

Revive, Contemplate, Integrate Lesson Plan

Your Name: Michele Hawkins and Ruth Branham

Grade: Third

School: Bay View Elementary School

County: Cecil County

Unit of Study: Visual Arts and Dance

Lesson Title: Io Helps the Nutcracker Tell His Story

Goal/Purpose: Explore spatial relations in *The Myth of Io*. Students will apply these concepts in their art and dance classes.

Walters object: *Myth of Io* found at [teachers.thewalters.org/Language Arts/Renaissance](http://teachers.thewalters.org/LanguageArts/Renaissance).

Visual Arts

Content Standard, Objective, Indicator:

Content Standard

Outcome II: Historical, Cultural, and Social Context

Outcome III: Creative Expression and Production

Indicators

3.C.1- student will use design principles to organize the elements of art in planning compositions.

2.B.- The student will classify reasons why people create and use art by studying art works and other sources of information.

Objective

Space can be achieved through variation of size, shape and placement.

Dance

Content Standard, Objective, Indicator

Content Standard

Outcome II: Historical, Cultural, and Social Context

Outcome III: Creative Expression and Production

Indicators

2.C.3- The student will combine elements of various art forms to illustrate a concept or theme.

3.A.2- The student will perform movement sequences using the elements of expression and awareness of space.

Objective

Students will use the elements of space and form to create a movement.

Connected Objective(s):

Students will examine the painting *The Myth of Io* to understand and identify spatial concepts, which they will apply in a unique interpretation of The Nutcracker story by using visuals and dance.

Vocabulary:

Visual Arts:

- Space

- Foreground
- middle-ground
- background
- overlapping

Dance:

- ballet
- tableau
- pantomime
- gestures
- upstage
- downstage
- formation
- stage right
- stage left

Materials & Resources for the Class:

Visual Arts:

- paper
- pencils
- erasers
- markers

Dance:

- various props
- music

Materials & Resources for the Teacher:

- *The Myth of Io* image and information from the Walters Art Museum
- Images from [The Nutcracker](#)
- www.nutcrackerballet.net

Prior Knowledge:

Visual arts: Students understand that a work of art can be divided spatially into the top, the bottom, and sides.

Dance: Students are familiar with the plot of [The Nutcracker](#) and with various storytelling devices used in ballet such as dance, pantomime and facial expression.

Procedure:

Visual Arts:

1. Teacher will review [The Nutcracker](#) and will assign a scene to students to practice illustrating.
2. Teacher will introduce the painting *The Myth of Io*.
3. Teacher will explain spatial aspects of the painting including foreground, middle-ground, and background, as well as the size and color changes in those spaces.

4. Model- Teacher will select a scene from The Nutcracker and illustrate spatial concepts, such as object placement and size and color variation.
5. Assign- Each student will illustrate their selected scene from The Nutcracker. They must include a fore, middle and background, and size and color change with in their illustration.
6. Following the completion of the assignment students will assemble the scenes to make a completed story.
7. Students will have a critique of the pieces and complete a self-evaluation.

Dance:

Day 1:

1. Students will study *The Myth of Io*. Scene by scene, review events in the story and write one sentence summarizing each scene on sentence strips,
2. Introduce the term tableau. A tableau represents action frozen in time. Explain that a well-constructed tableau hints at the action that took place.
3. Choose various characters in the painting and ask students, “If this person were suddenly “un-frozen” and sprang to life, what would he/she do or say?”
4. Divide the class into small collaborative groups and distribute the sentence strips among the groups.
5. Groups will have 10-15 minutes to create a tableau of their scene and decide what words and/or actions to perform when they are “un-frozen.”
6. Student groups will perform their tableaux for one another in order of the scenes. Each group will read its sentence to the class and perform its tableau. When the teacher says “action” they will un-freeze and show the actions they rehearsed. For this activity students may use words; however, for The Nutcracker performance they will only use non-verbal skills.

Day 2:

1. Students will re-examine *The Myth of Io* and discuss how the spatial arrangement of the painting relates to the sequence of events in the story.
2. Students will then review events in The Nutcracker ballet scene by scene. As they do so, guide the class in plotting the scenes on a map of the stage area. The arrangement will imitate the spatial arrangement of the painting.
3. Divide the class into four groups of approximately six individuals. Assign each group a scene from The Nutcracker.
4. Each group will depict their scene in tableau. Provide a prop box for students. Remind students to consider spatial elements of design – foreground & background (to create depth), level (to be sure all are visible), and balance (to make the design pleasing).
5. Photograph each group individually. Then ask all groups to assemble on stage in their designated areas, according to the map completed at the beginning of class. Suggest modifications (such as level) to create a stage formation that is unobstructed and visually pleasing.
6. Have students make necessary adjustments and take a photograph of the class formation.

Day 3:

1. Allow student groups a few moments to review/ recreate their tableaux.
2. Now students must use movement, pantomime and gestures to portray action in their scenes.
3. Students will create a short phrase in ABA form – *tableau -movement-tableau*.
4. Videotape student groups as they take turns performing their phrases. The performing group will occupy its designated area on the stage while all others watch from the audience.
5. Discuss strong and weak points of each performance.

Day 4:

1. Allow student groups a few moments to review and/or revise their movement phrases.
2. Videotape each group's performance in succession to create one continuous performance. All groups will begin and end on the stage.
3. View and discuss the video.

Closure:

Visual Arts:

Discussion/Critique- Students will discuss and share how their artwork and dance interpretations relate and contrast to that of *The Myth of Io*.

Dance:

Discussion- Students will use the still photographs produced during the to compare and contrast the dance formation to *The Myth of Io* and to the class' assembled art project created in the visual arts class.

Assessment:

Visual Arts:

Self assessment: Students will assess their knowledge by answering questions about demonstrating space in artwork. Students will also asses their artwork using a checklist of the criteria needed for the assignment.

Assignment Checklist: Visual Arts

1. Did I illustrate a scene from <u>The Nutcracker</u> ?	YES	NO
2. Do I have a foreground with large objects?	YES	NO
3. Do I have a middle ground with medium-size objects?	YES	NO
4. Do I have a background with small objects?	YES	NO
5. Do my colors lighten as they go back in space?	YES	NO

Dance:

Teacher assessment: The teacher will assess the final product using a performance rubric.

Self-assessment: Students will use the video of the final product to evaluate their team's performance using their teacher's performance rubric.

Peer-assessment: Students will evaluate their peers' performance in an informal discussion after viewing the video.

Assignment Checklist: Dance

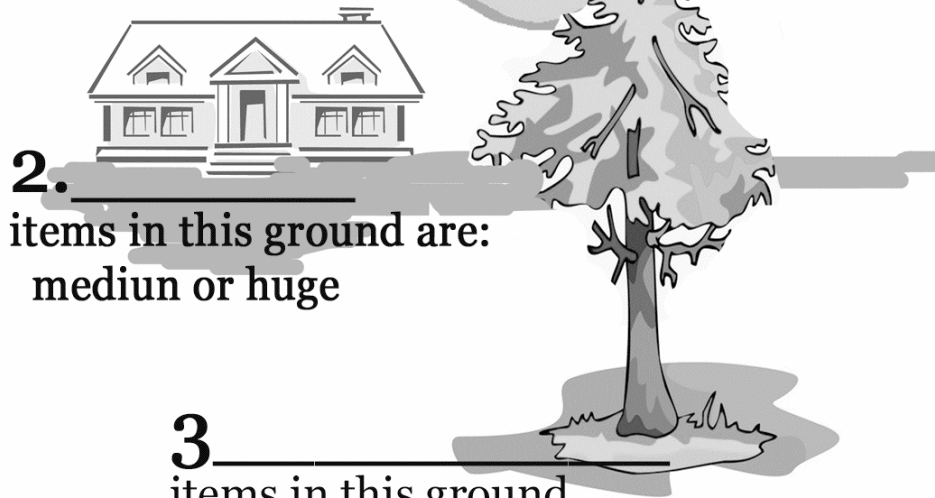
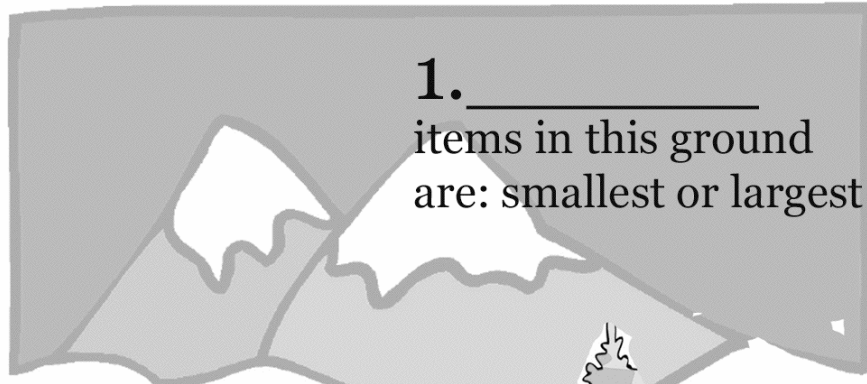
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|---|-----|----|
| 1. Do we have a beginning tableau? | YES | NO |
| 2. Does the tableau show what our scene is about? | YES | NO |
| 3. Have we carefully considered the special design?
(foreground, background, balance) | YES | NO |
| 4. Do we have an action phrase? | YES | NO |
| 5. Are we using non-verbal communication skills?
(movement, pantomime, facial expression, body language) | YES | NO |
| 6. Do we have an ending tableau? | YES | NO |

Name _____

I Use the following words to fill in the blank spaces

Foreground Middleground Background

II. Circle the correct size for each ground



3 _____
items in this ground
are: smallest or largest

Tableau Performance Rubric

	3 points	2 points	1 points	0 points
A-Beginning Tableau	The tableau represented the story well, showed creativity, highlighted non-verbal communication skills, and demonstrated consideration for spatial design.	The tableau was well thought out and mirrored events in the story.	Performers demonstrated a basic understanding of tableau.	Performance did not include a beginning tableau.
B- "Action" phrase	The action phrase represented the story well, showed originality, and made good use of non-verbal communication skills.	The action phrase represented events in the story.	The action phrase did not represent events in the story.	Performance did not include an action phrase.
A'- Ending Tableau	The tableau provided an appropriate ending for the phrase and made excellent use if non-verbal communication skills	The tableau gave an appropriate ending to the phrase.	Performers demonstrated a basic understanding of tableau	Performance did not include an ending tableau.