Art Based Skills & Strategies Overview

\*Indicates that a more complete explanation is in the ABSS Binder

* Alteration Observation – a student strikes a pose and the class memorizes what she/he looks like; the class closes their eyes and the student changes several things about his/her appearance and strikes the pose again; students must guess the changes\*
* Continue the Story – a student begins a story and each student adds on to the story; can be done verbally or written; we did this in training in conjunction with the Exquisite Corpse
* Exquisite Corpse – paper folded into 3 parts; each member of the group draws part of the body (or any picture) without the other members being able to see what they draw
* Flocking – students stand in a V or Diamond formation; one student is the lead and flaps his/her arms like a goose in a slow, smooth, rhythmic manner while the rest of the students follow her/his lead; leaders change on command from the teacher or when agreed upon by the group
* Graffiti Wall – large sheets of butcher paper are rolled out and used for students to write words or images to represent concepts; often used as a Reflection exercise
* Grid Drawings – divide a picture into grids and each student must recreate one or more grids; each square is the put together to recreate the picture; variation-students must use proportion to reproduce their grid(s) larger or smaller\*
* I Really Want You to Have This – one at a time, each member of a group endows an object to a selected member of the group, telling that person why he/she wants him/her to have the object; we did this in training when discussing runaway slaves
* Journey Maps – students draw a visual image that represents various concepts or steps in sequence; often used as a Reflection exercise
* Listening Maps - students create visual representations of songs or musical listening selections; we did this the 1st summer with Fanfare for the Common Man\*
* Making Machines – theater game that allows students to use their bodies and voices to create a machine-like visual metaphor for ideas and emotions\*
* Mirrors – students stand facing each other; one person moves in slow, smooth motions, while the other student must mimic them in a mirror-image manner; when the instructor says, “Switch,” the other student becomes the leader; can be a great focusing activity, especially with soft music in background; variation-students switch on their own without direction from the instructor\*
* Moment in Time – students write a first-person narrative (letter, postcard, journal entry, etc.), placing themselves in the shoes of someone else and writing it from their perspective.
* Movement Piece – students work in groups using acting, movement, and sounds to demonstrate how something works; we did this the 1st summer in the Inquiry Center in the choir room with the musical instruments
* Movement Variations – students walk around the room taking cues from the “director,” such as “you’re walking through mud” or “you are afraid of the person behind you;” we have been calling this “Purposeful Movement” or “Walking with Purpose”\*
* Postcards – students create the front of a postcard by drawing an image related to the content they are studying; variation-one student explains a scene and other students draw a postcard of the description; postcards are often paired with Moment in Time
* Quick Draw – students draw a sketch of a person holding a pose by using short quick strokes; this is usually done with some upbeat music in the background\*
* See/Hear/Feel – students look or listen to a masterwork while filling out a three-part chart where they record what they see, hear, and feel when they experience the masterwork; students should record those things that they literally see/hear/feel, as well as digging into more abstract observations
* Silent Picnic – students must plan/coordinate something without using spoken or written language; they may pantomime and draw
* Soundscape – students use noises to represent something they created (torn creation, drawing, etc.); as the “conductor” points at a student or his/her creation, the student makes the sound; we did this in training with scenes from the Jacob Lawrence book; listed in ABSS booklet as “Environmental Soundscapes”\*
* Tableaux – human photograph – a moment frozen in time; variation – students speak in character\*
* Telephone Pictionary – a concept/term/idea must be passed along down the line from student to student using acting, drawing, sculpting, etc.
* This Belongs to Me – students get into groups and pick an object that really belongs to one of the group members; one at a time, each member of the group tries to convince the class that the item is theirs; students try to guess which participant is telling the truth\*
* Torn Creations – using torn construction paper to create scenes/art; we did this in training with scenes from the Jacob Lawrence book
* Vignettes – short skits (spoken or silent)
* What’s My Order? – each student receives a few lines from a story or a word from a famous quote and then must work as a team to put the story/quote in order; variation – no talking; variation – each student gets a piece of the puzzle and must work together to put the puzzle together (students cannot take each other’s pieces)
* Who Started the Motion – students stand in a circle and one student is sent outside to be the guesser; a student is selected to be the leader and the guesser is brought back in and placed in the middle of the circle; the leader begins making motions for everyone to mimic without letting the guesser know who the leader is; the guesser has 3 chances to guess who the leader is\*