

Manual for art, music and dance education



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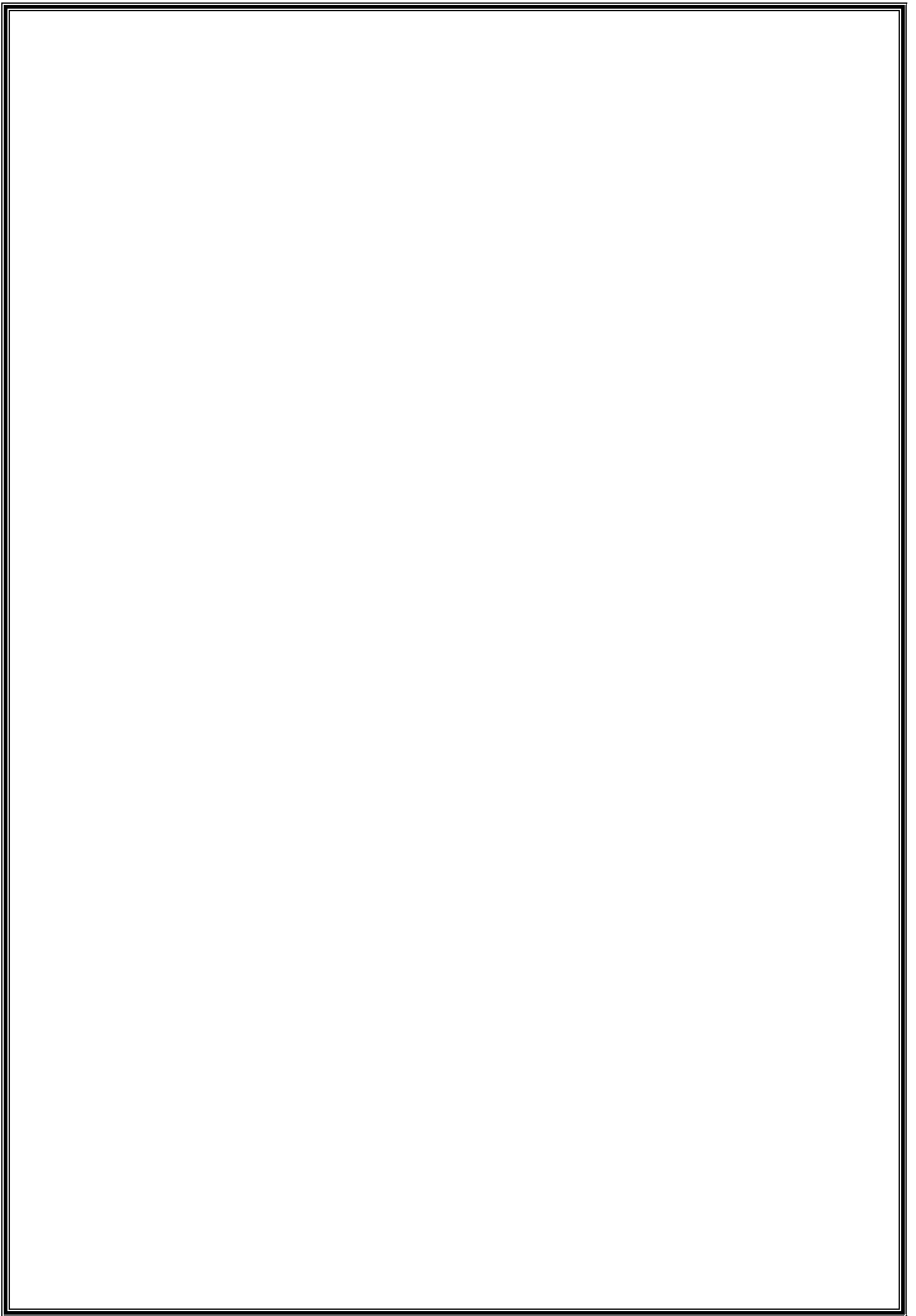


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WHY IT IS IMPORTANT TO TEACH DANCE, ART AND MUSIC CLASSES



THE GOAL OF ART, MUSIC AND DANCE EDUCATION

We would like to talk about the importance of giving these classes. These kind of classes are not only important to give when the students fall asleep in class. But it is important because children need to be able to express themselves and their feelings through art, music and dance.

THE THREE GOALS OF ART, MUSIC AND DANCE EDUCATION

- Children need to explore art, music and dance. They need to be able to create things from their own fantasy and creativity. Art is not redrawing the same thing that the teacher drew on the blackboard. It is drawing, designing and creating something new.

It is so important to be open to art, music and dance.

- Furthermore, the children need to be aware of their individuality in art, music and dance. It's important that they can express themselves, their feelings through music, art or dance. That they're able to express what's going on in their minds.
- Lastly, if you want to work on the two goals above, then you need to possess the proper skills to do that. So it's important to have the knowledge about certain techniques for art class. Furthermore, you need the knowledge about instruments before using them. If you don't have this knowledge or the correct skills, then you won't be able to express what's in you, creatively.

THE PRINCIPLES OF ART, MUSIC AND DANCE EDUCATION

Art, music and dance education result from human's visions. These visions put the harmonious development for the total person ahead. Hereby putting attention to head, heart and hands.

Further music, art and dance education add something unique to the development of a child. That's why it's important to approach children as unique people. That's why this education is so important because it contributes to connectedness with other people.

It's crucial as a teacher to pursue these goals. Furthermore, you have to be able, as a teacher, to balance between general education and art, music and dance education.

But what's also essential in art, music and dance classes is looking at the creations of everyone. It's important to see what they did, why they did it and to evaluate it.

HELP, I DON'T HAVE MUCH CREATIVITY!

TECHNIQUES OF CREATIVE THINKING

When you want to give a music, art or dance class about a subject, but you don't know how to address it, then you can use a couple of techniques to achieve a good and creative lesson plan. Below we'll write several techniques that can help you make a great lesson plan.

TECHNIQUE 1: POSTPONING OF JUDGEMENT

This is a technique that helps with not killing an idea. It is a technique that you can use when you need ideas for a lesson plan.

Process:

- Step 1: Describe the issue: What is the question?
- Step 2: Think and write down all the ideas. Brainstorm. (This you can do alone or with other teachers, students,...)
- Step 3: View the ideas and select the best ones
- Step 4: Try out the ideas and use them for your lesson

Example:

I want to teach an art class and I want to use recyclable materials, but I don't know what the children can make with these materials. I need ideas.

- Step 1: I don't know what to make with recyclable materials.
- Step 2: ideas:
 - You can make animals
 - You can make cars
 - You can make music instruments
 - You can make sports equipment
 - You can make flowers
 - You can make
- Step 3: Flowers are really difficult to make out of recyclable materials as are sports equipment, because we won't use our own creativity that much. Maybe animals are a good idea to make.
- Step 4: I try out making animals out of recyclable materials.

→ With this technique it's important to postpone your judgement while doing step 2. It's not good to kill an idea when you're still thinking about new ideas. You only kill ideas when you are in step 3.

TECHNIQUE 2: THINKING OUTSIDE THE BOX

These are techniques that can help you think outside the box.

Process technique 1: rejection of the normal function from an object

- Step 1: Divide your students in groups. You need about 4 people in each group.
- Step 2: Give every group an object.
- Step 3: Brainstorm within your group about new functions for this object. So you need to distance yourselves from its normal function.
- Write down your new ideas without killing the ideas.
- Choose a new name for your object.
- Let all the groups explain their new functions of the object.

Process technique 2:

- Step 1: Below, you see 9 stars. Take a pencil and try to connect all the stars with 4 straight lines, without lifting your pencil. You can only go once over the same star.
- Step 2: Try this out.
- Step 3: Now try it with keeping in your mind that you need to think outside the box.
- Step 4: Give up if it didn't work and read below why it didn't work:

If this exercise didn't work it's because you didn't think outside the box. To solve this problem, you need to go further than the stars, further than the 'framework'.

- Try again.



TECHNIQUE 3: ASSOCIATE FLEXIBLE (CONNECT FLEXIBLE)

This is a technique that helps you connecting things or subjects. It helps us break through thinking patterns.

Process Technique 1: Flower association

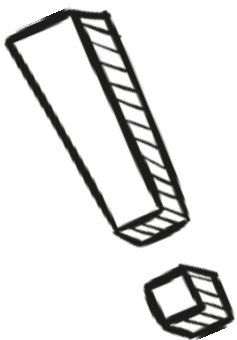
- Step 1: You choose a starting point. For example: a book
- Step 2: you search for a connection with the first word. For example: a story
- Step 3: You keep searching for new connections with the first word. For example: story, characters, thickness, romantic, horror,
- Step 4: try to think more outside the box and make new connections: book, story, animals, alive, flower, stone ...

→ this is a good technique to explore a new subject for an art, music or dance class.

Process technique 2: chain association

- **Step 1:** choose a starting point: For example: Book
- **Step 2:** search for a connection with this subject. For example: book, character
- **Step 3:** search for a connection with the second subject 'character' and not with the first one. For example: Book, character, A, Eiffel tower, French cheese,....

Give your student the assignment to make a chain association with 'cow' from 5 words. Than you can give them the assignment to make a song about these words or to make an art-project or a dance out of it.



TECHNIQUE 4: SEARCH FOR CONNECTION

Process techniques 1: personal connection

- Step 1: Place yourself in someone's mind. For example: You want to create with your students a new packaging for washing powder. So you need to get into the skin of the package world.
- Step 2: You need to ask yourself some questions:
 - How does it feel to be the packaging from washing powder?
 - What is annoying about it?
 - What is inconvenient about it?
 - What need to be changed?
 - What do I need to do to take all these disadvantages away?
 -
- Step 3: Go back to the problem and find new ideas with these questions to create a new packaging for washing powder.

Process techniques 2: fantasy or superhuman- connection

Problem: How would a lion do this? How would Batman handled this?

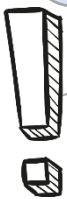
- Step 1: The children need to give you (for example 10) animals. You write them on the blackboard.
- Step 2: Choose an animal that everyone can imagine and that has no connection with the problem.
- Step 3: Ask to give you as much as possible characteristics from the animal you've chosen in step 2.
- Step 4: Think about every characteristic and connect it with the problem. This should help you solve the problem.

FOCUS: ART, MUSIC AND DANCE

(MANDY)

To make a good lesson plan, you need a **goal**. The goal is what you want the students to learn. This can be **knowledge, skills or attitudes**.

Underneath you can find different aspects of art, music and dance. The students should learn about all of these aspects. You cannot do that in one lesson of course, so if you are preparing a lesson, choose **one or two of the aspects underneath**.



ART

SHAPE

- Size or shape type
- Characteristics of a shape
- Simple, animal or human shapes
- Patterns
- Two-dimensional or three-dimensional
- Symmetry
- Contrast
- Meaning

COLOR

- Different colors (primary, secondary or tertiary)
- Light or dark
- Cold or warm colors
- Meaning - emotions



LIGHT

- Light or dark
- Shadow
- Silhouette

LINE

- Straight, curved, broken...

SPACE

- Above, beneath, under, next to, close, far away...
- Connection through space
- Placement shapes
- Perspective
- Overlap

TEXTURE

- Rough, smooth, hairy, prickly...

COMPOSITION

- Patterns
- Symmetry
- Contrast
- Focus
- Repetition



MUSIC

SOUND

- Timing (rhythm, speed...)
- Pitch (harmony)
- Pitch strength - dynamics
- timbre

FORM

- Structure: ABBA, ABB...
- Melody
- Repetition
- Music patterns

MEANING

- Experiences
- Function
- Personal meaning

DANCE-EXPRESSION

BODY

- Stability
- Action
- Localisation of movements

SPACE

- Space layers
- Form
- Directions
- Distance
- Placement

TIME

- Duration (short, long)
- Tempo (fast, slow)
- Order
- Rhythm

POWER

- Heavy or light movements
- Energy
- Tension

RELATION

- Moving in sync
- Contrast in time, power, space or body

LESSON STRUCTURE (MANDY)

WARMING UP

It is important that you create a certain **surrounding** that fits your class. That is how you are going to **motivate** your students. If your children are curious, you already **started** reaching your goal. Make sure that your starting activity is part of your class. If you are going to create music, then why would you start with showing expressions?

- In a dance class where you are going to work with a specific style, you can show the students some movements.
- In a music class where you will learn the children how to make a rhythm, you can start with listening to some rhythms.
- ...

There are different ways to do this. In a class like art you can start with watching different paintings. In a dance class you can watch some movements. In a music class, you can start with listening to music.

INSTRUCTION

In this part of your class, you have to do some **exploration** exercises. This can be learning the children the **technique** of drawing or the technique of rapping. The children have to **experiment**, **empathize** or **practice** the technique they need later.

- If you want the children to make an animal out of clay. Then you can let the children experiment with making different body parts. You can learn the children how to use clay. It depends on what your goal is in this class.
- If you want the children to make a choreography. Then you can let them experiment with different body movements or the theme.
- ...

PROCESS

In this phase you will **deepen the elements** you learnt the children in the instruction. They can **practice** here a bit more. You can use:

- Different ways of working together,
- Activities that stimulate the creativity
- ...

At the end of this phase you will **create** something. As a teacher you decide what your students have to create. Make sure that they won't do the same. Let them use their own creativity!

For example: In a dance class about magazines with the focus on space, you can let the children perform a couple of movements where they have to cross each other while moving.

COOLING DOWN

In this, it is important to look at each other's work. When you do that you can **discuss** the things you learnt in that class. You **evaluate** your goals together. Give **feedback!** **Talk** with the children about their experiences.

- How did you come up with the idea to ...?
- What did you learn in this exercise?
- What would you do different?
- Which warm or cold colors did you use?
- ...

RESUME (MANDY)

Warming up	<ul style="list-style-type: none">- Start- Motivate- Provoke curiosity- Looking at- ...
Instruction	<ul style="list-style-type: none">- Learning techniques- Experiment- Empathize- Practise- ...
Process	<ul style="list-style-type: none">- Deepening- Practise more- Create- Watch each other's creations- ...
Cooling down	<ul style="list-style-type: none">- Discuss- Evaluate- Feedback- Talk- ...

WRITING A LESSON PLAN (MANDY)

A lesson plan needs a couple of sections.

First of all, you have to know which **subject** you are going to teach. Is it going to be art, dance-expression or music?

Then you need a bit of **information**: which grade do you have to teach, when and what is the topic?

After that you can choose your **objectives**. Your goal is going to be one or two of the focusses.

If you completed these sections, you can start writing your **lesson activities**.

LESSON PLAN	
SUBJECT	GRADE
DATE	TOPIC
OBJECTIVES	
LESSON ACTIVITIES	
WARMING UP	
INSTRUCTION	
PROCESS	
COOLING DOWN	

NO INSPIRATION?

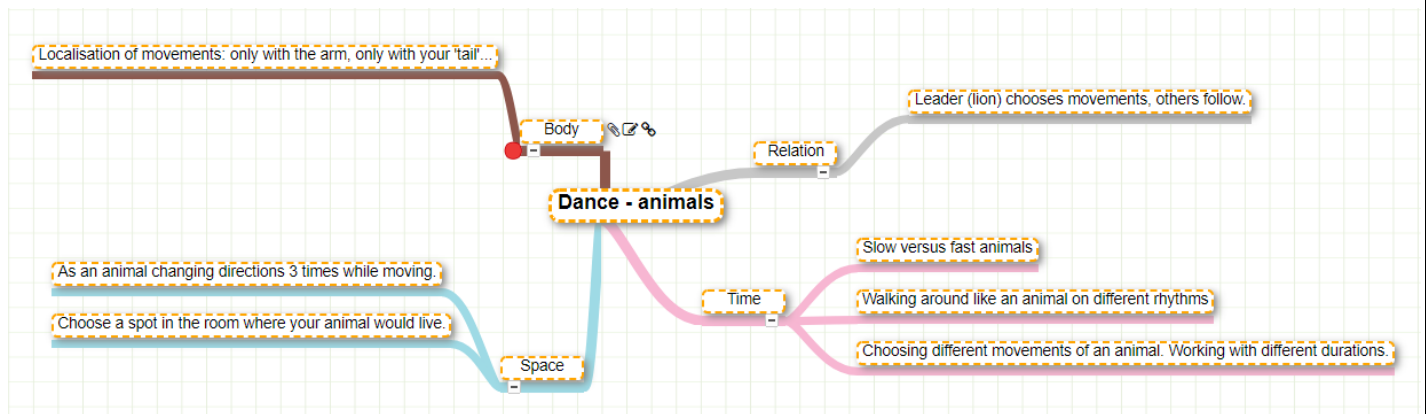
TECHNIQUES

If you don't have inspiration yet, there are a couple of techniques to find it.

One of them is **mind mapping**. You put your subject and theme in the middle and you can start!

Which focusses can you use? What can you do with them, linked to your topic?

Underneath you can see an example.



TOOLS

General:

- Pinterest

Art:

- Looking at paintings for inspiration
- Nature
- <https://www.happinessishomemade.net/36-elementary-art-lessons-for-kids/>
- <https://www.teachingideas.co.uk/subjects/art>

Dance:

- Dance companies
- Video's on YouTube
- Your own culture

Music:

- <http://users.auth.gr/chatzop/Lesson%20Plans%20for%20Creative%20Dance%20-%20Sally%20Carline.pdf>

MATERIALS (MANDY)

No, you don't need the fanciest materials to make a good lesson. If you just realise how useful the materials around you are fancy.

PAINT

You don't need to color in all your art classes. You can also use paint for example. Even if you don't have any industrial paint. You can just make it yourself!

STEP 1: CHOOSING YOUR NATURAL ITEMS

You have to ask yourself: which colors do you want/ need?

- **Red/ purple/ pink:** different kinds of berries, roses, pomegranates...
- **Brown:** dirt, beetroot...
- **Blue:** blueberries, purple grapes...
- **White:** talk powder
- **Grey:** wood ash
- **Yellow:** flowers, onion skin...
- **Green:** grass, basil, spinach...
- **Orange:** chili powder, paprika, carrots...

STEP 2: COLLECTING THE COLOR

To collect the color you need a kind of juice. With a lot of fruits, you can just mash them and you will have your extract. With mashing grass, you wouldn't receive a lot. You can boil some water and put the grass in in, with basil or spinach you will need to do the same.

Don't be afraid to experiment with your colors!



STEP 3: FINISHING UP THE PAINT

To thicken your paint a bit, you can add flour. The amount you add, is up to you. Don't make it too thick or too thin. Try it out! If it's too thick you can always add some water.

STEP 4: START PAINTING!

Now you are ready to start! Have fun!

CLAY

You can also do a lot with clay. If you don't have industrial clay, no problem! You can make it yourself!

WHAT DO YOU NEED?

- 100 grams of flour
- 70 grams of salt
- 2 small spoons of lemon
- 125 ml of water
- 1 small spoon of oil

STEP 1: MIX ALL THE INGREDIENTS

Just put everything together and mix it.

In the picture you can see how it will look like.



STEP 2: START BOILING IT

Now start boiling your mix. Keep mixing with a spoon until it's a good texture to work with.

STEP 3: USE YOUR CLAY

If it's done, let it cool down for a while. After that you can already start using the clay.

GARBAGE: NOT A WASTE!

You don't need to throw everything in the bin! You can use a lot of materials in your classes! If you are creative, you can use it! If it makes noise, you can use it to create something or you can use it as an attribute in a dance routine!

Thousands of options!

- **Bottles:** to put paint or water in it, to make something with, to fill with water and make music with it...
- **Caps:** to make art with it, to make music instrument with it...
- **Boxes:** to use the carton to mix colors on it, to create a guitar with it
- **Other ideas?** Be creative! Search the internet! Talk with each other!



HOW TO TAKE CARE OF...

MUSIC INSTRUMENTS



- Always put the percussion instruments straight when you store them, so you won't break the upper part of the instruments.
- Hit them with your flat hand.

- Shake it to create a sound.
- You can make them yourself by putting rice in a bottle or something else. You can create different types of shakers!



ART MATERIALS



- Always clean your paint brushes! If you don't do it, then you can not use them anymore.
- Never clean them with soap. The hair will get loose!
- Make sure that if you store them, the hair is not bended.

- If you stop using the paint, glue, clay... make sure you put the leftovers back. Don't waste your materials!
- After that you have to close the bottles otherwise the materials will be dry and not useful anymore.



LESSON PLANS

WORKSHOPS TEACHER TRAINING: ART

WORKSHOP: STAMPING TECHNIQUES AND MIXING COLORS (MANDY)

Preparation:

- 4 x 5 half a bottle with 4 times 5 different colors
- 4 x 1 half a bottle with water
- Bottles, caps, leaves, stones... to stamp with
- 3 containers: 2 with water (1 clean, 1 wash) and 1 for the dirty water
- Plastic to protect the tables
- Plastic bags to protect the clothes
- Paint brushes and carton to mix

Warming up:

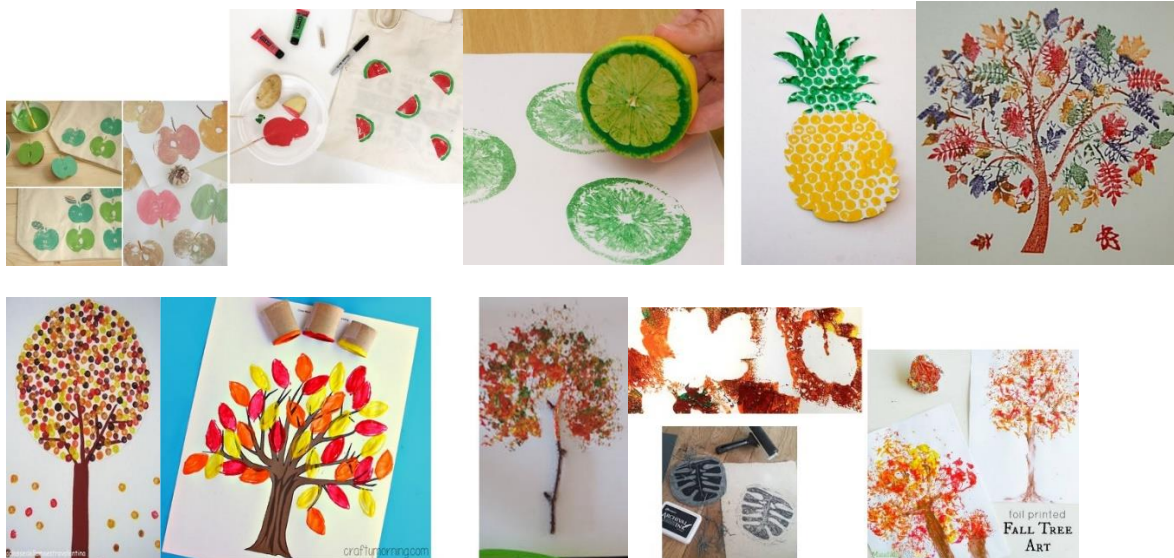
Explanation about the purpose of the workshop. (goal)

- Discovering the lesson plan
- Learning different stamping techniques
- Learn how to mix colors
- Working without a lot of materials

Looking at

The students have to look at following pictures.

- What do they see?
- What is the theme?
- Which techniques do they recognise?



Tip: During the workshop I will use music. You will discover yourself what the effect will be and how that I will use the music exactly. If you are working, the music will play. If I want to say something, I will pause the music. That is the signal to be quiet, because I want to explain a new exercise. Besides, music will keep you calm.

Instruction:

Technique 1: mixing colors

First of all, the group will learn how to mix colors. With the help of a circle you can see how you can make all the colors with 5 basic colors. I will show how you can mix a couple of colors and will let the group start experimenting.

I will ask to make following colors themselves:

- Orange
- Purple
- Light green

Tip: If you don't want that the children are going to make stains on their clothes, you can make some protection out of a plastic bag. You cut 3 holes: 1 for the head and 2 for the arms. Now they can't make stains anymore!

Technique 2: stamping forms

With other words: you will use the form that you have. You paint on the form and use that one completely to stamp. You try to make figures like that.

To do = Create a flower with this technique.

Technique 3: paint a form on the stamp

You choose a stamp and paint a form on the stamp. After that you push your stamp on your paper and your figure will appear.

To do = Create an animal with this technique.

Technique 4: stamp around the form

You put your form on your paper and make sure that you hold it carefully. You stamp around your form and will create another effect.

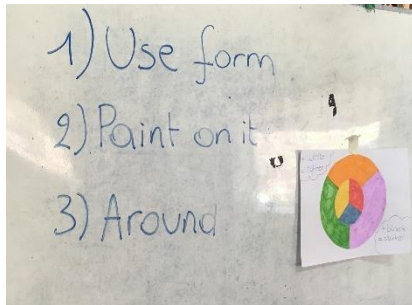
To do = Create the form of a leave.

Process:

Stamp a nature landscape while using the 3 techniques at least one time. You need to use at least one color that you mixed yourself. You can find everything that you need on the table over here.

Looking at the creations of each other: in groups of 4 you have to evaluate each other's landscape. Did all the members of your group use the 3 techniques and did they mix at least one color?

Put the following instructions on the whiteboard:



Cooling down:

Evaluation: process

- What did you learn today?
- What did you experience by using the different techniques?
- How can you create the color orange?
- ...

After that you clean the classroom with your students.

WORKSHOP: MAKING ANIMALS WITH RECYCLABLE MATERIALS

Organisation: What do you need?

- Empty bottles (you can find them in the bin)
- Paint (maybe self-made?)
- Brushes
- 3 baskets for water to clean the brushes
- Plastic or paper to put on the table

Warming up

Do a little play with the animals you already made as an example of what they will do today.

Instruction

making 3D objects out of plastic bottles

Give everyone the assignment to create an object with one bottle. Let them use their fantasy. So they can learn how to create thing with these kind of materials. It's important not to give them a lot of time for this assignment. Maybe 5 to 10 minutes.

Process

In this stage you'll give them your real assignment. The assignment of this lesson plan is to create an animal with plastic bottles and paint. It's important to give them a couple of guidelines:

- The thing you create has to be an animal
- You have to use recycled materials
- Use your fantasy
- You have 30 minutes to create something.

Cooling down

If their animal is finished, let the students place them on a table on top of a piece of paper. After everyone is finished, you can stand up and take a look at the creations. The children have to write down on the peace of paper under the animal 1 good thing about the creation and maybe one tip.

WORKSHOP TEACHERTRAINING: MUSIC

WORKSHOP: MAKING AND LISTENING TO MUSIC

Organisation:

The music instruments are already in the classroom under the blackboard. All the children are sitting at their own desk. I let the music play from my phone.

The music instrument I'll use:

- 4 djembes
- 6 shaking eggs
- 4 wooden sticks
- 3 tambourines

Warming up: explaining the instrument + listening to music

Part one: explaining the instruments:

Play a little peace on one of the instruments while singing. Explain after, what they will do today and explain the instruments they will use if it's the first time they will play them.

Questions you can ask while showing the instruments?

- What did I do?
- Who knows this instrument?
- Who knows how to play it?
- Handle it with respect!

Part two: listening to music

I want you all to close your eyes. I will put on some music and I want you to listen to it. I want you to feel the music. Pay attention because afterwards we will talk about it. If the song stops you can open your eyes again but you stay quiet.

→ I'll let them hear 'River flow in to you – Yiruma' (It's a piano song)



Tip: listening to music with your eyes closed will let them listen to it better.

Questions after listening to the music:

- What did you hear?
- What did you think about?
- How did you feel during the song? Were there any emotions coming up?
- What was in your thoughts during the song?



Tip: discussing these questions is very important. It's good for children to practice this because in this way they learn about these feelings and how to express themselves through music.

Process:

Now, you'll give the children the chance to explore the music instruments. But only for 1 or 2 minutes. If you don't have enough instruments, you'll just let them go through the class so everyone can touch the instrument.

Now you divide the class in a couple of groups. The groups will be the ones playing the djembe, the eggs, singers

HOW TO MAKE A SONG?

- Step 1: First you'll let them within the group play for 2 or 3 minutes with the instruments so they get used to it.
- Step 2: Let the children who have the wooden sticks hit a beat.
- Step 3: Let the djembe players find a rhythm that fits with the beat.
- Step 4: Now the children with the shaking eggs find a fitting beat on the melody that you'll have now
- Step 5: Find with the children a good rhythm for the tambourines on the melody you've already made.
- Step 6: Let the singers sing something on the melody:



Tip: It's important to give them a little bit freedom in this so they really can develop their own talents. But you HAVE to give them guidelines to follow. Otherwise it will turn into nothing.



Tip: If you have time you can make a visual sheet music. In this way you can connect Art with it.

Cooling down

Let them perform their own song for another class and let the other class give feedback.

WORKSHOP TEACHER TRAINING: DANCE-EXPRESSION

WORKSHOP: EXPERIMENTING WITH TEMPO (MANDY)

Organisation:

- I make sure that one classroom is already empty (without tables or chairs) so we won't lose time to move everything around during the workshop.
- The speaker is already connected.
- We start in a circle.

Warming up:

Explanation about the purpose of this workshop.

- Dancing in another way. Dancing isn't only preparing dances and teach the children how to dance it. You also can work with the children's creativity and work with different movements of the body.
- Repeat how to make a lesson plan
- Experience a lesson dance-expression
- Tips and tricks

Warming up with the group

If the music starts, you start walking around in the room. I will name a job and you start walking around like it.

- | | |
|---------------|-----------|
| - chef | - teacher |
| - firefighter | - cleaner |
| - police | |

Instruction:

Part 1:

We start in a circle.

'We are going to do the same, but now, you have to listen to the music to. If it is a fast rhythm, you have to act fast. If it is a slow rhythm, then you have to act slow.

I need to see at least 4 different movements. I won't stop the music until I see 4 different ones. So you have to use your creativity!

- | | |
|------------|-------------|
| - merchant | - guard |
| - cashier | - carpenter |
| - gardener | |

After each job we discuss the different movements and the right tempo. My goal in here is to define the words fast, normal and slow.

Part 2: an example

We repeat every movement 4 times until the tempo is clear.

In our small choreography we will be a truckdriver.

I will show a movement, everybody imitates.

- First, we honk 4 times slowly.
- After that, we steer 4 times really fast.
- Eventually we brake 4 times at a normal speed.

Process:

Creating

We start in a circle.

Tip: I always start in a circle, because you can see everyone clearly. Look around, is there someone that you can't see? If you would sit in a row, then I could only see the people right in front of me. Now that I can see everything, I can respond immediately if I see something that I don't like. If someone starts talking, I will see it and I can react very fast. You can control the children better thanks to eye contact.

'Later, I will divide you in groups. In your group you have to choose 1 job. You search 3 different movements that fit the job you chose. Every movement will be repeated 4 times, each movement at his own tempo.'

I divide the group in groups of 4 and give them a spot in the room to work. I can make sure that everybody has enough space to work.

I walk around to guide every group.

- Round 1: start choosing
- Round 2: feedback about the tempo
- Round 3: practise – extra feedback

Looking at

Everyone sits down in half a circle. We agree that nobody laughs with each other.

The first group starts. After each performance we give feedback.

- | | |
|--|---|
| - Did they do the truckdriver? | - Is there something else they can work |
| - Did they have 3 different movements? | on? |
| - Did they have 3 different speeds? | |

After that we give them applause.

Tip: Always ask to clap your hands if a group is finished. If everyone does that, you feel appreciated.

Tip: Don't be afraid to give feedback. Even though it's the last part of your lesson. The children have to know what they can do better in the future as well.

Cooling down:

Evaluation: process

We sit in a circle again.

- What did you learn today?
- What was different then your usual dance lessons?

Organisation:

Switch rooms

OTHER LESSON PLANS

ART: PIET MONDRIAAN (COLORS AND SHAPES) (MANDY)

OBJECTIVES:

- Discover different colors.
- Make an own creation within a command.
- Experiment with different sizes, shapes and colors.

LESSON ACTIVITIES

Warming up: repetition of the colors in English

Organisation:

Before I start the lesson I make sure that the speaker is already plugged in, the colors are within reach and the rulers as well.

I put one of the colors in the air. The children answer with the name of the color. We repeat the different colors like that.

Instruction:

Organisation:

I give the first children in the row a pile of blanc papers. They give everyone one piece of paper.

First of all, I don't want to waste paper. I will give different instructions and I want to use the same paper to do that. So I let the children divide their papier in 2. I draw a line on the whiteboard and show the children how to do it.

Assignment 1: drawing line on the rhythm of the music

'When the music starts, you start drawing lines on the rhythm of the music. Watch me first.'

I start drawing lines on the rhythm of the music. After that I change rhythm and show the kid show to do one more time.

'So draw on the music and draw long lines. Start!'

Assignment 2: Give the shapes a color.

'Okay, choose 2 colors and fill in the pieces you made.' (I show the students how to do it.)

Assignment 3: drawing circles on the rhythm of the music.

'Now take another side of the paper. (I show this.) We are going to draw circles now, big circles.' I show the children how to do it and make sure that they make the circles big enough and that the circles can cross each other.

Assignment 4: Give the shapes a color, but with white shapes as well.

'Now choose 3 colors, but now you have to make sure you'll leave some of them white to!' I give an example, on the whiteboard, how to do it.

Process:

Create

'There is a famous painter, Piet Mondriaan. He always draws lines. So take a ruler. You have to divide your piece of paper in squares, triangles... Just like this: (I show this on the whiteboard.) Then when you're finished. You can color it in with 3 colors. Leave some white again!'

I walk around and guide the children. I make sure that the children are doing the assignment correct. Do they use a ruler, 3 different colors, do they leave white shapes as well...?

Looking at

I divide the children in two groups. The first group stays in their seats. They show their creation to the others. The others will be walking around and will be watching all the creations.

Then they switch.

Cooling down:

- What did you like in all the creations?
- What was difficult in your process to create something?
- Who surprised you today?

ART: POP-ART (COMPOSITION AND COLOR) (MANDY)

OBJECTIVES

- Choose a known fruit to use creatively.
- Experiment with colors.
- Compose their fruit on their papers.
- Experiment with pushing soft and hard on crayons.

LESSON ACTIVITIES

Warming up:

Organisation:

Before the classes start, we put up all the kinds of fruits on the playground. We make sure that there is one piece of fruit 'hidden' in the place where we want to explain what we want the children to do so we have visuals. We take the children outside.

'So we spread all the fruits over here. If we say a fruit, you go and search the picture. For example: apple, we go and search the apple. I found it (it is the one next to me)! Now I bring it back with me and call the others.'

Instruction:

We ask the students a couple of questions. We throw the ball to one of them. The one that catches the ball, is the one who answers. Try to give some tips if they don't find your objectives soon (color, repetition and composition). You can do this by pointing at an example in the paintings

- 'What do you see?'
- 'What is so special?'
- 'Do you know this?'

Process:

Organisation:

In part 1 we divide the papers, rulers and pencils. In part 4 we divide the Wasco. In part 4 we also put our example on the whiteboard. (Not before, because the children will copy this.)

Part 1

To start with we ask the children to divide their paper in 4. We give an example ourselves and draw lines on the whiteboard.

'Now divide your paper in four with a ruler.'

Part 2

We ask the children to draw a piece of fruit in the rectangle right above. They can choose a kind of fruit.

‘Draw a piece of fruit, here. You can choose which type of fruit you want. It can be an apple. It can be a watermelon or a banana.’

Part 3

The children have to copy their piece of fruit in all of the other rectangles. We ask to make sure the other fruits are the same size and on the same spot in the rectangle.

‘Copy your piece of fruit four times. Make sure it’s not too big or too small. Make sure it’s in the middle again.’

Part 4

The children can start coloring now. They start with one fruit. Then they have to show us so we can control the fact that they cannot use the real colors! After that they can continue working.

‘Color the fruit, but you can NOT color it in the right color! So an apple is green or red. We don’t use green or red. A banana is yellow, I don’t use yellow! I can use any other color! Now if you colored one piece of fruit, show us already! You can color the other fruits to, but make sure it’s four times a different color. For example: red, orange, purple, blue and not blue, blue, blue, blue!’

After a while we pause the lesson. We look at the differences in colors. We show the children that if you push harder, you have less white spots and you get a more beautiful color.

Cooling down:

We start the music. If the music plays, the children can watch the other creations. If the music stops, they stop at one drawing. I throw a ball at one of the students. The one that catches the ball, answers my question. A couple of students are going to answer the same question.

‘If the music start, you go and watch the drawings. If the music stops, you stop by one drawing.’

- ‘What type of fruit do you see?’
- ‘Which colors are used?’
- ‘Is the color clear from pressing the colors?’
- ‘What do you like the most about the drawing?’

ART: MAGRITTE (LINES AND PATTERNS) (MANDY)

OBJECTIVES

- To draw different lines.
- Create a pattern with lines.
- Create a pattern with colors.
- Draw with pencils and Wasco.
- Dare to create something new yourself.

LESSON ACTIVITIES

Warming up:

‘This week we learned more about Belgium. This class I want to show you a very famous painting of a Belgian painter, Magritte.’

- What do you see?
- What is so special about the painting?
- What do you see in the inside of the bird?

Instruction:

Part 1: drawing lines

To start a pattern, you need lines. I’m going to show you a couple of lines and I want you to draw them with me.

- Straight line
- Curved line
- Broken line

We’ve drawn 3 lines together. Now I want you all to draw 3 more lines that you invent yourself. It can be ..., it can be ..., it can be ... You can choose.

While the children are working. I walk around and watch the children. I search for six good self-invented lines. I draw them on the board and compliment them for the creations.

Now if you draw your lines with pencil, it’s going to be thin. If you draw them with the colors it’s going to be thick. Draw 2 lines, one with pencil and one with color.

Part 2: drawing patterns

To make a pattern, you have to choose a line and repeat it. I’m going to show you a couple of patterns and I want you to draw them with me.

I draw three examples. So choose 1 line and repeat it. One line and repeat, one line and repeat, one line and repeat them like this and like this.

We made 3 patterns together. Now I want you to draw 3 more patterns that you invent yourselves It can be..., it can be..., it can be... You can choose.

While the children are working. I walk around and watch the children. I search for six good self-invented patterns. I draw them on the board and compliment them for the creations.

Part 3: coloring patterns

Now we are going to give our pattern a color, but watch out! The color is part of the pattern so has to be repeated to! For example, this pattern. I choose 2 colors white and blue. Then I color this white, blue, white blue, white, blue, white, blue... until I colored all. If I want to color this pattern and want to use 3 colors red, blue and yellow, then it can be red, blue, yellow, red, blue, yellow, red, blue, yellow... Now color the patterns you already made and then create 1 more.

While the children are working. I walk around and watch the children. I search for six good self-invented patterns (focus on the colors now). I draw them on the board and compliment them for the creations.

Process:

Part 1: silhouette

I show the children that Magritte used a form and made his pattern in there. They have to choose an animal and have to draw the silhouette of it. I explain that it's just the form that they need. Do not use eyes or spots or something else.

Part 2: pattern

Now the children choose a pattern. They draw the pattern in the silhouette they made. If there are more than one body parts, they can choose different patterns as well. I will give an example before they start doing this.

Part 3: background

Now they choose a color for the background. It's for the best to not choose a color they used in their animal, because otherwise the colors won't be as clear as before.

Cooling down:

The children take their creation outside. They walk around on the music. If the music stops, they choose a partner. I will ask a question, they have to answer it about the creation of their partner.

- Did your friend use pencil or colors to draw his lines?
- Did your friend choose a new line or one you already know?
- Did your friend use a pattern in the colors?
- Did you enjoy making your own Magritte?

MUSIC: BODYPERCUSSION (SOUND) (MANDY)

OBJECTIVES

- Playing a rhythm with a music score
- Replay a rhythm
- Playing a rhythm with a imposed motion

LESSON ACTIVITIES

Warming up:

I start with one motion: clap. We can already make a lot of rhythms now. I try out a couple rhythms and speeds until the students get this skill.

I will point at a drawing and you do it. So when I point at this drawing, you clap your hands.

The first times I nod my head when they have to clap and shout: 'clap!

- I do the same with a hit on the chest.

If they manage to do this too. Then I combine the two motions in one rhythm.

- I do the same with stamping on the floor.
- I do the same with a hit on the leg.

Instruction:

Eva starts the rhythm. I point at the motions the first times: 2 hits on the leg and 1 clap. If the class did this 4 times, we start singing.

Buddy, you're a boy, make a big noise

Playing in the street, gonna be a big man someday

You got mud on your face, you big disgrace

Kicking your can all over the place, singing'

We will, we will rock you, rock you

We will, we will rock you, rock you

We are going to sing this twice. After that we teach everyone how to sing 'We will, we will rock you, rock you'.

One of us will guide the class by making movements to let them know when they have to sing.

Extra: If we see that the children are doing a great job, then we do a canon. They sing the sentence row by row. Then if every row sang once. We sing it again all together. Everyone keeps percussing the rhythm.

Process:

‘You did an amazing job! Now we are going to divide you in groups. With your group, you choose your own rhythm. You count 8 times, for example one (clap), two (clap), three (stamp), four (stamp), five (clap), six (clap), seven (stamp) and eight (stamp).’

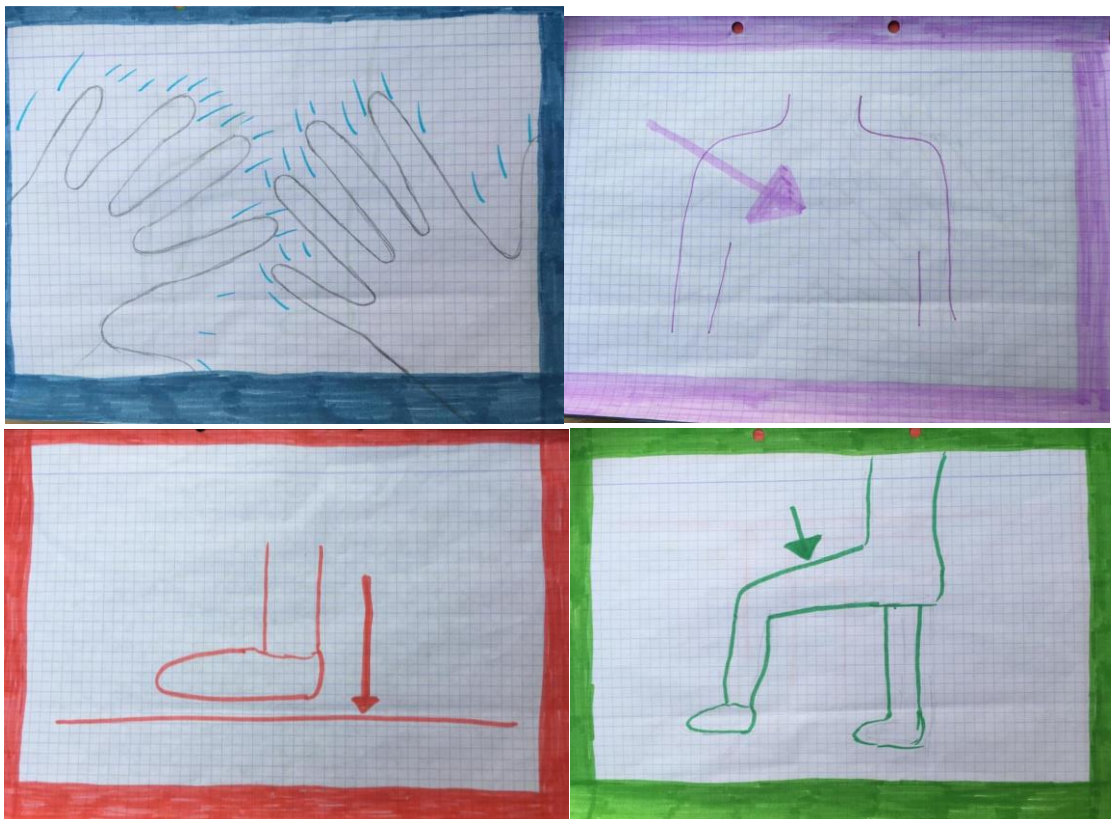
After we divided all the groups. We go to each group and help them with difficulties. If a group is finished, we go watch them, give feedback and let them practise some more.

Cooling down:

‘Now we are going to show each other what we did. I will choose a group, that group start playing the rhythm. Everybody will join them.’

We point at a group. That groups starts. Everybody will start making the same rhythm. After that we give the group an applause and the next group can start.

Motions



DANCE-EXPRESSION: BODY SIZE (BODY) (MANDY)

OBJECTIVES

- Enlarge and shrink movements.
- Show their expressive skills in a known group of people.
- Look at and name the qualities in each other's work.
- Move different body parts at the same time.
- Create an own choreography.

LESSON ACTIVITIES

Warming up:

Organisation:

The first thing that I ask the students, is to put everything aside to create as much space as possible. If that is done, they have sit down in the middle.

'Today I want to teach you how to dance a bit of hip-hop! So I want you to stand up, make sure that you have enough room to dance and that you're not going to hit somebody while dancing and just do what I do!'

I'm going to start with a random song and I will change the music often. I want to show the students that you can do a lot of different things on different kinds of music. I will start integrating basic hip-hop and will use some movements from the choreography already. I will repeat each movement a couple of times: a couple of times normally, then big and small, with the whole body or with a specific body part.

After a short warming up, I will teach the students a choreography on 'This one's for you' from David Guetta.

Instruction:

'We are going to dance the choreography again, but we are going to do something special with it. We are going to dance big. We will use our whole body and make big movements.'

After the dance routine I ask them again:

- Where did we dance with? (Our whole body/ with one body part)
- How did we do that? (Big/ small)

The same structure will be used and we will do it again, but small. Then with one body part big and again small.

Process:

I make groups before I will give the explanation. Otherwise a big part of my explanation will be forgotten.

‘Now you learnt how to dance big and small with your whole body or with just one body part. Now I want you to make groups of 5 students. If you are with five, sit down in your group.’

Every group has to choose 6 movements and how to do them. Make sure that you use the 4 ways of moving. We saw a lot of different movements. Be creative and create something yourself! You have to choose at least 2 movements that we didn’t used yet! While they are working together I will walk around and help them choose different movements. Did they use the different ways to move? Did they use new movements?

Cooling down:

I will let two groups dance at the same time to make them more comfortable. The other groups can watch. I make sure that nobody laughs with each other.

- Did they have 6 movements?
- Which new movements did you see?
- Did they use the 4 different ways of moving?

After that the groups switch.

MUSIC: TEACHING A SONG - OLD MC-DONALD (EVA)

OBJECTIVES

- Singing on a melody
- Having respect for each other
- Being able to warm up your voice
- Hold a tone: A-F

LESSON PLAN

Warming up

Question:

- What's your favourite animal?
- Do you know any animals in English? Which ones?
- What sound do they make?

Instruction

I'll take pictures of the different animals. I'll show them one and ask them if they know this animal. If they don't know the word in English I'll tell them and they repeat after me. After they know the word in English I'll ask them what sound this animal makes?

- A pig: oink oink
- A duck: quack quack
- A horse: neigh neigh
- A sheep: boa boa
- A cow: moo moo
- Turkey: gobble gobble

→ We practice the names and the sounds from the animals a couple of times till they know them well.

→ I'll ask one student to come and stand in front of the class. I'll whisper a name of an animal in his/her ear and she/he has to act like the animal and make the right noise. If the other children can guess it, they win and collect one point. If they have all the point, we'll start with the song.

Process:

We need warm up our voices together by:

Zoemmmmmm: it is vibrating in your lips.

First I'll teach them the first the chores . I'll teach them the song by following the steps beneath:

- Step 1: I'll sing the song 3 times alone for the children
- Step 2: I'll teach them the chores first: I'll write the sentence of the chores on the blackboard and let them repeat it a couple of times till they can read it by themselves.
- Step 3: we'll sing the chores together and I sing the verses alone.
- Step 4: I'll teach them verse by verse
- Step 5: keep repeating the song till they can sing it

Tips:

- You'll have to repeat the song a lot, but this you can do in a fun way so the children don't get bored:
 - Let the boys and girl sing separately
 - Divide the class in different groups
 - Let them fill in the gaps of the song
 -
- If you teach younger children English songs, it's important to write down the lyrics on the blackboard so they can read and understand what they are singing about.

Cooling down

Sing the song with the whole class without singing it with them. Now they should be able to sing it by themselves.

DANCE-EXPRESSION: ANIMALS (EVA)

OBJECTIVES

- Skills of working together
- Giving feedback
- Movement on music through the space
- Having fun while dancing

LESSON PLAN

Organisation: What do you need for this class?

- 20 pictures of dancers
- music

Warming up

Let the children sit in a circle

Questions to ask:

- Which dance styles do you know?
- Who likes to dance?
- Which dance styles do you like the most?
- Show me your favourite dance movement.

Instruction

Step 1: There are 20 pictures in the whole space. If the music's on you start walking. When the music stops, you stand still at a picture. When you are at a picture, you act like the picture. But it's important that you act like it, but stay freezed. When the music starts again, you can walk again, till the music stops again.

Step 2: The students are walking around in the space. When the music stops you'll go stand at a picture with two students. You act like the picture together.

Step 3: When the music stops you go stand at a picture with 4 to 5 people. You react like the picture all together.

Step 4: When the music stops, you choose with the entire group 1 picture and react like the picture all together.

Process

To do: step 1

Now you can choose 5 pictures that you like the most. You'll get 1 minute to decide. I'll spread out the pictures in the space. But before I do this, you'll get to choose the first picture.

Now you can all stand around the first picture. I need one leader. The leader needs to let picture moving. How? You all freeze in the movement of the picture. On my sign the leader start to move, all the others follow this movement. We do the same with all the other pictures.

(I'll show the children)

to do: step 2

I need 4 more captains. These can think of a movement to go from one picture to another.

So first the picture comes to live and then you follow the captain to another picture. But the captain can't just walk to another picture, but needs to dance to it, and you all follow her/he.

→ **You'll need to repeat these steps a couple of times for the children.**

Cooling down:

We perform our dance to the teacher and maybe another class. As a teacher you can also film this.

OBJECTIVES

- Saying the three parts of an animal: head, body, legs
- Drawing an animal
- Use their fantasy for making a new animal

LESSON PLAN

Warming up

Today we're going to work with your favourite animal. My favourite animal is a dog.

questions

- What's your favourite animal?
- Why?
- What do you like about the animal?

Instruction

- Step 1: We want you to draw your favourite animal on the blank paper. But don't draw it small, draw a big one. You need to use the whole paper.
- Step 2: Look at the front. We'll show you what to do next. So if you look, you see that an animal has three parts, legs, body and a head. Now you rip your animal. I want a head, a body and the legs from your animal. When you ripped your animal you wait a little bit till we give the next task.
- Step 3: Now you switch 2 parts of your animal with someone else. So you end up with the head of animal 1, the body of animal 2 and the legs of animal 3.

Process

- Step 1 Take a pencil and divide your paper in three parts. Look at the board to see what I mean.
- Step 2 Now you create, draw a new animal with the body, the head and the legs of different animals. So in the highest part of the paper you draw a head of an animal. Than in the middle part a body from another animal and in the last part the legs, tale of again another animal. Make sure that the body parts connect to each other.

- Step 3: When you're ready drawing your animal, you can colour it with the crayons.

Cooling down

Take a picture of all the creations and talk about them.

MUSIC: MAKING A RAP (EVA)

OBJECTIVES

- Writing a rap on a rhythm
- Rap on a rhythm
- Rap on a melody
- Working together to make a rap

LESSON PLAN

Warming up

I'll rap a song for the children to introduce the theme of today.

Instruction

We'll go outside and make a circle

Questions:

- What do you like about the lyrics of a song?
- Which songs do you like and why?
- Do you know any rappers?
- What do you like about rap?

Later this day, you'll make your own rap song. But before we do that, I'll first want to learn you how to rap.

- Step 1: warming your voice up
- Step 2: clap a rhythm with the whole class. Everyone claps the same rhythm without going faster or slower.
- Step 3: I'll start to rap on the rhythm and the children will try to repeat what I'm rapping.

'Yo, yo we're going to rap'

'yes bro, clap clap

' I want to hear all of your names

So let's not play games

Sing it on the right rhythm

No it's not an algorithm?!

How to make a rap:

Questions:

- So we've been rapping, what is so important if you rap? (that the lyrics rhymes
- What is also important? (that there's the words have the same syllables and the rap is about a theme)

Little assignment:

Now, you all get a rhythm from me and the theme is love. I want you to write me two lines on the rhythm. Do your best, because after this, the real work is coming. Think of the things that we said are important for rap music.

Process:

I'm going to divide you into groups of four students. Each group gets a theme. You have to write a Rap verse. This verse has to be minimum 4 lines. Think about the things that are important. You'll Get a paper with you to write the lyrics on. Maybe you can brainstorm first about what you'll be writing about before you start to write the lyrics.

If you need some help, me and miss Mandy are here to help you.

I want to say one thing. This is a groups task, so I want you to listen to each other.

questions:

- What are you supposed to do?
- What's again important in a rap song?
- Is it important that you don't listen to each other?

Cooling down:

Questions:

- Who was really talented?
- Who surprised you?
- Which one did you like the most?
- What would you do differently next time?

INSPIRATION: LESSONS MUSIC, ART AND DANCE-EXPRESSION

ART

There are thousands of ways to use art in your classes! Underneath you can find a couple of examples, but search the internet, talk with each other... There are so much more possibilities then I putted underneath.

DRAWING

There are hundreds of ways, things or purposes to draw. We don't want to say that you can't draw in your art classes. Just make sure that everyone can use their own creativity!

- Draw what you observe
- Draw in sand
- Draw in glue
- Draw with light
- Draw a strip
- Draw clothes, houses (inside), inventions, tattoos...
- ...

COLORS

- Coloring: shading, mixing...
- Paint
- Printing techniques for example stamping

THREE-DIMENSIONAL

- Using clay, paper and carton, stones... and build something

OTHER POSSIBILITIES

- Collage
- Watching art
- Adding drawings/ pictures in exciting pictures/ paintings
- Mosaic
- Making textile: weave, braid, printing on...

MUSIC

VOCALS

- Sing a song
- Canon
- Quodlibets
- Improvise
- Write lyrics on music

INSTRUMENTAL

- Play an instrument

- Improvise
- Compose music

OTHER OPTIONS

- Listening to music: timbre, duration, form, intensity, meaning...
- Transform things into music: with materials, symbols, pictures, nature, paintings, buildings...
- Exercises to practise: rhythm, breathing, resonance...
- Body percussion
- Search identical sounds
- Memory of sounds
- Draw on music
- Move on music
- Talk about and think about music

DANCE-EXPRESSION

DANCING STYLES

There are 126 dance styles. You can try out a lot!

- Traditional dances
- Hip-hop
- Haka
- Swing
- Disco
- ...

WORKING WITH A SCORE

By linking things to a movement, you can use a lot of different scores.

- Score with colors
- Score with materials
- Score with drawings
- Motiv-notation
- Score with lines, a way to dance to

You can make the scores or let the children make their own scores.

OTHER POSIBILITIES

- Improvisation
- Dance a story
- Set of movements
- Dance games: chair dance, dance with paper, commando, touch the 4 walls while dancing, command...