

## Community-Word Project--TAP Lesson Plan Template 2017-18

**School/Grade/CT(s):** 3rd grade

**Date:** December 2, 2017

**Teaching Artists:** Dominic Bradley & Leigh Beaulieu

**Lesson #:** 3

**Theme of Lesson:** Afrofuturism. What if students lived in a different world? What if students could become someone else by spending time in this world? What would they be able to accomplish?

**Inquiry Question:** How can we use improvisation games and the digital collage works of Jessi Jumanji to create a platform where kids can think about who they are and who they could be?

---

### **OPENING RITUAL (3-5 minutes)**

**Objective:** Students will focus individual and collective attention and energy. Students will claim a “power” that is designed to help them individually and collectively during the lesson.

### **Activity Name and Brief Description: SACRED CIRCLE, TREASURE CHEST**

(Instrumental of Erykah Badu’s “The Healer” as background music for the students to move to as they make their way into the circle).

- Students and teachers circle up.
- Invite them to sway to the music while rubbing their hands together. (4 beats)
- (While continuing to sway) Invite them to move their hands to their hearts. (4 beats)
- (While continuing to sway) Invite students to hold hands in their circle. (4 beats)
- Pause. Stop the music. Invite them to take a deep breath in for four beats and breathe out for eight beats.
- Invite them to imagine there is an open treasure chest in the middle of the circle. Invite each person to select a “power” from the chest (They can remain standing where they are). Powers must be positive. Students keep these powers for the rest of the class period.

- ★ Reflection: *How does this superpower make you feel? How do you show this superpower with your body? What can you do with this superpower? Who can you help with this superpower?*

Classroom teacher may occasionally lead this opening ritual.

### **Bodily-Kinesthetic/Musical/Intrapersonal**

---

**INTRO ACTIVITY (8-10 minutes)**

**Objective:** Students will participate in a movement improvisation exercise to imagine themselves in a different time and space.

Have a classroom teacher document the space walk in photographs.

**Activity Name and Brief Description: SPACE WALK**

Guided by teaching artist prompts, students and ideally at least one of the classroom teachers as well, will move about the room as if they have been transported to a different time and place.

With the help of a classroom teacher, TA's will model an example.

Walk as if the floor is covered with tall grass, big craters, or ice, as if they are different ages, or are experiencing different emotions, from playful or curious to fearful or confused. What happens if they try different ways of making contact with each other? What happens if they use their superpower?

- Suggest that students mix up how they're moving around. If they're tending toward the outside, head to the center. If they're walking clockwise, try counter-clockwise.
- Students should stay in motion: look for a space that needs filling and go there.
- Every now and then, direct students to go back to a neutral, "normal" walk.
- Every now and then, the TA will have everyone "freeze" their movement, and have students notice what else is going on in the room. *What are the choices you see other people making? Are they the same as yours? Are they different?*

**Additional walk suggestions:**

- What if you were walking through clouds?
  - What if you were walking on the bottom of a deep blue sea?
  - What if you were walking with someone on your back?
  - What if there was a big crown on your head?
  - What if you were walking with planets in the palms of your hands?
  - What if you were jumping from star to star?
- ★ Reflection Questions: *What do you notice about what your body is doing? Your breath? Your hands? Your feet? How fast are you moving, or how slow? How do you feel? How would you use your superpower and why? Is there anything that surprised you? Did you notice anyone make the same choice as you? Did you notice anyone making a different choice than you? Did any of your movements make you think of or feel like a specific character or type of person?*

**Visual-Spatial/Intrapersonal/Interpersonal/Bodily-Kinesthetic/Existential**

### **MAIN EXERCISE (15-20 minutes)**

**Objective:** Students will engage the concept of Afrofuturism through the digital collage works of Jessi Jumanji and reflect on this artist's concept of what the future could be like through discussion and the creation of a community piece of art inspired by her work.

#### **Activity Name and Brief Description: Community Collage!**

1. A definition of the term "Afrofuturism" will be arrayed on the floor around the circle, along with various digital collage works by Jessi Jumanji and the artist's short bio. Student will read out the following paragraphs:

Afrofuturism Definition: *what if* stories about people of African descent that challenge the way society works and highlight an important relationship between the past and the future. Afrofuturism can be found in visual art, music, literature, and more.

Jessi Jumanji Artist Bio: Jessica Lofton, also known as "Jessi Jumanji" is a 25-year-old visual artist, graphic designer, and photographer from Memphis, TN. The nickname Jumanji derives from the Zulu word meaning "having many effects." Specializing in custom portraits and acrylic paintings with a vibrant spin on colors, her artwork will surely make for a conversation piece. Take a walk on the wild side through the mind of Jessi Jumanji!

Discuss the artworks with students.

- *Who is the person or persons in this work? What are they doing? If there is more than one person in the work, who are the people to each other? How are they feeling? What superpower do you think they have? What would they do with their superpower?*
2. Have students suggest a shape. One of the teaching artists will make that shape on the floor out of colored tape while the other explains the activity:
    - Students will create a community piece of art by each choosing one object from a box of miscellaneous items inspired by Jumanji's work. They must place them within the shape however way they choose in order to create a community "collage."

Discuss the piece and the choices that everyone made.

- *What do you notice? What does this image make you think of? Did someone do something different than what you expected? What came up for you? Did you learn anything new from this activity?*

Have a classroom teacher photograph the art work, to be used later on in the residency.

#### **Verbal-Linguistic/Visual-Spatial/Interpersonal/Intrapersonal**

---

**Reflection (woven throughout but important to share work and notice creative choices)**

**Objective:** Students will identify the ways in which the day's activities are all related as well as similarities and differences in how they approached these activities.

**Brief Description:**

*What came up for you? How did it feel today to imagine yourself in another world, and then see some of these ideas visually? What did you notice about some of the choices other people made? How did creating this community art piece make you feel, and/or how was it the same or different from our space walk?*

---

**CLOSING RITUAL (2-5 minutes)**

**Objective:** Students will focus individual and collective attention and energy. Students will make individual wishes and recite a collective chant to reinforce the idea that another world is possible.

**Activity Name and Brief Description: TREASURE CHEST WISH**

- Students and teachers form a circle.
- Students and teachers are asked to think of a wish they have, for a specific person, a group, a community, the world.
- Without moving from their place in the circle, students and teachers are asked to send their wish to the treasure chest along with their positive energy in order to “close” the treasure chest and keep the wishes safe.
- Have a few students share their wish with the group.
- Students are asked if they have any lingering thoughts or comments.
- Students and teachers are asked to come up with a superhero pose that makes them feel strong.
- Together, we do a call and response chant:

“I am magic. I am awesome. I can change the world.”

Repeat with “We are magic. We are awesome. Together, we can change the world”.

**Verbal-Linguistic/Bodily-Kinesthetic/Intrapersonal/Existential**


---

**Multiple Intelligences Addressed:** Highlight the intelligences used throughout this lesson plan.

**Multiple Intelligences Addressed**

Visual-Spatial; Verbal-Linguistic; Bodily-Kinesthetic; Musical; Interpersonal; Intrapersonal; Existential

---

**Classroom Teacher Role:**

Teachers join the opening and closing rituals (may occasionally lead if they would like), help document activities with photos, participate in the space walk (if they are not taking photos),

contribute to group discussions, offer one-on-one and small group support to students as needed.

---

**Creative Elements** (force and craft; i.e. love and ensemble)

**Force(s):** Afrofuturism

**Craft(s):** Improvisation

---

**Artists/Authors/Works of Art** (to be presented as models for skills/themes identified above):

Erykah Badu, "The Healer"

Jessi Jumanji, *Ma'athematics pt. 1*

Jessi Jumanji, *Deep Thought*

Jessi Jumanji, *Centered*

Jessi Jumanji, *Mahaf*

Jessi Jumanji, *Daydreamers*

Jessi Jumanji, *RIP Dick Gregory*

Jessi Jumanji, *Cotton Clouds*

Jessi Jumanji, *Above and Beyond*

Jessi Jumanji, *Baby Butterfly*

---

**Reflective Anecdotes/Student Development:** *(optional)*

---

***Please be mindful of allowing time before class begins to set up the classroom.***

Set up:

1. Erykah Badu, "The Healer" (instrumental) mp3
  2. Music playing device or bluetooth speaker
  3. Copies
    - Afrofuturism definition
    - Jessi Jumanji works and bio
  4. Box of objects
  5. Colored tape
  6. Phone (pictures)
-