

# From Me to We

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

T H E M E

1



### WARM UP: FORMATIONS AND 'LOOK UP' IN A CIRCLE

<b>This will happen:</b>	Practise different grouping formations, warming stretches and 'Look Up' in a circle.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Repeat the formation exercise (forming different shapes (triangle, square) and with the whole group) – try to make it faster and harder. Share the energy by being engaged and demonstrating that it should happen quickly.
2. Come back to a normal circle.
3. Do a short warm up stretch to get everyone ready and engaged. The group (and all other adults present) imitate the artist.
4. Set up: everyone stands in the circle and looks down at the floor. On the "Look Up" command, everyone should look up and look directly at someone else in the circle. If someone meets another person's eyes, they must change places as quickly as possible. Play this game for a while.
5. Thank the class, highlighting the things they have achieved in the warm-up.

### REFLECTION: ONE WORD

<b>This will happen:</b>	Students should remember and reflect on the session by saying one word.
<b>Materials needed:</b>	A mat, blanket or carpet with room for all students to sit together in a circle.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	A mat, blanket or carpet.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Invite students to sit in a group on the mat, blanket or carpet and be completely still. Give them some time to settle down.
2. Students can choose whether to keep their eyes closed or open, whichever works best for them. Briefly identify the various things that have happened in this session and invite students to think of one word they think is appropriate to describe how they feel about this session.
3. Once they have one word ready, they can stand up calmly and wait until the rest are ready.
4. When everyone is ready with the word, they can look up (reference the warm-up) and one by one say their word loudly.
5. Repeat some of the words, in recognition that they have been heard. Ask if there is anyone who would like to share more about their word – explain why they chose that exact word. Search for similarities among the words and reflect with the students around them.

### NOTES

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### TEACHER-LED DAYS. MAIN ACTIVITY SUGGESTIONS

#### ALL OF ME – THE DRAWING

Continue working on the drawings – implement ideas for further development of the exercise.

Suggestion: How many heads can fit on their body? 2,000 years ago (in antiquity) they were keen to find out. Some thought it was 6, others thought it was 8. How can they find out what's right for their body? What do they find out?

#### GEOMETRIC SHAPES – FORMATIONS

Work on the formations – what kind of different geometric shapes can be created? What are their names? Can they be made in other ways?

#### PORTRAIT

1. Show a variety of examples of portraits from art history.
2. Divide students into pairs.
3. Each pair is given two charcoal pencils and two sheets of good quality paper (at least 110 gsm).
4. Each of the pair should draw portraits of each other. Ask questions along the way: What does it take to get a full face? Where is the nose in relation to the whole head? Where are the eyes? Use the charcoal to create shadows by rubbing a finger outwards.
5. Joint reflection: Is a photograph more authentic than a drawing? Can they express feelings through a portrait? Will someone else draw them differently than they want them to? What is different when they do not have colours?

#### LETTER AND WORD GAMES

##### Name circle

Name circle where each student will 'become' the first letter of their name with their whole body. Everyone else repeats.

Repeat this with each student becoming a different letter (but not a repeat of their own first letter).

##### Wordgame

Each student is given a letter around their neck. Then the adult reads a word and the students come together to form the word.

This can also be done in smaller groups, with the same letters in each group, and each group is allowed to create the word.

ADVANCEMENT: each student has 2-3 letters around their neck and must decide which of these is needed.

#### OTHER SINGING GAMES/EXERCISES

Games or exercises that make students collaborate, concentrate or become more confident are great, and build a good foundation for developing the Art of Learning further.

### NOTES