list on page 4 for examples and create your own).
3. Develop the character by exploring levels, facial expressions, and posture.





Use the following script with students as a guide:

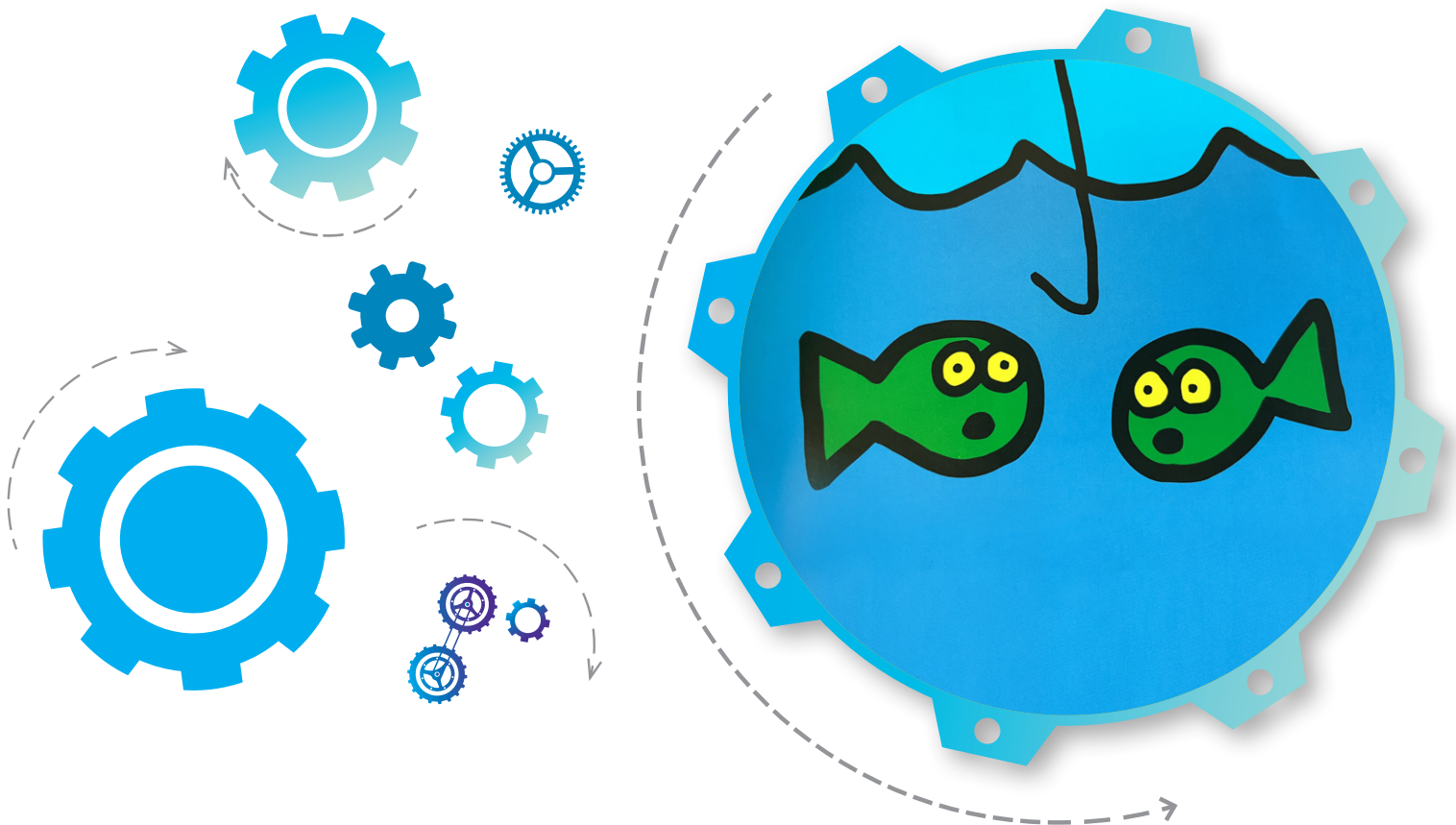
- *I am going to guide you through a physical exercise to explore physicality for different characters.*
- *Make sure you have enough space around you...*
- *Walk around, move through the space as yourself...*
- *Walk in slow motion, fast pace, normal pace...*
- *Now make whatever changes you find appropriate and walk around like: A toddler, a parent, a firefighter, a dancer, a teacher, a teenager, a celebrity, the President of the United States, a football player, etc.*

#### ✿ Side Coaching

As students become different characters ask them: What do you see other people do? Do we all look the same? How are you moving your body? What is your facial expression like? What gestures are you using?

#### ✿ Reflection

Reflect with your students: when you created the characters, what descriptions came to mind, what associations did you make? What did you see others do? Is there only one way to portray the same character? Why not? How was it to become a different character?





# MASKED IDENTITY: EXPLORING OUR OUTER AND INNER SELVES

by *Katelyn McKelley*

Grades: *Pre-K through 4th*

## STANDARDS

### ELA:

ELA.K.R.3.3 Compare and contrast characters' experiences in stories.

ELA.K.C.5.1 Use a multimedia element to enhance oral or written tasks.

ELA.1.C.5.1 Use a multimedia element to enhance oral or written tasks.

ELA.1.R.3.3 Compare and contrast two texts on the same topic.

ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks.

ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic or theme.

ELA.3.C.5.1 Use two or more multimedia elements to enhance oral or written tasks.

ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

### SOCIAL STUDIES:

SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.

SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

### THEATER:

TH.K.C.3.1 Recognize that individuals may like different things about a story.

TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.

TH.1.C.1.2 Draw a picture from a favorite story and share with the class why the scene was important to the story.

TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.

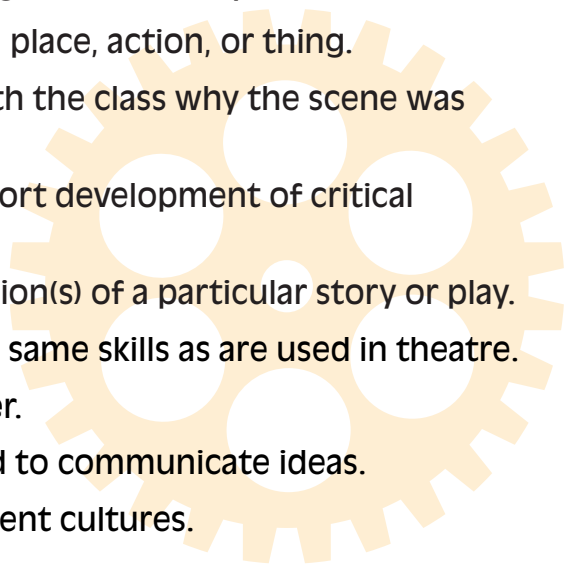
TH.3.O.2.2 Collaborate to create a collage to show the emotion(s) of a particular story or play.

TH.3.F.2.1 Identify non-theatre professions that require the same skills as are used in theatre.

TH.4.O.2.2 Create a mask to show a comic or tragic character.

TH.4.O.3.1 Explain how theatre and its conventions are used to communicate ideas.

TH.4.O.3.2 Explore how theatre is used to understand different cultures.



# STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

- ✿ *Today I will...* create a mask that on the outside represents how I think others/the outside world sees me and, on the inside, represents how I see myself/my inner traits.
- ✿ *I will know I am successful when...* I can identify aspects of my identity that I want to present to others as well as aspects that I prefer to conceal, and I am able to represent these identities visually through making a mask.

## INTRODUCTION

In *It's Okay to Be Different*, Todd Parr focuses on the importance of children seeing themselves and everyone around them as special and unique. There is no defined "normal" in anyone's life. Rather, Parr shares that acceptance, tolerance, and self-assurance are to be celebrated, and that children and their families should feel good about themselves no matter what. As with *It's Okay to Be Different*, this lesson seeks to establish and encourage students' awareness of individuality and appreciation of differences, as well as to validate their emotional responses. By creating and exploring masks, students can physicalize various aspects of themselves, allowing them to explore how they see themselves and how they feel others see them.

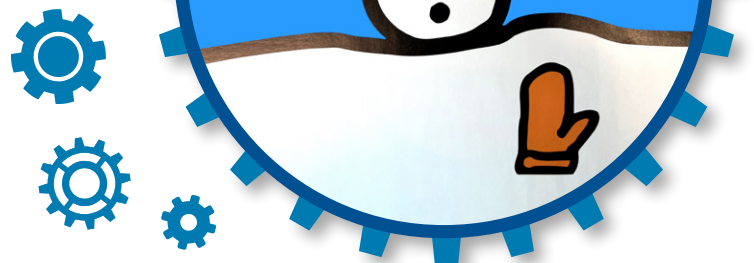
## GOALS

Students will:

- ✿ expand self and social awareness
- ✿ recognize the difference between persona and internal identity
- ✿ develop and execute unique artistic choices
- ✿ identify individual traits similar to and different from those of their peer
- ✿ acknowledge characteristics unique to one's personal and cultural identity
- ✿ experience an increase in self-awareness and self-acceptance

## VOCABULARY

- ✿ **persona:** the aspect of someone's character that is presented to or perceived by others (outside of mask)
- ✿ **identity:** the distinguishing character or personality of an individual; condition or character as to who a person or what a thing is (inside of mask)





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## MATERIALS

*(Please note: there are a multitude of ways to create masks; the materials listed below are just suggestions to get started with. Depending on age group, ability, amount of time, etc., your materials and methods to create your masks will be unique to your classroom's needs.)*

- \* heavy cardstock (or paper plate)
- \* pencils
- \* scissors
- \* markers, crayons, colored pencils, paints, etc.
- \* paintbrushes/sponges
- \* hole-punch and thin sewing elastic OR large popsicle sticks/tongue depressors
- \* construction paper
- \* tissue paper
- \* tape/glue/Mod Podge
- \* sequins
- \* feathers
- \* magazines/cut-outs to collage
- \* pre-constructed mask/forms



*You can include any other material that you want to use to decorate your mask.*

## BACKGROUND

Making a mask invites you to explore the persona you reveal and the identity you conceal from the world. Masks have been around since ancient times and have been used in ceremony, storytelling, and dramatic performance.

Often people do not realize there are thousands of masks we wear when interacting with others, sometimes all within one day. We wear masks to manage stressful times and to show enthusiasm; we put on masks when we are with our families, when we are playing with our friends, when we are learning at school, and when we meet someone new.

Through making their own masks, students have the opportunity to define themselves visually, as well as more fully articulate how they carry themselves in different situations.

## GUIDING QUESTION(S)

- \* What is a mask? Where have you seen masks?
- \* What does it mean to be “masked” or to “mask” something
- \* Do you think people sometimes hide their true selves? Why?
- \* Have you ever felt one emotion inside, but shared something different on the outside?

- ✿ What would happen if we never concealed our feelings or parts of our identities?
- ✿ Think about a time when you have pretended to be something that you are not or when you have hidden your true feelings. Why did you choose to change/hide a part of your identity?

## SKILL BUILDING AND PROCEDURE FOR LESSON

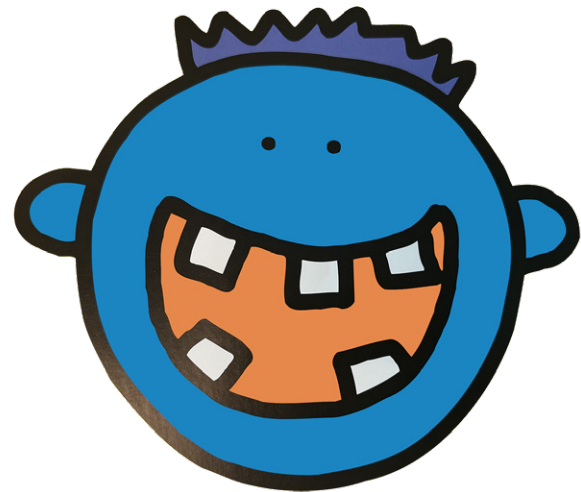
- ✿ Begin by fully exploring the concept and purpose of masks and how they are present not only in theatre and costuming but can serve as a metaphor for how individuals shift their emotions and behavior according to a given moment.
- ✿ Lead a discussion using the guiding questions above and introduce/define vocabulary words, persona and identity. Throughout the discussion, be sure the students consider the many different roles they play each day and what kinds of “masks” they wear at different times, just like a masked actor playing multiple roles in various situations.
- ✿ Before creating their physical masks, ask the students to consider their different reactions to situations in a role-playing activity. Either have the students remain seated at their desks and use their facial expressions and upper bodies or clear an open space and ask the students to walk around the open area at their normal, walking pace. Tell the students that you are going to call out different scenarios or examples and they are to change their movement, pace, posture, and expression according to the situation being described (remember to adapt the examples to match their grade level experiences):

### Scenarios:

- ✿ They won extra recess time for getting the highest grade on a spelling test.
- ✿ Their best friend received the reward for the highest grade.
- ✿ It is the first game of the season, and they are nervous.
- ✿ It is the first game of the season, and they are nervous but they want to share their team’s excitement.
- ✿ It is their birthday and they have gotten everything they wanted.
- ✿ It is their birthday, but no one remembered.
- ✿ It is their birthday, no one remembered, but they do not want their best friend to feel bad about forgetting.

...(etc.)

Towards the end of this exploration, remind students that though we all may go through the same situation, we are all still individuals and that our experiences and reactions are unique. Sometimes people wear masks to hide their feelings or to pretend to be something they are not; at other times people wear masks to emphasize a particular part of their personalities.



# MAIN ACTIVITY

*(Directions/steps will differ depending on what materials you choose to use)*

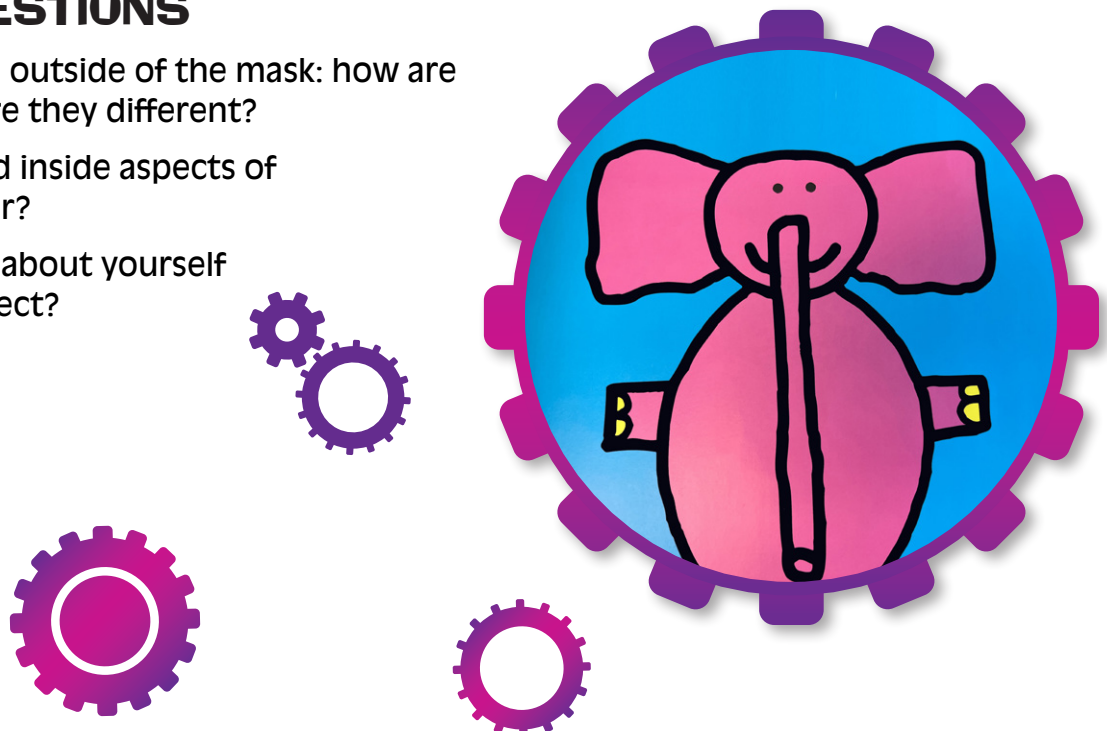
## Objective:

- ✿ **Decorate the outside of the mask, representing how you think others or the outside world sees you**
- ✿ **Decorate the inside of the mask, representing how you see yourself (the inner you)**

1. Draw an oval shape on a piece of cardstock, taking up the whole sheet. Add eyes approximately halfway down the oval and cut them out (you may want to provide cardstock with the ovals and eye-holes already cut out for younger grades). Put the word "Outside" at the bottom of the sheet.
2. Ask the student to draw and decorate what comes to mind when considering what they share openly with the world/how they feel the world sees them.
3. Once they feel the Outside mask is complete, cut out the oval shape (if not already done) so that they draw within the same space on the other side and then turn the paper over, labeling this side "Inside."
4. Ask the student to draw/decorate what comes to mind when considering how they truly see themselves, their private selves.
5. Once they have completed both sides, you can either use a hole-punch to add holes to either side of the mask and tie elastic between them, or tape or glue a tongue depressor to the base of the mask so that the student can turn the mask around easily.
6. Leave time for those who want to share with the rest of the group. You may find that some students want to share both while others only want to share one side of their creation.

## REFLECTION QUESTIONS

- ✿ Describe the inside and outside of the mask: how are they similar and how are they different?
- ✿ How do the outside and inside aspects of you relate to each other?
- ✿ What have you learned about yourself through this mask project?





# MOVE AND GROOVE TOGETHER: CELEBRATING OUR CULTURAL DIFFERENCES

by Jenna Outerbridge

Grades: Pre-K through 3rd

## STANDARDS

### ELA:

**ELA.K.R.3.3** Compare and contrast characters' experiences in stories.

**ELA.3.V.1.1** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

**ELA.3.C.5.1** Use two or more multimedia elements to enhance oral or written tasks.

**ELA.3.F.1.4** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

### SOCIAL STUDIES:

**SS.K.A.2.3** Compare our nation's holidays with holidays of other cultures.

**SS.3.A.1.3** Define terms related to the social sciences.

### DANCE:

**DA.K.H.1.1** Dance to music from a wide range of cultures.

**DA.1.S.1.1** Discover movement through exploration, creativity, self-discovery, and experimentation in dance.

**DA.2.H.1.1** Perform a variety of dances to explore their origins, cultures, and themes.

**DA.4.H.1.1** Perform dances from different cultures, emulating the essential movement characteristics and traditions.

**DA.3.C.1.1** Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.

**DA.3.C.1.In.a** Identify the basic elements of dance.

**DA.3.C.1.Pa.b** Explore selected basic elements of dance.

**DA.3.H.1.1** Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

**DA.4.S.1.3** Use kinesthetic awareness to explore movement in personal space and relative to other dancers.



## STUDENT LEARNING INTENTIONS

- ✿ I can define culture.
- ✿ I can identify traits about myself that make me unique.
- ✿ I can recognize how I am both similar and different to others in my community.
- ✿ I can follow verbal instructions focusing on specific movement phrases.
- ✿ I can create movement using B.E.S.T. (Body, Energy, Space and Time) dance elements.

## SUCCESS CRITERIA

I will know that I am successful when I can create a three part movement phrase that describes what makes me unique, using B.E.S.T. dance elements.

## GOALS

- ✿ Students will explore multiple movements and gestures in a sequence to represent an idea or theme.
- ✿ Students will identify characteristics related to personal and cultural identity.
- ✿ Students will work together using dance elements (B.E.S.T.).
- ✿ Students will develop spatial awareness, kinesthetic awareness, social awareness, and improvisational skills.
- ✿ Students will appreciate individuality and cultural diversity.

## MATERIALS

- ✿ Identity Survey (Attachment 1) printed
- ✿ Movement Terminology (Attachment 2)
- ✿ World Dance Videos
  - <https://youtu.be/7pm2VBCrRII>
  - <https://youtu.be/80C-AT2Fkmg>
  - <https://youtu.be/Gkp0LwdLuQY>
- ✿ Clear space for Skill Building and Main Activity

## GUIDING QUESTIONS

- ✿ What are some things that make each of us unique?
- ✿ What are some things that make us similar?
- ✿ What are some ways that we can express our individuality?
- ✿ What are some ways that we express our similarities?





## SKILL BUILDING

Introduce vocabulary: identity and culture. Define the terms and lead a discussion using the guiding questions. Be sure students understand the difference between individual identity and cultural identity.

✿ **Identity:** a sense of who someone is or how they see themselves

- what they like or don't like
- things that make them unique

✿ **Culture:** the arts, customs, lifestyles, background, and habits that characterize a society or group of people

- traditions, holidays, celebrations
- food
- clothing
- music, art, dance
- sports and activities

✿ **World Dance**

- Introduce a video on World Dance from Artworks Anywhere <https://youtu.be/7pm2VBCrRII>
- Explain to students that dancers use movement to express feelings, thoughts, and ideas, and to tell stories.
- Ask students to stand and spread out around the room. Remind them to stand in their own personal space where they can't touch others. Ask students if they remember any specific movement from the video. Invite students to demonstrate the movement they remember and share with the class what they think the movement means or represents.
- Once complete, play the video again and encourage students to move along.

✿ **This is Me**

Explain to students that they will be using the elements of dance (B.E.S.T.) to create a gesture or movement about themselves. Show students the Movement Terminology chart and review each element, giving examples as you go along. Invite ideas from the students, asking them to show you with their body different examples of big/small, high/low, near/far, etc.

Use the sample questions This Is Me (attachment 1) to help students identify internal and external characteristics of their identity.

- First, ask students to form a circle standing.
- Demonstrate: Create a movement or gesture for a trait about yourself. Describe it as you perform it. For example, "I have long hair ", or "I wear glasses."
- Incorporate language from the elements chart as much as possible, emphasizing level, size, shape, energy, etc.
- Practice: Ask students to show you with their bodies different traits that you call out from "This Is Me" (attachment 1).



- Next, ask one student to volunteer a movement or gesture of their own that describes one of their physical traits.
- After the student performs the movement, ask them to describe with their words what it was.
- As a group, copy the movement and speak the phrase together. Repeat these steps, allowing the students to take turns creating and sharing for different physical traits, feelings, or activities.
- When most of the students have had a chance to create and share, move on to the Main Activity.

## MAIN ACTIVITY

### This is Us

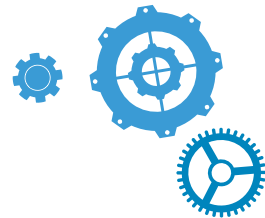
Create a dance that represents cultural identity using the elements of dance (B.E.S.T.).

- ✿ Refer to Part 2, This Is Us (attachment 1)
- ✿ Repeat the first exercise using the sample questions provided or some of your own. When students have completed this step, bring attention to the many things they have in common with one another, emphasizing culture.
- ✿ Split the students into groups and assign each group a specific topic to create a movement or gesture for. These can be family focused, such as food, holidays, or celebrations; or location focused, such as climate, landscape, clothing, or weather. Remind them to use the Movement Terminology chart, and explore level, size, shape, pathways, and different body parts.
- ✿ Once complete, ask the groups to take turns sharing their movement with the class. Students can add voice to their movement, describing what they chose as they perform or after they complete the movement.

## EXTENDING THE EXERCISE

For older students:

- ✿ Round Robin – Start with two concentric circles of students.
- ✿ Ask students to move in opposite directions facing one another. As they move, ask them to take turns interviewing each other to discover what they have in common. They can use the sample questions from attachment 1. Allow students to group together with others based on their commonalities.
- ✿ After groups have been formed, ask students to create a movement phrase based on three things they have in common AND add a verbal description to accompany their movement, as they did in the Skill Building activity. Students can take turns speaking or assign one person from their group to be the speaker.



## ENCOURAGING SIDENOTES

- ✿ Remind the students that there is no right or wrong.
- ✿ Think about different categories or questions you can add to get students thinking before jumping in.

## REFLECTION QUESTIONS

- ✿ Return to the guiding questions
- ✿ What is unique about me?
- ✿ How does my culture define who I am?
- ✿ How does culture connect our individual identities?



# **ATTACHMENT 1**

## **Part 1: This is Me**

### **TEACHER LEADS THE EXERCISE BY USING GUIDING QUESTIONS.**

“Everyone is unique. We each have physical traits, feelings, and activities that we enjoy doing.”

### **SAMPLE QUESTIONS AND SUGGESTED MOVEMENT**

“Show me with your body whether you are short or tall.”

*(Students can crouch down or stand high on toes).*

“If your hair is short, shake your head side to side.”

“If your hair is long, pretend to comb it with your hands.”

“If you have freckles, flick your fingers.”

“If you wear glasses, make goggles over your eyes.”

“If you are feeling happy, jump up and down.”

“If you are feeling tired, stretch and yawn.”

“If you are feeling nervous, shake your arms.”

“If you like to play sports, bounce like a ball.”

“If you like to dance, turn around.”

# **ATTACHMENT 1**

## **Part 2: This Is Us**

### **TEACHER LEADS THE EXERCISE BY USING GUIDING QUESTIONS.**

“The things we share with others where we live or where we come from is called our culture. Let’s explore what we have in common with one another.”

### **SAMPLE QUESTIONS AND SUGGESTED MOVEMENT**

Repeat a similar exercise to Part 1

“If your family has a tradition, such as a special meal or activity, rub your belly.”

“If it thunders where you live, stomp your feet loudly.”

“If you go to the beach, pretend to swim.”

“If it’s sunny where you live, put on a hat.”

“If you celebrate a special holiday with your family, make a star shape with your body or a part of your body.”

“If you like to dance, turn around.”



## ATTACHMENT 2

### The Elements Of Dance

<b>BODY</b>	<b>ENERGY</b>	<b>SPACE</b>	<b>TIME</b>
<b>PARTS</b>	Smooth/Sharp	<b>SIZE</b>	<b>SPEED</b>
Head	Strong/Weak	Big/small	Fast/Slow
Arms	Heavy/Light		Start/Stop
Shoulders	Freeze/Melt	<b>LEVEL</b>	Looped
Elbows	Free/Bound	High/low	
Legs	Stillness	<b>DIRECTION</b>	<b>RHYTHM</b>
Feet		Forward	Steady
Torso		Backward	Accented
<b>SHAPES</b>		Sideways	Syncopated
Curved		Diagonal	
Straight		Up	
Angular		Down	
Twisted		Near/Far	
		<b>PATHWAY</b>	
		Straight	
		Curved	
		Circular	
		Zigzag	