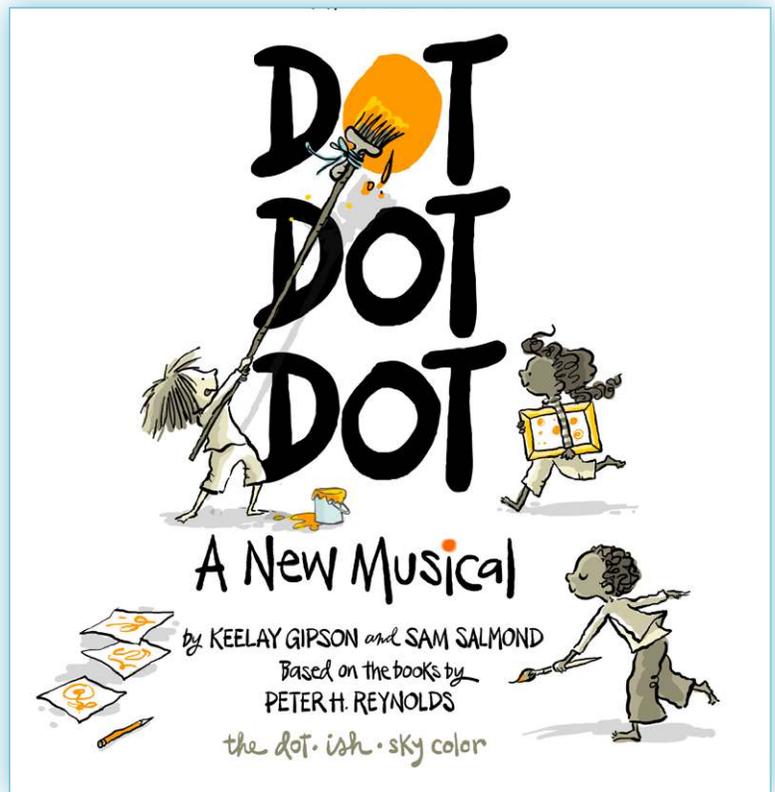




ARTWORKS FOR SCHOOLTIME

2023-24 Learning Module Series 1

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



A Theaterworks USA Production

GENEROUSLY SPONSORED BY



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LESSON 1

A “MAKE YOUR MARK” MENTALITY by Katelyn McKelley

STANDARDS:

ELA 1.R.1.2: Identify the moral of a story.

VA.2.C.2.1: Use appropriate decision making skills to meet intended objective.

DA.2.S.2.1: Demonstrate focus and concentration while listening to instructions and observing others' movement.

ELA 3.R.1.2: Explain a theme in literary text.

ELA 3.R.2.2: Identify the central idea of a story.

VA.3.S.2.2: Follow sequential procedures and techniques to achieve an artistic goal.

ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.

DA.4.S.2.1: Display attention, cooperation, and focus during class and performance.

ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.

ELA 5.R.3.2: Summarize a story to include the theme.



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will...

- ✿ explore the theme of *The Dot*, specifically the concept of growth mindset.
- ✿ create and build upon various art forms through collective effort with my peers.

I will know I am successful when I can...

- ✿ articulate how intelligence and skill are not fixed but rather can be developed through hard work and perseverance.
- ✿ collaborate with my classmates to create various art pieces and/or expand on a given idea through exploring improvisation.

GOALS:

Students will:

- ✿ Explore and practice sharing and utilizing a growth mindset by creating a collaborative art piece.
- ✿ Work together to create a series of improvised uses for various objects using their imaginations and growth mindset.



MATERIALS:

Skill Building Exercise 1:

- ✿ blank paper or copies of **Attachment 2**
- ✿ writing and coloring utensils

Skill Building Exercise 2:

- ✿ a box containing random items from classroom or home (i.e.: a dry erase marker, a paper clip, a slotted spoon, etc.)

Main Activity:

- ✿ a very large sheet of white butcher paper
- ✿ various colors of paint (washable, tempura paint works well)
- ✿ paper or plastic cups
- ✿ paintbrushes

GUIDING QUESTION(S):

- ✿ Think of something you like to do. What did you do when you first started or when it became challenging?
- ✿ Has there ever been a time when you thought you couldn't do something and then you did it?
- ✿ What do you think is the most important message or theme of *The Dot*?

SKILL BUILDING AND PROCEDURE FOR LESSON:

Squiggle Game: Art Activity

In *The Dot*, we meet the main character, Vashti, who feels that she does not have what it takes to create art. Her teacher encourages her to just “make a mark” and see what happens from there. Often, we are our biggest critics. We can get bogged down in what is called a “fixed mindset”. Having a fixed mindset means you believe if you can't do something now, you'll never be able to do it. By contrast, a “growth mindset” means you believe abilities are learnable and can be developed with continued practice and effort. Once Vashti makes a single dot on her paper, she begins to understand that it is not how well you can do something; it is the effort that you put into it that makes it your best.

Like Vashti, we are all artists in our own right. We just have to get started, keep going, and see where the journey takes us.

We are going to start by warming up our own artistic skills with a really fun game called The Squiggle Game. We will be using a piece of white drawing paper (or a printout of *The Dot* inspired frame in **Attachment 2**) and a pencil.

DIRECTIONS:

1. Each student needs a sheet of paper, a pencil, and coloring utensils.
2. Ask students to write their names on the back of their paper.
3. Each student will then draw something, anything, on their paper. It can be a shape, a dot, squiggle lines, etc.
4. As soon as all the students have something on their page, either ring a bell, sound a chime, clap, etc. to signal that it is time to pass their sheet to the person to their left.
5. With someone else's paper and doodle in front of them, students will add to it by drawing another shape, dot, squiggle, etc. to make a new picture.
6. Repeat steps three through five as many rotations as time allows or until the pages are fairly filled up. After a few rotations, encourage students to add color if they haven't already done so.

*** During rotations, encourage students to either continue to add various elements to the doodle, or see if they can begin to see figures or objects within the images. In other words, after a few rounds, students can add additional abstract elements or can begin to construct a cohesive image out of what they see in what was previously drawn.*

7. This activity can go on for however long feels appropriate, with regards to time/how full the pages are.

***Depending on class size and how many times pages were passed, students may not have received their original paper at the end of the exercise. Ask students to check the name on the back and take a moment to return everyone's papers to the original artist.*

8. Provide students time to observe their new artworks and reflect either as a class or in small groups what the experience was like.
9. To provide each student the chance to share their artwork, try an "Instant Gallery," where students hold up their paper high above their head to share and can look around at their peers' work.

DISCUSSION:

- ⚙️ Was there a point within this exercise you were uncertain of what to add to a drawing? Why do you think?
- ⚙️ Because you were often not working on your own artwork, did you feel less pressure coming up with what to add? Or did it take more effort on your part? Why do you think this is?
- ⚙️ Do you think your creation is "art"? Why or why not?



ADDITIONAL OR ALTERNATIVE SKILL BUILDING:

"Not a, But a...": Drama Activity

"Not a..., but a..." is an improv game where players pass around a random object and make up new uses for it. The objective is to develop flexible thinking by listing as many uses, real or imagined, as possible for an ordinary object. The focus is to let go of fear of judgement or looking for the best answer; any response is correct, as there is no wrong answer as long as a new use is given and the object is passed to the next person.

Directions:

1. Have students sit in a circle on the floor.
2. Either have a volunteer pull an item from the box or select one yourself.
3. After choosing an object, hold it and say "This is not a (whatever it really is), but a ... (give it a different function).

***For example: if a paper clip was selected from the box, you could say "This is not a paper clip, but a mini marshmallow skewer." And then the item would be passed to the next person.*

4. The item is then passed to the next player and they will in turn provide a new use for the object.

This exercise can continue for several rounds, pulling a new item out of the box each time it has made its way around the circle.

DISCUSSION:

- ⚙ How do you think this game relates to *The Dot*?
- ⚙ How does having a growth mindset help in this particular exercise?

MAIN ACTIVITY:

Collaborative Circle Painting

Begin with a very large piece of white butcher paper on the floor with cups of various brightly colored paints in the middle. Depending on how many students are in the class, try to have enough paint cups for four students per cup. Each student will have a paintbrush.



Directions:

1. Students will be seated on the floor around the perimeter of the butcher paper.
2. Ask the students to paint either a circle or a dot at their seated space on the paper. (Some students may express that the color paint cup in front of them isn't the color they want; assure them that they will have the opportunity to use all the colors throughout the exercise).
3. Next, each student will shift one spot over and take whatever different color paint is in front of them and paint another circle or dot. (Helpful tip: when it is time to shift over to the next space, ask students to leave their paintbrush in the paint cup it originated with; that way the paints remain unmuddied as much as possible.)
4. Have students keep moving around the paper, painting circles and dots. (You will need to guide the students on when to move so that they are shifting as a unit).
5. Once the paper is filled up, remove the paint cups from the middle and either add a few more circles or dots there, or you can add your classroom number, or even have the students sign the middle as the artists of the piece once the paper is dry.
6. Ask for your students' input where the final composition should be hung for all to enjoy.

Discussion:

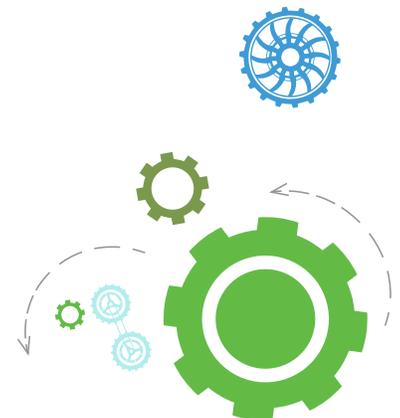
- ✿ What was your experience like? (working alongside classmates, sharing the project as a whole, etc.)
- ✿ Are you surprised at all by how it turned out?

The best part of this growth mindset activity is that no one can foresee how the painting will turn out. There is no correct way or wrong way; it allows students to practice having a growth mindset knowing that however the painting turned out it would be great.

Part of having a growth mentality is letting go of the feeling that everything must be perfect for it to be good. People are sometimes reluctant to try new things because they are afraid of the outcome. They worry that they won't be good enough. This project shows the students that letting go of those fixed mindsets can often result in new skills, ideas, and creations.

REFLECTION QUESTIONS (EXIT TICKET):

1. Do you believe anyone can be an artist? Why or why not?
2. Think about someone who's inspired you to work harder. How do they encourage you? How does it make you feel?
3. What was your main takeaway from this story?
4. How do you dream of "making your mark" in the world? What's one small way you can start working on it now?



ATTACHMENT 1

Vocabulary

GROWTH MINDSET:

Having a growth mindset means believing that a person's abilities aren't innate but can be improved through effort, learning, and persistence. A growth mindset is all about the attitude with which a person faces challenges, how they process failures, and how they adapt and evolve as a result. They embrace challenges, persist through obstacles, learn from criticism, and seek out inspiration in others' success.

FIXED MINDSET:

Individuals who hold a fixed mindset see their qualities as fixed traits that cannot change and believe that they are either good or bad at something based on their inherent nature. With a fixed mindset, one is born with a certain amount of skill and intelligence that can't be improved upon.

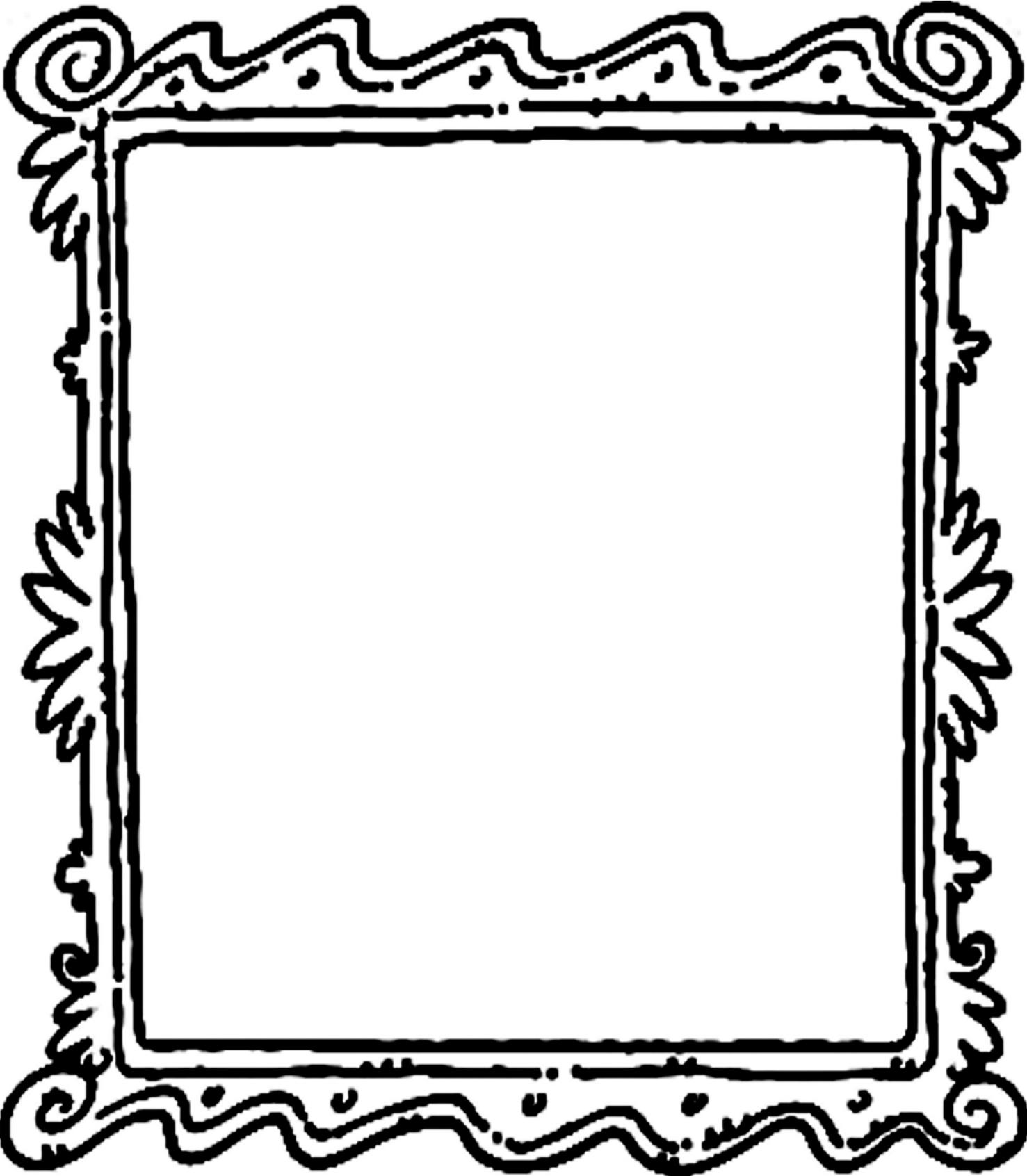
ABSTRACT ART:

Abstract art is art that doesn't look like real life. It does not attempt to represent an accurate depiction of reality but instead use shapes, colors, forms, and gestural marks to achieve its effect. The purpose of abstract art is to let the viewer interpret the meaning.

IMPROV:

Improv or improvisation is a form of live theatre in which everything is made up on the spot. Plot, characters, dialogue, etc. are created in the moment without previous preparation.

ATTACHMENT 2
Frame





“BOLD MOVES AND IMAGINATIVE GROOVES: DANCING THROUGH THE WORLD OF DOT-DOT-DOT THE MUSICAL”

By Jenna Outerbridge

GRADES: 1ST – 5TH STANDARDS:

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

ELA.5.R.1.1 Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

ELA.5.R.1.2 Explain the development of stated or implied theme(s) throughout a literary text.

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

DA.5.O.3.3 Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.

DA.2.S.1.2 Explore dance sequences by creating and imitating images that move through space.

DA.3.O.3.1 Translate words, pictures, or movements into dance to express ideas or feelings.

HE.4.C.2.2 Explain the important role that friends/peers may play in health practices and behaviors.

SP.PK12.US.20.3 Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.

LEARNING INTENTIONS

- I can create movement confidently that expresses my thoughts, feelings, and ideas.
- I can use my imagination to craft, collaborate and expand upon my ideas with others.
- I can persevere when faced with challenges.



SUCCESS CRITERIA

I will know that I am successful when I have created movement using my imagination and performed it confidently.

INTRODUCTION

Dot Dot Dot weaves together the power of confidence and imagination. The musical follows a group of characters who embark on a transformative journey of self-discovery and growth. In this movement lesson, students will draw inspiration from the characters' experiences to explore how believing in oneself and embracing creativity can lead to personal empowerment. By incorporating dance and movement exercises that encourage expressive gestures and actions, students will deepen their understanding of the musical's themes and gain insight into the importance of confidence and imagination in both art and life.



GOALS

- ✿ Students will explore themes related to perseverance, confidence, creativity, and imagination.
- ✿ Students will explore multiple movements and gestures to represent an idea or feeling.
- ✿ Students will identify characteristics related to shape and space.
- ✿ Students will work together using dance elements (B.E.S.T.).
- ✿ Students will develop spatial awareness, kinesthetic awareness, social awareness, and improvisational skills.



MATERIALS



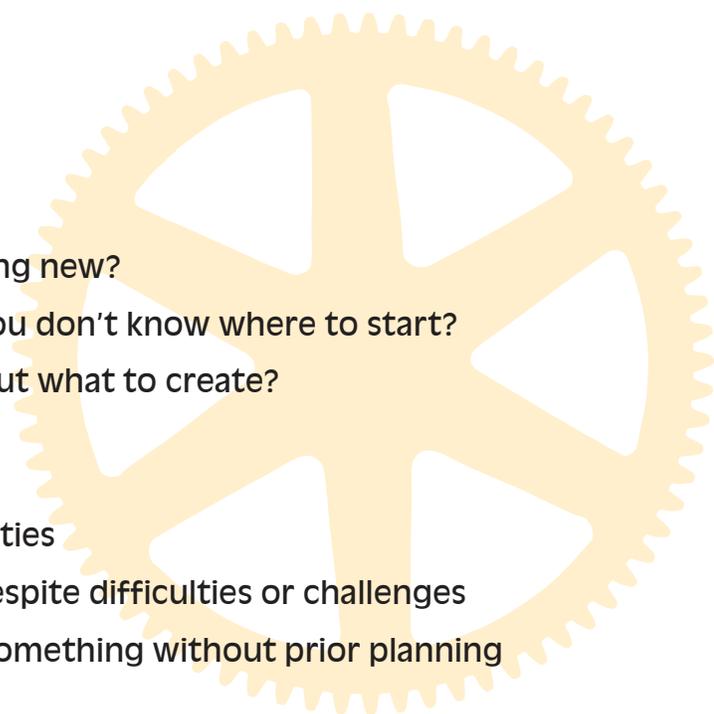
Open space

GUIDING QUESTIONS:

- ✿ Have you ever felt nervous about trying something new?
- ✿ Have you ever felt like creating something, but you don't know where to start?
- ✿ How do you think artists come up with ideas about what to create?

DEFINITIONS

- ✿ Confidence: a belief in one's own abilities or qualities
- ✿ Perseverance: persistence in doing something despite difficulties or challenges
- ✿ Improvisation: composing, acting, or executing something without prior planning



SKILL BUILDING

Tell the students that dancers use their bodies to create stories and share their feelings. Introduce the elements of dance: B.E.S.T. (body, energy, space, and time). Demonstrate a few movements for the class that represent B.E.S.T. and have the students copy you.

- ⚙️ **Body:** wave one arm then sway with your entire body
- ⚙️ **Energy:** melt slowly versus jumping energetically
- ⚙️ **Space:** move anyway you wish but stay in your personal space. Then move through general space
- ⚙️ **Time:** circle both arms overhead in a regular speed, then the same move but in slow motion, then high speed

When students can demonstrate that they understand the dance elements, move on to the skill building activity.

Emotive Movement

Show flashcards to the students, one at a time.

Bring attention to the corresponding color on the card and explain that color can be used to represent emotion. Ask the students to make a facial expression that corresponds with the flashcard. Next, show the students the flashcards with emojis. Ask the students to use body, gesture, or shape to represent the emotion of the emoji. For example, feeling shy might look like the students backing away from one another and moving to the perimeter of the classroom. Shame might be expressed by hiding. Anger can be expressed by turning one's back to the group or stomping feet. Point out how body language changes, therefore direction of the body in space changes, when a strong emotion is being felt.

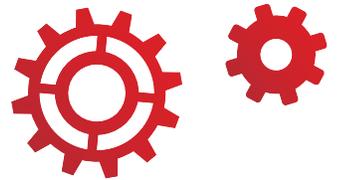
Continue this exercise offering more emotive language, while encouraging the students to use larger movements such as melting, freezing, jumping, etc. Provide prompts such as, "you are so excited you are going on vacation" or "you are so angry, your dog chewed your favorite pair of shoes."

You can play music to make this more engaging. Encourage students not to talk, and to stay aware of how the emotion feels in their body so that they can create a corresponding shape or gesture.

MAIN ACTIVITY

Shape Shifting

Tell the students that sometimes when we are creating, we don't know where to begin, but we just need to make a "mark". Artists use the tool of improvisation, the act of not planning something in advance, to discover something new. It's like a surprise and new ideas can emerge that we never thought of before.



Ask the students to come together in a circle. Have one student come to the center and ask them to make a “dot” shape with their body. One by one, ask the other students to add on to the dot so that the “dot” shape becomes something new. Count each student in by giving them 5-10 seconds each to assume a new shape, then ask them to hold the shape for 3 seconds so that the class can see what has been created. Encourage them to choose a shape that they can hold for a long time. Continue this until each student has had a turn adding to and creating a new shape. When finished, ask students to return to their places in the circle.

Make a Space, Fill a Space

Pair the students together into groups of two. Ask the first student to create a shape with their body using negative space, so that they remain in an open shape. Ask the second student or partner to fill the space with their body creating a new shape in the negative space. After each new shape is formed, ask the students to freeze for at least 3 seconds, so that both partners know the shape has been created, and it’s time to morph into the next shape. They may touch but remind them not to connect completely (holding hands, wrapping arms, etc.). Have the students continue to take turns making a space and filling a space for a few minutes, exploring a range of possibilities with their movement and shapes. Encourage silence. Use lo-fi or classical music to assist the students with getting into their bodies.

ENCOURAGING SIDENOTES

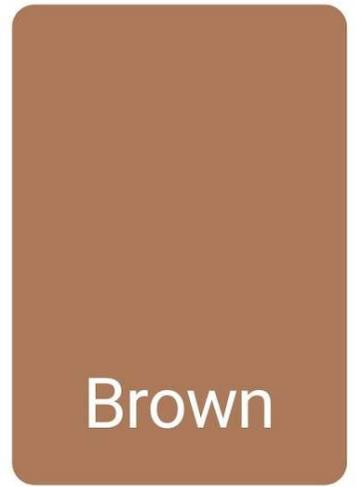
- ⚙️ Remind the students that there is no right or wrong.
- ⚙️ Encourage the students to remain quiet through these activities so they can fully embody their shapes and stay present with their partner or group.
- ⚙️ If students seem stuck, offer encouragement about where they can go next. Point out where you see available space for them to move or suggest shapes that they already know.

REFLECTION QUESTIONS

- ⚙️ Return to the guiding questions.



ATTACHMENT 1



ATTACHMENT 2

Feelings Chart



SCARED



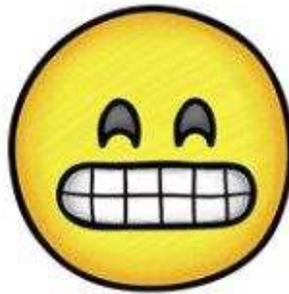
HAPPY



SAD



ANGRY



EXCITED



WORRIED



SURPRISED



SILLY



FRUSTRATED

ATTACHMENT 3





LET'S START WITH PARTS OF A DOT AND SEE WHERE IT TAKES US!

by Kat Sjogren



STANDARDS:

Grade: 1

VA.1.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MA.1.FR.1 Develop an understanding of fractions by partitioning shapes into halves and fourths.

Grade: 2

VA.2.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MA.2.FR.1 Develop an understanding of fractions.

Grade 3

VA.3.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MA.3.FR.1 Understand fractions as numbers and represent fractions.

Grade 4

VA.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MA.4.FR.1 Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.

Grade 5

VA.3.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MA.5.FR.1 Interpret a fraction as an answer to a division problem.



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will... explore various ways of making art using just dots and I will use my real-world math skills to make a collaborative piece of art with my classmates.

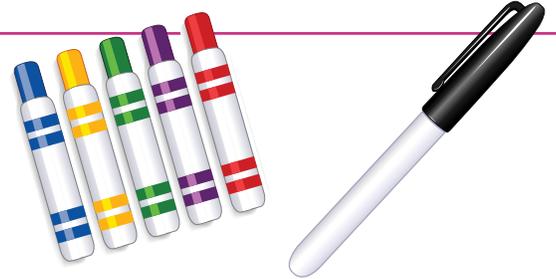
I will know I am successful when... I collaborate with my classmates to design a work of art that is made up of numerous $\frac{1}{4}$ sections of dots to display as numerous whole circles.

GOALS:

Students will: draw various types of dots exploring colors, size, and shapes of circles. They will learn the meaning of collaborative art and use fractions to design the final artwork for display. A $\frac{1}{4}$ circle of a dot will become a whole when it is combed with the other $\frac{1}{4}$ circle pieces.

MATERIALS:

- ✿ Black Fine Tip Sharpie Markers
- ✿ Colored Markers
- ✿ $\frac{1}{2}$ sheets of white drawing paper
- ✿ Preprinted $\frac{1}{4}$ circles (**Attachment 1**) on white paper
- ✿ Construction paper various colors or one color because this will be the background for the display, and glue sticks.



GUIDING QUESTION(S):

What's the difference between a dot and a circle? Do dots come in various sizes and shapes? Where do you see dots around the room? Can dots be divided into fractions? How many quarters are in a whole. What is collaborative art?

SKILL BUILDING AND PROCEDURE FOR LESSON:

"Using the black Sharpie marker **draw 3 circles** anywhere on your paper. Now **draw 5 very tiny circles**. Next, draw some circles that are various oval shapes. (They can be any size). Using your colored markers, fill in your dots. You can fill them in with various lines, dashes, stripes, checkerboards, and zigzags. Everyone, hold up your papers so that we can see the great variety of dots that everyone made. These are known as abstract drawings because they are not of anything in particular. **Discuss** with your table partner each other's drawings. Compare and contrast the shapes, details, and colors. Does the drawing remind you of anything or do the colors give you a certain feeling such happy, sad, confused, etc.?" **Attachment 2 and 3.**

"Now let's look at a famous artist who built her entire artistic career by painting dots. **Yayoi Kusama** was born in Japan. Yayoi dreamed of becoming an artist. In the fields of her family's nurseries, she drew flowers and plants and stones, imagining the world around her as streams and clusters and arrays of dots. She studied traditional art in Japan and then moved to New York City where she quickly became famous for her paintings patterned with dots, and for her big soft sculptures of chairs, sofas, and boats. Kusama is 94 years old and still paints. Her work is shown all over the world." **Attachments 4-7.**

MAIN ACTIVITY:

Students will each be given a piece of drawing paper that has $\frac{1}{4}$ of a circle drawn on it. They will fill in $\frac{1}{4}$ circle with more dots, lines, shapes and then detail $\frac{1}{4}$ circle with colors.

Note: Students can make multiple 1/4 dots and this project can “grow” to encompass an entire wall.

Ask students to define the word “**collaborative**”. **Explain** to students that they will work with table partners or in groups to decide which 1/4 dots will go together to make whole dots. Explain steps for a successful collaboration. **Attachment 8.**

Students will use construction paper and glue sticks to adhere the 1/4 dot pieces together to make a whole dot. **Attachment 9 and 10.**

Note: According to The Kennedy Center, “Humans are social creatures and being a member of a group is a good description of the human experience. And because working with others is an essential skill to learn, collaboration has been identified as a 21st-century workplace ability as well as a component of the Common Core State Standards.”

REFLECTION QUESTION: EXIT TICKET:

Table tour discussion of the completed dots. “What do you notice about the various colors and lines?” Now collaborate as a class to decide the best placement of all the dots for a display.

EXTENSION PROJECT:

“International Dot Day” is **September 15th, 2023**. You can find activities at the link listed below:

<https://www.internationaldotday.org/welcome/begin>

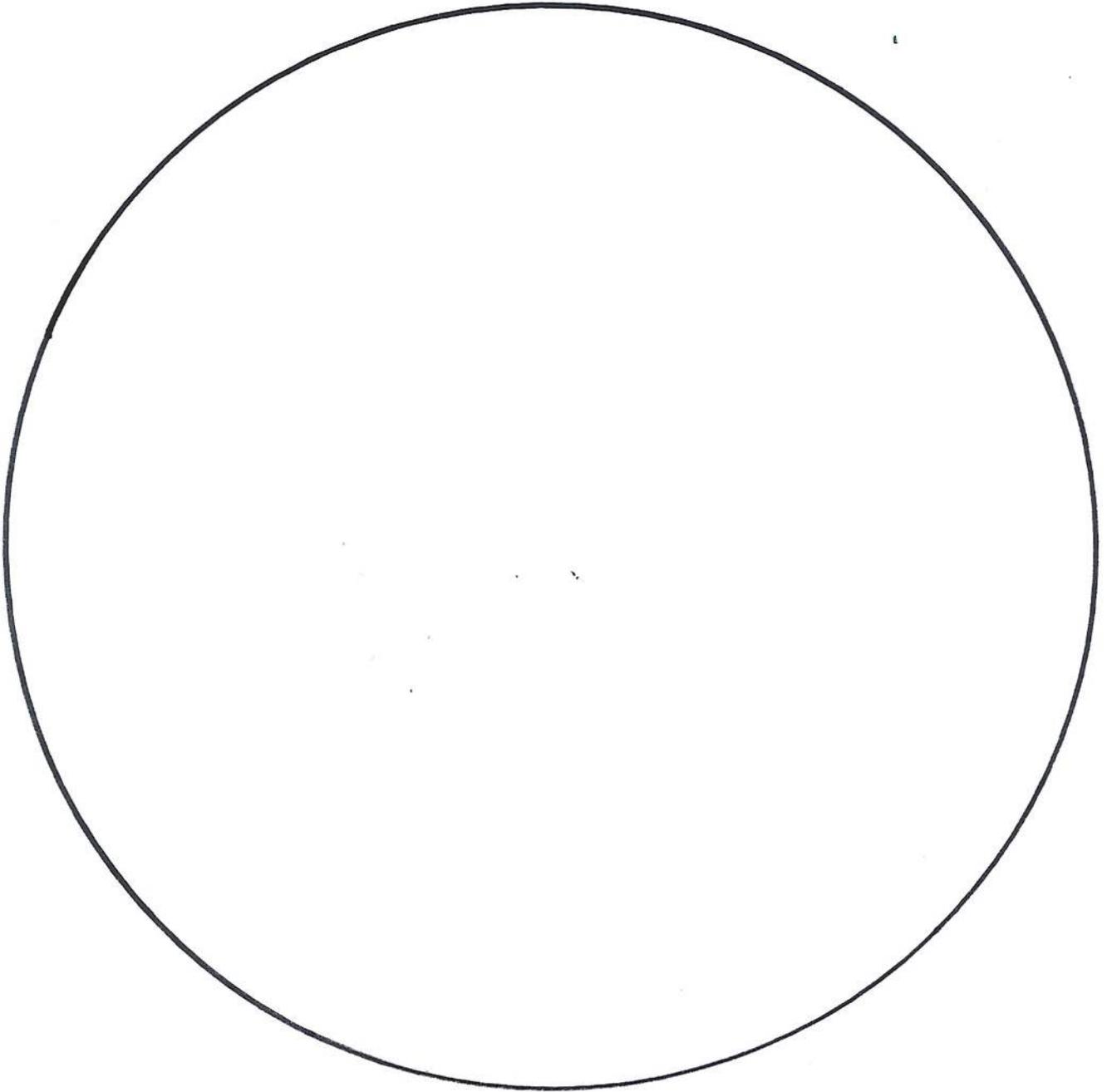
There are 2 story books about Yayoi Kusama.

Yayoi Kusama Covered Everything in Dots and Wasn't Sorry by Fausto Gilberti

Yayoi Kusama From Here to Infinity by Sarah Suzuki, illustrated by Ellen Weinstein

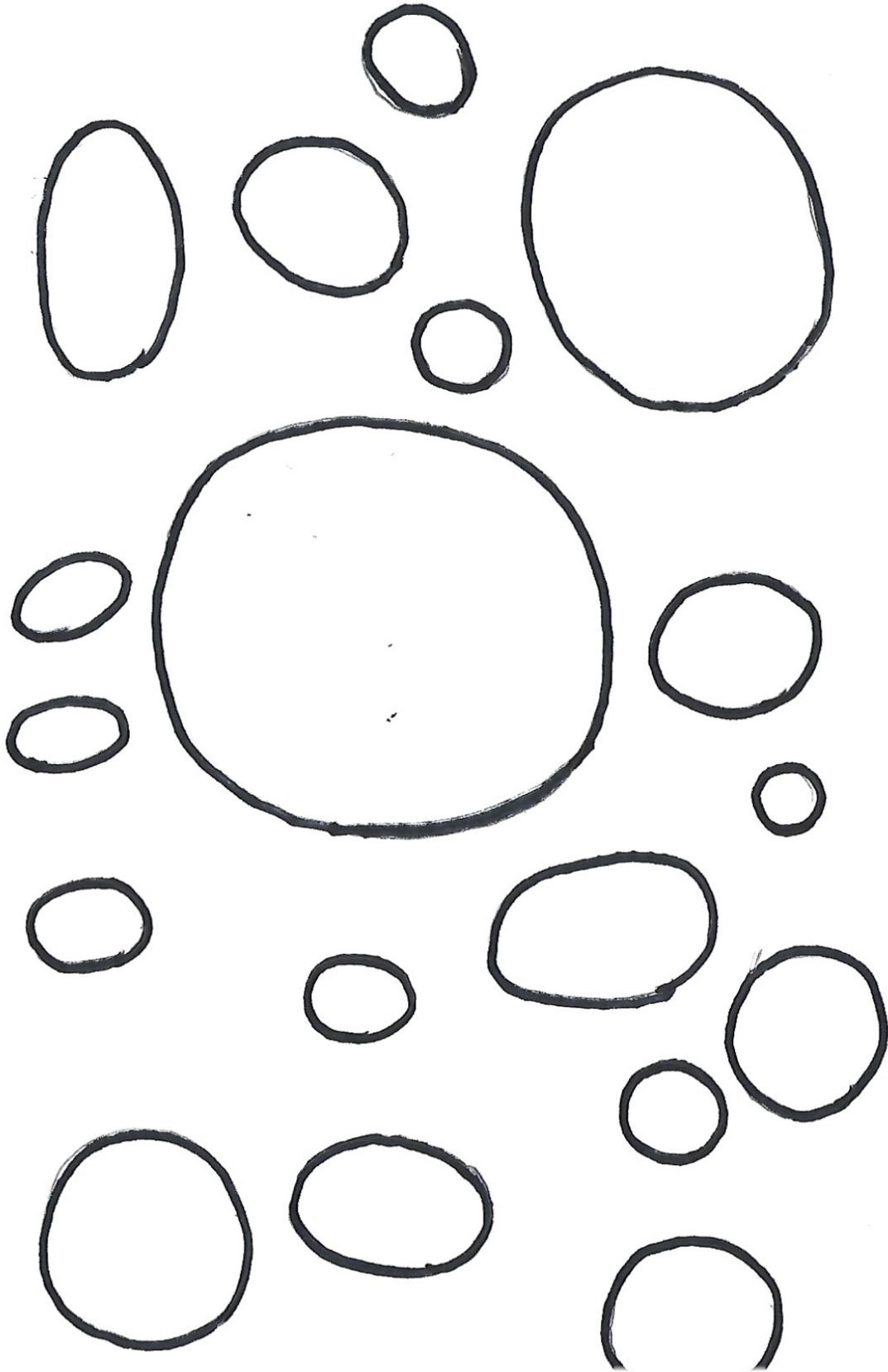


ATTACHMENT 1
Circle Template



ATTACHMENT 2

Circle Exercise



ATTACHMENT 3

Design Your Own Circle



ATTACHMENT 4
Artwork by Yayoi Kusama



ATTACHMENT 5
Artwork by Yayoi Kusama



ATTACHMENT 6
Artwork by Yayoi Kusama



ATTACHMENT 7
Artwork by Yayoi Kusama



ATTACHMENT 8
How to Collaborate

How to Collaborate

1) Hold your idea



*(Think
silently)*

2) Share your idea



**“I think we
could _____”**

3) Reason



**“___ is a
good
choice
because ___”**

4) Compromise



**“I can live
with _____”**

5) Plan



**“How should
we _____”**

6) Create together



Cómo colaborar

1) Mantén tu idea, solución u opinión.



(Piensa sin compartir)

2) Comparte tu idea, solución u opinión.



“Pienso que podremos...”

3) Empieza a razonar.



“__ es una buena opción porque __”

4) Llegar a un acuerdo.



“Yo puedo vivir con _____”

5) Desarrollar un plan.



“Cómo deberemos _____”

6) Crear algo juntos.



ATTACHMENT 9

Design Your Own 1/4 Circle



ATTACHMENT 10
Completed Collaborative Circle

