

Facilitation Guide

Strike a Pose Wit & Wisdom FQ1



EXPERIENCE OVERVIEW

Focusing Question 1 prompts students to consider “How do artists explore the sea?” This activity integrates tableau and creative movement to help students process the information they are observing in order to accurately articulate the central message of a text. Here we explain the process using the module text, *The Great Wave off Kanagawa*.

Standards

COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

NATIONAL ARTS STANDARDS

TH:Cr3.1.3.a – Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.

Getting Ready

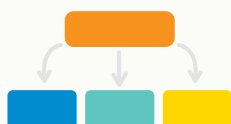
LEARNING OBJECTIVE

- Students will engage in embodied cognition to determine the central message of the text.

ACCESSIBILITY NOTES

- A graphic organizer is provided for students in the lesson, along with sketching space to prepare their tableau with their team.

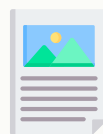
ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



↓
**VIDEO
PLAYLIST**



↓
HANDOUT



↓
**FEEDBACK
PRINTABLES**

TEACH

Step One

Step 1: From Still Image to Physical Movement

After using the Notice and Wonder Chart to analyze the painting *The Great Wave off Kanagawa*, begin discussing with your students elements of movement that they observe in the image.

- Sample question: What in the painting looks as though it is moving? How can you tell?
- Possible responses: The wave looks like it's going up and it might crash down; the boats look like they are wading in the water and in the big wave; the clouds look like they're moving across the sky.

Encourage students to continue making inferences about the painting.

- Sample questions: What might be happening in the water that we can't see? What creatures might be in the wave that we can't see with our own eyes? What might those animals be doing in the wave? Are they hunting? Are they caught in the wave?

Extend further: If the wave is going up really high, what do you think might happen next? What do you think might happen to the boats and the people in them if the wave crashes?



VIDEO TUTORIAL



HANDOUT

Step Two

Step 2: Activating Imaginations

Once students have observed elements of movement in the painting and have communicated their guesses on what might happen next based on their observations and inferences, prompt them to connect their observations about the painting to their own physicality and experience.

- Note: For this exercise, it is highly recommended to use calming instrumental background music that could be connected to the ocean. Music is a great way to encourage students to let go of their inhibitions, think openly, and move more freely.

Instruct students to begin Step 2 seated (either at their desks or somewhere on the floor). As the music plays, invite students to close their eyes and take a deep breath to clear their minds and bodies of any tension or stress.

Facilitation Guide

Strike a Pose
Wit & Wisdom FQ1

Once students are still and quiet, use prompting questions to help them connect the image of the painting and its different elements to their bodies.

- Examples of questions to help students connect their physical experience to the painting:
- Envision the painting in your mind. What elements of movement do you remember seeing in the painting?
- Use your imagination and imagine that you are in one of the boats in the painting. How might you feel? How does it physically feel in your body to be in the rocking boat and seeing the large wave above you?
- How does the water feel on your body, your face and your clothes as the boat continues to rock in the water? Is it warm? Is it cold? Can you taste the water? Is it salty?
- Can you imagine that you are the big wave crashing in the ocean?

Step Three

Step 3: Stand Up and Move

From their seated position, prompt students to slowly stand up in place. If they are still at their desks, you can ask your students to find a place in your designated staging and movement area. Remind them to do so quietly, with voices off and to keep their focus on the image of the painting in their minds.

- Note: If your room is small for the number of students you have, you can have your students do this part of the activity one small group at a time.

Once students are standing, instruct them to close their eyes again to bring their focus back in. Invite them to take another deep breath to re-center them mentally, physically, and emotionally.

Instruct your students to open their eyes and first move their bodies like water in place. Moving in place will help students stay grounded and feel less self-conscious in the choices that they make. Next, expand on the questions you asked in Step 2 to help students further connect the painting to their imagination and then put what they imagine into their bodies.

Facilitation Guide

Strike a Pose
Wit & Wisdom FQ1

- Examples of expanded questions and prompts:
- Remember what elements of movement you observed in the painting – the wave rising about to crash, the boats rocking in the water, the people in the boat trying to keep their balance and the boat from tipping over.
- Move your body as if you are a person in one of the boats. Feel the boat rock in the ocean. How does that physically make you feel? Do you enjoy it? Are you seasick? Do you have good balance?
- Can you change the expression of your face to show how you are feeling on this boat?
- Use your imagination to pretend you are the wave that is rising out of the ocean and about to crash back down. How can you show with your bodies how a wave moves? How can you move your bodies as if you are large? How does water move in the ocean during a storm? How can you show that with your bodies and your faces?
- Use your imagination to pretend as if you are an animal in the ocean during the storm. People can't see you, but you are there. How does this animal move in the wave? How does it act around the boats that are in the ocean?

Step Four

Step 4: Explore the Space

Now that your students are feeling more comfortable connecting their imaginations to their bodies, you can begin to prompt them to explore movement throughout the space.

Before students begin moving through the space, prompt them to bring their focus and energy back in first to ensure that they are listening fully to your instructions. Always remind them to be safe with their bodies and to be mindful of others as they move.

- *Sample prompt: When I say "Action," move through the space as if you are an element of this painting. You can choose to be a person on one of the boats in the ocean. You can choose to move as if you are the wave itself causing the boats to rock back and forth. Maybe you're an animal in the water that we can't see in the painting. Think about how you will move through the space and feel that movement in your body.*

As students move through the space, make positive narration observations of the choices you see.

Example: I see several big waves crashing on boats. I see people rocking back and forth on the boats trying to keep steady and from falling out. I also see some ocean animals swimming around the boats and in the wave.

Facilitation Guide

Strike a Pose
Wit & Wisdom FQ1

Step Five

Step 5: Strike a Pose!

As your students are moving through the space, instruct your students to strike a pose representing an element of the painting. You may count down on the beat of the music, stating "1 - 2 - 3 - Pose!"

- *Sample phrasing: I am going to count the beat of the music for you. When I say "Pose", freeze your bodies in place, as if the water in the painting has frozen with you in it. We're going to create a snapshot of the painting with our bodies. And we're going to do this three times in a row - Ready? We're going to pose in 1-2-3- POSE! 1-2-3 Find another pose! 1-2-3-Find another pose! And release back into the ocean. Move through the ocean again.*

You can have them strike a pose several times until they are able to do it quickly, without thinking. The goal is to empower students to trust their instincts when making creative choices.

Remind them throughout this part of the activity that there are no wrong choices.

Step Six

Step 6: Wrap-Up

Begin prompting your students that the activity is coming to an end. Tie the closing to the image in the artwork.

- *Sample phrasing: And now the storm is passing and the ocean is starting to calm down. The boats are slowly becoming more steady and they stop rocking. The creatures in the sea are wading in the water and relaxing after the storm has ended. Find a space to stand calmly and quietly and bring your focus back in.*

Invite students to take another deep breath to help calm their bodies and minds.

Step Seven

Step 7: Reflection

Once students are back at their seats, ask them to reflect on their experience either aloud via class/paired discussion or independently in their journals focusing primarily on how movement helped them to further understand the painting. Additionally, they can add the information to their Notice and Wonder Charts.

Many students may begin to naturally make more abstract connections and observations (*for example: "I think the edges of the waves look like fingers or hands"*). Encourage this divergent thinking with further probing questions.

Facilitation Guide

Strike a Pose
Wit & Wisdom FQ1



Before closing the activity, ensure to ask students to review the details they gathered about the artwork to name the central message, or what this text is mainly about. Use this moment as a formative assessment for a central idea.

- *Note: This will also help students prepare for Focusing Question Task 1.*

Extension

Extension: Characteristics of the Sea Tableau – Prewriting Activity for Focusing Question Task 1

Focusing Question Task 1 asks students to write a paragraph explaining how art reveals important characteristics of the sea. Students are prompted to choose one of the texts from the module thus far and explain how the artist, poet, or author used details to express a central message about the sea.

Build upon the “Strike a Pose!” activity by providing students with the graphic organizer on the following page. Here students can clarify the central message of the text and gather the details they will use to craft their paragraph.

You may decide to separate your students into groups depending on the text they chose to analyze for the FQT. After naming the central idea, students can create a tableau using supporting details from the text and share their tableaus with the rest of the class on the main stage if desired.