

Virus

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME
15



WARM-UP: MUSICAL DANCE MEDLEY, SONG NO. 1, 2 OR 3, THEN 5 AND 6

This will happen:	The whole group moves to the music, different movements to the different types of music, ending with the Coronavirus song.
Materials needed:	Speakers and a device to play musical playlist from.
Preparations in advance:	Prepare a playlist, and listen to it as preparation.
Preparations in the space:	Connect speakers and devices and check it all works.
The space looks like this:	Open space.

GUIDANCE:

1. The students spread out throughout the room, with room to move to the music.
2. Put on the playlist, song no. 1, 2 or 3 as intro, 5 and 6 as most important. Let everyone move according to the music, in their own way, but add one instruction per song, as suggested underneath.
Warm-up 1: Kiskalász zenekar - Hepéhupa Bartos Erika (gyerekdal): Play with folk dance movements, ending very quietly.
Warm-up 2: Marja Mortensson – Mehkanihks saernieh – Technical News: Pretend to be feathers, moving around in the wind according to the music.
Warm-up 3: Josefine og Oskar, MGPjr: Smitte deg med glede: In groups: Choose a few movements to dance as choreography in the refrain (just for fun).
Warm-up 5: Breathing factory song: Wintergatan – Marble Machine: Play with the elements from the factory making day. Individually or together with someone (self organised).
Warm-up 6: The Coronavirus song: L'Orchestre de Contrebasses – Bass, bass, bass, bass, bass and bass. Pretend to be a spy, sneaking and hiding from the police. Move silently, fast and slow, on the alert. Play with the movements.
3. Move directly into the main activity from warm-up.

REFLECTION: REMEMBERING INDIVIDUALLY AND HAND-WARMING CLAP

This will happen:	Individual drawing to remember today's session. Hand-warming clap in circle.
Materials needed:	A3 sheets of paper (1 per person). Felt pens, pencils for each student.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space (and classroom space).

GUIDANCE:

Session 3:

1. Hand out the A3 sheet of paper from Session 1 to each student. They will now work on their own, drawing to remember today's session.
2. Ask everyone to insert the virus and the way it affects the body into their drawing – draw it the way they are picturing it in their head.
3. Collect the drawings from everyone, and save them for reflection in the other sessions.

Session 4:

1. Explain that the work everyone has done in Session 3 and 4 is important for the artist too. Give everyone the task to choose one thing, something they find important, that they would like to share with the artist when returning for Session 5.
2. Give time for everyone to work on the thing they would like to share, and how they would share it. Give everyone a choice in how they would like to share it with the artist.

Both sessions, in the end:

Stand in a circle: Do a quick hand-warming clap in the circle to finish. Thank everyone for their contributions today.

Hand-warming clap: Everyone stands in a circle, following the leader. Palms together, rubbing them back and forth to create heat in the hands. Hold the hands up, down, side to side (as you like), and end by separating the hands and after a moment: Clap the hands together. If everyone claps at the same time – perfect... if not, try once more.

NOTES

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MAIN ACTIVITY: THE CORONAVIRUS

This will happen:	Collect everything the students already know about the Coronavirus. Fill in the gaps.
Materials needed:	Big sheets of paper (from paper roll). Felt pens, drawing pencils for each group.
Preparations in advance:	Read about the Coronavirus (resource bank) and understand it. Prepare how to explain it. Prepare models/print out photos of different types of viruses to use as inspiration.
Preparations in the space:	
The space looks like this:	Open space (and classroom space).

GUIDANCE:

Session 3:

1. In groups, on big sheets of paper, write down and draw everything they know about the Coronavirus (give prompts if needed). Ask them to think back to the warm-up, acting like spies. What do they know? What do they wonder about?
2. Ask each group to share and collect the information from all groups on the blackboard or similar, making a huge mind map.
3. Fill in the gaps of the things the students still don't know. Explain in short how the actual Coronavirus is working inside the body (see info sheet in resource bank).

Session 4: Ideas

- Create your own viruses using air dry clay/plasticine/play dough (can be different sorts of viruses, not just replicas of the Coronavirus). Bring actual models/photos of different viruses as inspiration.
- Visit the library and find books about the lungs/viruses, or other diseases.
- Repeat the factories made with their bodies in Session 2, adding the virus into the factory. How can you show the virus affecting the factory? How does the virus make the factory break down? Work in groups and show each other their different versions.
- Prepare a presentation about the Coronavirus for the artist when returning in Session 5, either by explaining it from drawings, lecture, presenting the movement piece on the virus affecting the body, or in another way. Let the students choose methods and approaches.

NOTES