



**arts  
CORPS**

**MAKE ART  
ANYWAY.**

**REFLECTING  
ON COMMUNITY  
THROUGH ART**

**2020**

**@ArtsCorps**

**#makeartanyway**

Arts Corps is a 501(c)(3) nonprofit organization. Contributions to Arts Corps are tax deductible.

4408 Delridge Way SW #110, Seattle, WA 98106 • 206.722.5440 • (f) 206.722.5459

• [ARTSCORPS.ORG](http://ARTSCORPS.ORG) (visit our site for more online learning).

## ACTIVITY 1: INSPIRED STATUES WITH AISHÉ

**Discipline:** Theater

**Duration:** 45 minutes

**Age Range:** 2nd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:** None

**Vocabulary:**

**Maya Angelou-**  
African American women, poet, and icon.

**Statue-** Shape in your body that doesn't move.

**Equals-** No one is better than the other.

Let's create inspiring statues with our bodies!!! Our goal is to make beautiful statues inspired by poetry quotes from Ms. **Maya Angelou**, who's photograph you can see below.



### Learning Goals:

1. You will learn words from the brilliant **Maya Angelou**.
2. You will learn how poetry can live in your body.
3. You will learn how to understand what community is in a poetic sense.

### Activity Opening: Shake out!

Shake your left arm 7 times.

Shake your right arm 7 times.

Shake your left foot 7 times.

Shake your right foot 7 times.

Finally, shake your whole body like you are made of Jello!

What is a statue? A **statue** is a frozen image of yourself, like a picture; you don't move. We see statues everywhere, often in museums or like the Statue of Liberty.

Let's practice! Create 3 quick statues:

- **An *Elephant* statue**
- **A *Love* statue**
- **A *Mystery* statue**

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 1: INSPIRED STATUES WITH AISHÉ

**Discipline:** Theater

**Duration:** 45 minutes

**Age Range:** 2th - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:** None

**Vocabulary:**

Maya Angelou- African American women, poet, and icon.

**Statue-** Shape in your body that doesn't move.

**Equals-** No one is better than the other.

**Instructions:**

We will create 5 statues with each quote by Maya Angelou. Read each quote out loud then create a statue of the word or phrase I give you that is bolded.

1. ***"I do my best because I am counting on you counting on me."***  
Create a statue for what doing your best looks like.
2. ***"Have courage so that you can stand up for yourself and then stand up for somebody else."***

Create a statue of you standing up for yourself.

**Extra credit:** Create another statue of you standing up for somebody else.

3. ***"Only equals can become friends."***  
Create a statue for friends.
4. ***"If you find it in your heart to care for somebody else, you have won."***
5. ***"We are our brothers and we are our sisters. We must look past race and see community."***

Create a statue of caring for somebody.

Create a statue of what it feels like to have community or what community means to you.

**Practice your 5 statues until you have them memorized!**

**Activity Closing:**

Talk about what each quote means then pick your favorite quote and memorize it word for word, and create your statue as you say the quote aloud.

Practice saying the quote and forming your statue over and over again, until you memorize it.

*\*When sharing this resource, please cite Arts Corps and any other authors, artists, and creators listed.*



©ARTS CORPS 2020

## ACTIVITY 2: COLLAGE POSTCARD

**Discipline:** Visual Arts

**Duration:** 45 minutes

**Age Range:** 2nd - 3rd grade

**Creator:** Cecelia DeLeon

**Contact:**  
integration@artscorps.org

**Materials:**

magazines  
white paper  
glue stick  
scissors  
cardboard

**Vocabulary:**

collage  
postcard

*Receiving mail can be exciting! Especially when it's from a loved one or friend. We will create a postcard that you can send to someone you love.*

**Learning Goals:**

1. You will learn how to create a collage postcard using materials that you have at home.
2. You will learn how to send a postcard.

**Activity Opening:**

**Postcards** are things you can mail to someone. These “cards” are small and have an image on one side and a blank space in the back that is divided by a line going through it vertically. The left side is where you put a message to whoever you're sending it out to. The right side is where you write their address.

**Collage** is when you mix materials, sometimes the same type such as images from magazines, and you glue them together on the surface of paper or another flat, dry surface. Collages can be about anything, like animals or objects. It can be colorful or one color.



**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 2: COLLAGE POSTCARD

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 2nd - 3rd grade

*Creator:* Cecelia DeLeon

*Contact:*  
integration@artscorps.org

### *Materials:*

magazines  
white paper  
glue stick  
scissors  
cardboard

### *Vocabulary:*

collage  
postcard

### Instructions:

1. Gather your materials!



2. Look through a magazine and find pages that are almost one solid color. Choose 4 pages to work with. I chose a page with almost all blue, red, and green.



3. Grab your white sheet of paper, fold it in half and cut it right down the middle. This half sheet will be your base for the collage.



4. Now use your magazine pages that you have selected, and fold them in the middle (make sure your page is vertical when folding in half).



\*Now you have *half* sheets of magazine pages to match with your *half* white sheet of paper.

**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 2: COLLAGE POSTCARD

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 2nd - 3rd grade

*Creator:* Cecelia DeLeon

*Contact:*  
integration@artscorps.org

### *Materials:*

magazines  
white paper  
glue stick  
scissors  
cardboard

### *Vocabulary:*

collage  
postcard

5. Grab one of the magazine pages that you cut in half and align it with the half white sheet, notice that there is some leftover white paper, take the leftover part and cut it off. Use the cut off white piece of paper to help you measure out the rest of your magazine strips.



6. Cut strips using the small white piece that was cut from the white half sheet. Use the strip to cut the rest of your magazine half pieces.

**\*Your strips of magazine should look something like this.**



7. Glue your strips of magazine on the half white sheet. I will be creating a pattern using the green and blue strips from my magazine cut-out. You can do the same or choose a different pattern to work with.



**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 2: COLLAGE POSTCARD

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 2nd - 3rd grade

*Creator:* Cecelia DeLeon

*Contact:*  
integration@artscorps.org

### *Materials:*

magazines  
white paper  
glue stick  
scissors  
cardboard

### *Vocabulary:*

collage  
postcard

8. If some of the magazine strips are too short, use your other solid colored magazine page to cut out enough paper to cover the gaps. In the example, you can see how I cut two long red strips and glued them on my collage. The idea is that you cannot see any of the white paper underneath your collage.



9. Here is what it looks like. Use your collage to measure how much cardboard you will need for your postcard, and cut the cardboard out. The cardboard should be the same size as your collage paper. If there is any cardboard left, keep it, you will need it later. Now it's time to glue!



10. Flip your collage over, and start gluing the blank side. You will be placing the glued side of the paper right on top of the cardboard.



11. Cut off any of the extra cardboard around your collage. Use a ruler or something with a straightedge to draw a line down the middle of your postcard (this line is vertical), then on the right side of the line draw three (horizontal). Leave space in between these three lines so that you can write on them. Draw a rectangle on the upper right hand corner, this is where your stamp will go.

**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 2: COLLAGE POSTCARD

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 2nd - 3rd grade

*Creator:* Cecelia DeLeon

*Contact:*

integration@artscorps.org

*Materials:*

magazines  
white paper  
glue stick  
scissors  
cardboard

*Vocabulary:*

collage  
postcard



12. On the left side of the vertical line, write a message to whoever you are sending the postcard to. On the right, where you drew the three horizontal lines, write in their name on line 1, their address on line 2 and the city followed by state acronyms and zip code on line 3. Ask an adult to help you properly address your postcard if you need.



13. Flip over your postcard and use a black marker, write something nice on top of your collage. You can add more images or stickers if you have some to decorate with. Now it's ready to be mailed!



**Activity Closing:**

Create a **postcard collage** to send to someone you miss.



©ARTS CORPS 2020

# ACTIVITY 3: CHOREOGRAPHY

**Discipline:**  
Theater / Dance

**Duration:** 30 minutes

**Age Range:** Pre K- 2nd

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**  
music of your choice

*Hello! Today we will be dancing! We will create our own dance moves based off of words that represent community.*

## Learning Goals:

1. You will learn to create your own choreography
2. You will learn to use your imagination to have fun
3. You will learn the importance of moving your body

## Activity Opening:

It is very important to keep our bodies moving. Let's start with a nice stretch!

- Bend over to touch your toes
- Then stand tall like a tree
- Get in a star statue.... stretch to the left .. stretch to the right
- Shake out your whole body!
- Stretch out your face!  
    Raisin face- (scrunch whole face together)  
    lion face -(tongue out, eyes big)

Repeat the whole exercise four times

## Instructions:

1. When you think of **Family**, what two words come to mind? (For example: love and food)

- *Choose one word when you think of **Home***
- *Choose one word when you think of **Friends***
- *Choos one word when you think of **School***

2. You should now have five words, that are inspired from the words **Family, Home, Friends, and School.**

3. Now create one movement that goes with each of your words, so that you will have a total of five movements.

*(EXAMPLE ON NEXT PAGE)*

# ACTIVITY 3: CHOREOGRAPHY

**Discipline:**  
Theater / Dance

**Duration:** 30 minutes

**Age Range:** Pre K- 2nd

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**  
music of your choice

## Example:

*My words were: **LOVE, FOOD, COMFORT, LAUGH, AND LEARNING.** I would make a movement for the word **LOVE** that would be crossing my arms across my chest, and hugging myself. Then for **FOOD**, I would use my hand to pick up an imaginary fork and pretend to eat the imaginary food on my imaginary fork. This would continue for the rest of my five words.*

4. Keep going! Practice each move over and over again so you can remember it!

5. Now put each move together so it turns into one dance. Each movement will move into the next movement without stopping. They will flow together like one long movement.

## Example:

*My words were: **LOVE, FOOD, COMFORT, LAUGH, AND LEARNING.** To make my movements into one dance, after I crossed my arms over my chest to hug myself, I pick up the imaginary fork to eat imaginary food, without pausing, then I continue the rest of my movements to be together seamlessly.*

6. Now put on some music and try out your new dance!

## Activity Closing:

1. It is important to let your body slowly relax and calm down after dancing.
  2. Lets bend over and touch our toes. Say hi toes!! Then come to standing like a tall tree and breathe in and out three times in a row.
- How do you feel?
  - How was it to create your own dance?
  - Can you teach your dance to someone else?



## ACTIVITY 4: CUBISM SELF-PORTRAIT

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 2nd - 3rd grade

*Creator:* Cecelia DeLeon

*Contact:*

integration@artscorps.org

*Materials:*

colored /pattern paper

white paper

coloring pencils /crayons

black marker /Sharpie

scissors

glue stick / tape

*Vocabulary:*

Cubism

facial features

unique

self-portrait

Create a self portrait, using the **Cubism** style which may look like your facial features are not where they usually are!

**Learning Goals:**

1. You will learn about Pablo Picasso and Cubism.
2. You will create a self-portrait in the style of Cubism.
3. You will learn how to identify facial features for making portraits.

**Activity Opening:**

**Self portraits** are important because they help show your uniqueness in an artistic way. **Uniqueness** is what makes someone different and special. One artist who did portraits was Pablo Picasso, a famous Spanish painter. Some of his work was called **Cubism**, which is art that is very colorful, using a lot of shapes to create portraits that looked funny or weird. The **facial features** which include the nose, eyes, and mouth would be painted in different places of the face like the photos below.



Picasso created his art this way because he was combining images from his memory and real life.

We will use his colorful art as inspiration for our own self-portraits.

**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 4: CUBISM SELF-PORTRAIT

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 2nd - 3rd grade

*Creator:* Cecelia DeLeon

*Contact:*

integration@artscorps.org

*Materials:*

colored /pattern paper

white paper

coloring pencils /crayons

black marker /Sharpie

scissors

glue stick / tape

*Vocabulary:*

Cubism

facial features

unique

self-portrait

**Intructions:**

1. Gather your materials.



2. Look in a mirror. What are your facial features like? Look at the shape of your face. Is it round, or more square? Use the black marker to draw the shape of your face on one piece of paper. Take your time.



3. Using a different piece of colored paper for each facial feature, repeat (Step 2) for your eyes, nose, lips, and ears. Create your own colored paper if you need to by using crayons/colored pencils or markers to color white paper.



4. Cut out your facial features.



**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 4: CUBISM SELF-PORTRAIT

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 2nd - 3rd grade

*Creator:* Cecelia DeLeon

*Contact:*

integration@artscorps.org

*Materials:*

colored /pattern paper

white paper

coloring pencils /crayons

black marker /Sharpie

scissors

glue stick / tape

*Vocabulary:*

Cubism

facial features

unique

self-portrait

5. Use a black marker or sharpie to go over the outer part of your shapes.



6. Move your facial feature pieces around on your face and see which would be the silliest arrangement. Try moving one eye higher than the other, or your nose low to where your lips might be, etc. Next start glueing your pieces on the face.



### Closing Activity:

- Try to create an abstract portrait of someone you love or someone in your family. Give the portrait to them as a gift.
- Picasso created portraits of people from his memory. Try to recreate a portrait of someone you miss. What do you remember about them? Do they have big eyes, or crazy hair?
- Can you find art and designs that look like **Cubism** around your house and community?



©ARTS CORPS 2020

# ACTIVITY 5: CREATING A CHARACTER

**Discipline:** Theater

**Duration:** 60 minutes

**Age Range:** 3rd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil  
Paper

**Vocabulary:**

**Character** - a person or animal in a book, play, or movie.

**Backstory** - the experiences and thoughts of a character that make up who they are.

*Let's create character! Our imaginations can go further than we think; we can create the world we want to see around us with our imaginations! Our goal is to let imaginations run and create a character based off of the communities we live in. Let's build a world!*

**Learning Goals:**

1. You will learn what elements you need to create character.
2. You will learn how to use your imagination to create stories.
3. You will use your body and voice to bring a character to life.

**Activity Opening:**

**Think of your favorite character from a book, play, movie, tv show, video-game, cartoon etc.**

- What do you remember about them?
- What questions do you have about them?
- What makes them your favorite character?
- What community do they live in?

**We're going to create characters that might live in our community.**

- Who are some characters that live in your community?
- Who are the characters that bring you joy and support in your community?

**I am thinking of...**

The family who owns a mini-market where I buy coffee--they are still open during COVID-19 which I am grateful for, and they always smile when I come in.

The post-delivery person who delivers my mail each day.

My apartment neighbor who waves hello to me when he walks his dog in the morning.

My apartment neighbor's dog who wags his tail when I see him.

The children I see playing on the sidewalk.

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 5: CREATING A CHARACTER

**Discipline:** Theater

**Duration:** 60 minutes

**Age Range:** 3rd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil  
Paper

**Vocabulary:**

**Character** - a person or animal in a book, play, or movie.

**Backstory** - the experiences and thoughts of a character that make up who they are.

**Instructions:**

Let's create a character! Follow the questions and if you are using your imagination, you are doing it right! The character we want to create is someone we want to be a part of our community because they support us. This character can be based off of someone real in your community, or someone you want to see in your community giving support! We are going to use our imaginations to answer these questions and create a backstory for our character. A **backstory** are the experiences and feelings of a character that make up who they are. You will have to use your imagination to create the backstory!

**What is the *character's*:**

Name \_\_\_\_\_

Age \_\_\_\_\_

Job or grade in school \_\_\_\_\_

Favorite thing to do \_\_\_\_\_

Favorite color \_\_\_\_\_

What are they really good at? \_\_\_\_\_

What makes them sad? \_\_\_\_\_

What makes them happy? \_\_\_\_\_

What scares them? \_\_\_\_\_

Do they have a nickname? \_\_\_\_\_

What's their favorite TV show to watch? \_\_\_\_\_

What languages do they speak? \_\_\_\_\_

If they can do anything in the world what would they do? \_\_\_\_\_

\_\_\_\_\_

What is their favorite thing to say? \_\_\_\_\_

\_\_\_\_\_

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 5: CREATING A CHARACTER

**Discipline:** Theater

**Duration:** 60 minutes

**Age Range:** 3rd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

## **Materials:**

Pencil  
Paper

## **Vocabulary:**

**Character** - a person or animal in a book, play, or movie.

**Backstory** - the experiences and thoughts of a character that make up who they are.

Now that you have all the details to your character's backstory, read them over.

How do you think your character would walk?  
How do you think your character would talk?

We're going to try our character on now. You can use your own body or you can use a sock puppet or stuffed animal.

- Try standing as your character.
- Try walking across the room as your character.
- Try introducing yourself to someone in your household as your character.
- Can you change your voice and say their favorite thing to say?

If you don't feel like acting it out, you could draw a picture of your character!

## **Activity Closing:**

Try writing a letter as your character to someone in your community who may need some support right now. What would your character say to cheer them up?



# ACTIVITY 6: FAMILY PORTRAIT

**Discipline:** Visual Arts

**Duration:** 45 minutes

**Age Range:** 3rd - 4th grade

**Creator:** Cecelia DeLeon

**Contact:**

integration@artscorps.org

**Materials:**

regular paper

pencil

crayons/colored pencils

markers

**Vocabulary:**

External characteristics

internal characteristics

family portrait

*In this activity, you will draw your family portrait and later you will make a frame for your creation!*

**Learning Goals:**

1. You will learn how to draw a family portrait.
2. You will identify your family's characteristics.
3. You will learn the difference between internal and external characteristics.

**Activity Opening:**

When you think about the people who take care of you, one of the first things you might think of are their characteristics. Characteristics are features or qualities belonging to a person, place, or thing. An **external characteristic** is what a person is like on the outside: their height, shape, hair color, skin tone, etc. **Internal characteristics** are how the person is on the inside or their personality traits. Are they silly, adventurous, thoughtful?

1. Think about the people in your family. Remember, families can look a lot of different ways!
2. Who are the people closest to you who you want to include in your family portrait?
3. Write their names down on a piece of scrap paper.
4. Do you have any pets? Stuffed animals? Put them down too if you want them to be included in the picture.
5. Next to each name write at least one **external characteristic** and one **internal characteristic** for that person.

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 6: FAMILY PORTRAIT

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 3rd - 4th grade

*Creator:* Cecelia DeLeon

*Contact:*  
integration@artscorps.org

## *Materials:*

regular paper  
pencil  
crayons/colored pencils  
markers

## *Vocabulary:*

External characteristics  
internal characteristics  
family portrait

## **Instructions:**

1. Grab your materials!



2. Let's draw! Start in the middle of the paper and draw yourself. Start by lightly making a circle for the head. Leave enough room on your piece of paper to draw a body below the head. Think about some of your **external characteristics**: how tall you are compared to your other family members, your hair, what kind of clothes you typically wear.



3. Next, let's add some **internal characteristics**. How can you show what your personality is like in this drawing? If you are a silly person, how can you show that in the face or body? If you are hard-working, how can you show that in the face or perhaps by including an object in your hand (a broom, a book, etc.)



**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 6: FAMILY PORTRAIT

*Discipline:* Visual Arts

*Duration:* 45 minutes

*Age Range:* 3rd - 4th grade

*Creator:* Cecelia DeLeon

*Contact:*  
integration@artscorps.org

### *Materials:*

regular paper

pencil

crayons/colored pencils

markers

### *Vocabulary:*

External characteristics

internal characteristics

family portrait

4. Repeat steps 1 and 2 for your other family members. When you finish drawing everyone, add anything else that you can think about your family. For example, you can add a favorite sports team t-shirt or hat that is often worn.



5. Once you've finished each family member, you can add a background. Your family could be outside, or inside your home. Maybe you're at a beach, or the park -- any place your family enjoys together. Creating a background is optional. You can choose to create a scene, keep it to one color or make a pattern.



### Activity Closing:

1. Ask a family member if there is a funny memory or story they'd like to share? Try to recreate that memory of what they've shared with you by drawing it out on paper.
2. In your home, find a photo of your family. Try to redraw this photo on another piece of paper.
3. Did you learn anything new about your family members while you were thinking about their **external** and **internal characteristics**?



# ACTIVITY 7: POETRY

**Discipline:** Theater

**Duration:** 30 minutes

**Age Range:** 4th - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil  
Paper

**Vocabulary:**

**Repetition-**  
writing or action that is done over and over again

**Rhythm -**  
a strong, regular, repeated pattern of movement or sound

*Hello today we will be writing! Our goal is to create a poem based off of **Ubuntu**, which is about the **WE** instead of the **I**. This poem will focus on the collective oneness that is in the world, and expanding our view on community.*

**Learning Goals:**

1. You will learn rhythm and repetition in poetry
2. You will learn how to make your ideas come to life
3. You will learn the meaning of ubuntu.

**Activity Opening:**

1. We are going to create a partially rhyming poem that introduces who you are to everyone. The poem is inspired by the game, "Roll Call". A **rhyme** is where two words have the same sound, like cat and mat, or dog and log.

*Read the example below aloud to yourself or with others!*

**Example:**

A- My name is Terry  
B- I like to **sing**  
A- I am not the best at it  
B- But its my **thing**

2. Now you are going to make your own poem.

- The first letter 'A' will be your name introduction.
- The first letter 'B' will be where you write what you like to do.
- The second 'A' will add to your idea.
- The final 'B' is where you finish your poem.

Remember, the lines indicated by '**B**' will need to rhyme. The '**A**' lines don't have to rhyme, and can add to the poem's theme. Use the below format to create your rhyming poem.

Format for your own poem:

A- My name is (fill in the blank)  
B- I like to (fill in the blank)  
A- I am (fill in the blank)  
B- But it's my (fill in the blank)

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 7: POETRY

**Discipline:** Theater

**Duration:** 30 minutes

**Age Range:** 4th - 5th grade

**Creator:** Aishé Keita

**Contact:**

integration@artscorps.org

**Materials:**

Pencil

Paper

**Vocabulary:**

**Repetition-**  
writing or action that is done over and over again

**Rhythm -**  
a strong, regular, repeated pattern of movement or sound

3. Create as many different versions of the poem, as you'd like. I challenge you to make the poem longer, OR to make every line rhyme.

- How was it creating your own poem? Did it remind you of anything?
- What did you like about your poem?
- Was it easy or difficult to do? Why do you think that?
- What would make this exercise even more fun?
- How would you make your poem into a song?

**Instructions:**

1. Read the below definition of **ubuntu**:  
**Ubuntu**- "I am human because I belong. Me We."  
**Ubuntu** is from Africa, it's from the Bantu people and means humanity.
2. What does the **Ubuntu** definition mean to you?  
What does "Me We" mean?  
What is the difference between saying WE and saying ME?
3. WE often means more than one, let's focus on that. WE means the us, the belonging. What does it mean to belong? Think about your favorite person or thing, how do they make you feel like you belong?
4. Poetry is about rhythm and creating words that allow for people to imagine and feel what you are saying. WE are going to create a poem, and this poem will have repetition. The repetitive words we will use will be WE ARE. Think about who your 'WE.' Who or what makes up your 'WE?' Try to think as though we are all just one human being experiencing this life together. Connect your WE to the belonging feeling.
5. Read the example poem below aloud.

**Example Poem:**

WE ARE children of dust,  
WE ARE made from the crust  
WE ARE bold, chin high to the sky  
WE ARE unafraid  
WE ARE distant... always waiting the other to make the next move

*(POEM CONTINUED ON NEXT PAGE)*

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 7: POETRY

**Discipline:** Theater

**Duration:** 30 minutes

**Age Range:** 4th - 5th grade

**Creator:** Aishé Keita

**Contact:**

integration@artscorps.org

**Materials:**

Pencil

Paper

**Vocabulary:**

**Repetition-**

writing or action that is done over and over again

**Rhythm -**

a strong, regular, repeated pattern of movement or sound

WE ARE sometimes confused,  
WE ARE trained to be confused,  
WE ARE knockdown,  
WE ARE rise up,  
WE ARE feel your feet in the dust  
WE ARE unafraid,  
WE ARE not only here but we are here to stay

6. Read the poem again, and this time play with the rhythm. Try repeating, or saying one line over and over again, to help add a rhythm. Try pausing. There is no wrong or right way to read this poem aloud. Have FUN!

**Activity Closing:**

Now that you have practiced reading your poem aloud, add a sound **rhythm** after each line. For example, try to clap after each line like in the short example below:

Short Example:

WE ARE rise up

(clap)

We ARE feel your feet in the dust

(clap)

- Try different sounds, and ways to say the line, to help your poem come alive while you speak it out loud.
- What did you notice about the poem after playing with rhythm?
- What emotions, or feelings, came up after reading this poem aloud? Did that change when the rhythm changed? Why or why not?

**Challenge:**

Can you write your own version of this poem, starting with the words, 'WE ARE?'. With poetry you can break some rules, meaning that every line does not need to be full sentences; it can be just one word, or several sentences after the 'WE ARE.' You are the creator, and you make up the rules.

- How will your poem be different, or similar?
- How do you define 'WE?'
- What is important to you and your community?
- What does 'ubuntu' mean to you? Has it changed after writing your own poem? Why or why not?
- How can we all work together to create a better world for everyone?



©ARTS CORPS 2020

# ACTIVITY 8: LOCAL COMMUNITY MAP

**Discipline:** Visual Arts

**Duration:** 30 - 40 minutes

**Age Range:** 2nd - 4th grade

**Creator:** Cecelia DeLeon

**Contact:**  
integration@artscorps.org

## **Materials:**

regular paper  
scrap paper, pencil,  
sharpie or black pen  
colored pencils  
markers

## **Vocabulary:**

outline  
community  
memory  
neighbors  
neighborhood

Test your memory by recreating a map of your neighborhood.

## **Learning Goals:**

1. You will create a map of your neighborhood.
2. You will practice site-memory drawing.
3. You will identify who your community is as you're drawing a map of your neighborhood.

## **Activity Opening:**

Think about the places that are near to you and that you visit often. Take your scrap paper and write down the places that you visit often.

- Where do you get your groceries?
- Where do you go if you want to play at the park?
- Do you have other family members who live nearby?

Keep in mind, you'll be thinking about these places when you start drawing.

## **Instructions:**

1. Gather your materials! Get a new piece of paper to start your drawing.



2. Using a pencil, start the map by drawing your home in a corner of the page. This will help make space for all of your other drawings. Sketch out what you can remember about your neighborhood. *Who lives nearby? Is there a park? Where does your family get food? Where are the places your family regularly goes to? Who are the people that you regularly see?*

Our **neighborhood** is a geographic place where we live, work and play. The people we regularly interact with become our local **community**: our **neighbors**, the grocers, the bus drivers, the librarian, etc.

[Watch this lesson on the ArtsCorps YouTube Channel](#)

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 8: LOCAL COMMUNITY MAP

**Discipline:** Visual Arts

**Duration:** 30 - 40 minutes

**Age Range:** 2nd - 4th grade

**Creator:** Cecelia DeLeon

**Contact:**  
integration@artscorps.org

## **Materials:**

regular paper  
scrap paper, pencil,  
sharpie or black pen  
colored pencils  
markers

## **Vocabulary:**

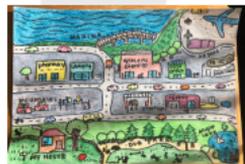
outline  
community  
memory  
neighbors  
neighborhood



3. Outline your pencil drawing with a sharpie or pen and erase the pencil marks. **Outlining** means going over your pencil-drawn lines with a marker.



4. After outlining, use a variety of colors to fill in your map. Add cars and people, trees and water, if those exist there. Fill in all the areas on your page so that your drawing is completely colored in!



5. If you'd like, label the different parts of your map to show which one is your home, which one is the library, store, etc.

## **Activity Closing:**

1. Think of what you do as a community member to be helpful. Do you plant flowers to make your neighborhood pretty? Do you make sure to keep the streets clean?
2. Test how great your memory is! With your parent/s or guardian, take a walk or drive around to revisit areas you drew on your map.
3. How accurate is your map? Was there anything you missed or forgot to add?
4. Think about what you need from your community. Do you need people in your community to be more kind? To be more patient? For example, I need people in my community to remember to pick up their own trash to keep our environment safe and clean!



# ACTIVITY 9: PLAYWRITING

**Discipline:** Theater

**Duration:** 45 minutes

**Age Range:** 2nd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil

Paper

**Vocabulary:**

**Conflict-** The Problem

**Setting-** Where the action takes place.

**Characters-** Who is talking in the play. People, animals, objects?

**Dialogue-** Talking back and forth. Conversation.

**Resolution-** What happens with the problem of the play, do things get fixed or change in a way?

**Action-** What is being done. Doing something. What is happening outside of talking, such as walking, hanging up clothes or giving a high five.

We are going to write a play! The goal is to put our imagination on paper, and create a play that represents your community! Community is the people around us, who love and support us. What does community mean for you? Who is your community? Unity is in the word community and unity means coming together as one. Whom, or what, brings you together?

**Learning Goals:**

1. You will learn to define playwriting and how to create character and dialogue.
2. You will learn to expand your imagination. And observe what community means.
3. You will learn to use conflict and resolution in a story to create meaning.

**Activity Opening:**

Let's read the Story of *The Three Little Pigs*. Who knows this story?

Story: **THE THREE LITTLE PIGS**

The story begins with the title characters being sent out into the world by their mother, to "seek out their fortune". The first little pig builds a house of straw, but a wolf blows it down and devours him. The second little pig builds a house of sticks, which the wolf also blows down, and the second little pig is also devoured. Each exchange between wolf and pig features ringing proverbial phrases, namely:

"Little pig, little pig, let me come in."

"No, no, by the hair on my chinny chin chin."

"Then I'll huff, and I'll puff, and I'll blow your house in."

The third little pig builds a house of bricks, which the wolf fails to blow down. He then attempts to trick the pig out of the house by asking to meet him at various places, but he is outwitted each time. Finally, the wolf resolves to come down the chimney, whereupon the pig catches the wolf in a pot of boiling water, slams the lid on, then cooks and eats him.

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 9: PLAYWRITING

*Discipline:* Theater

*Duration:* 45 minutes

*Age Range:* 2nd - 5th grade

*Creator:* Aishé Keita

*Contact:*  
integration@artscorps.org

*Materials:*

Pencil

Paper

*Vocabulary:*

**Conflict-** The Problem

**Setting-** Where the action takes place.

**Characters-** Who is talking in the play. People, animals, objects?

**Dialogue-** Talking back and forth. Conversation.

**Resolution-** What happens with the problem of the play, do things get fixed or change in a way?

**Action-** What is being done. Doing something. What is happening outside of talking, such as walking, hanging up clothes or giving a high five.

- Who are the characters in the story?  
**Characters** - the 3 pigs and a wolf.
- What do the characters do? What are their actions?  
**Action-** the wolf huffs and puffs and blows on the houses. The pigs build houses and run to the strongest house to protect themselves. The pigs trick the wolf.
- What problems did they face? What is their conflict?  
**Conflict or Problem-** wolf wants to blow houses down and eat the pigs, while the pigs want to get away from the wolf.
- What is the setting of The Three Little Pigs?  
**Setting or Place** - hay house then, stick house, then a brick house.

Imagine the wolf knocks on your door. What would you do?

**Instructions:**

1. We are going to write a **2 person** play about two friends, based on the story below. We are going to start the play together, and you will finish it on your own.

**Story:**

Two friends walk into a grocery store after a week of being home. At check-out one friend left her wallet at home and she can't get her groceries. Her friend offers to pay for the groceries and asks her friend to pay for their groceries, next time. They were both so thankful.

2. Break down the elements of the story:

- Who are the characters in the story?  
**Characters** - are two friends.
- What do the characters do? What are their actions?  
**Action-** two friends go shopping and buy groceries. One friend pays for her friend's groceries.
- What problems did they face? What is their conflict?  
**Conflict/Problem-** One character does not have her wallet and can't pay for groceries
- What is the setting of I Got Your Back?  
**Setting/Place** - Grocery Store

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 9: PLAYWRITING

**Discipline:** Theater

**Duration:** 45 minutes

**Age Range:** 2nd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil  
Paper

**Vocabulary:**

**Conflict-** The Problem

**Setting-** Where the action takes place.

**Characters-** Who is talking in the play. People, animals, objects?

**Dialogue-** Talking back and forth. Conversation.

**Resolution-** What happens with the problem of the play, do things get fixed or change in a way?

**Action-** What is being done. Doing something. What is happening outside of talking, such as walking, hanging up clothes or giving a high five.

3. Now, to make this story a play, let's add more detail and dialogue! What is a play?

4. A **play** is a story with dialogue (talking) and where actions (things that are done) take place. Plays are performances that happen on a stage or in a theatre. Plays are like a movie, except the actors can see and hear you, and you can hear and see them.

- First, we name the play: ***I Got Your Back***
- Then we establish a setting: ***QFC Grocery Store***
- Then, we name our characters: ***Anna and Betsy***

Now we add the dialogue and stage directions, which is anything that the characters do. Those are the actions, and are written inside the parentheses ( ).

Play: **I GOT YOUR BACK**  
Setting: **At QFC grocery store**  
Characters: **Anna and Betsy**

Anna: It's so nice being out of the house.

*(They walk into the QFC)*

Betsy: Ya its been a while, I have so many groceries to get.

*(They walk by the fruit section, Anna tosses Betsy an orange and Betsy catches it)*

Anna: Here I know these are your favorite.

*(They laugh and pile food into their carts)*

Betsy: Ready? Lets go stand in line

*(Anna's first in line. As Anna rings up her food she reaches for her wallet and can't find it)*

*(PLAY CONTINUED ON NEXT PAGE)*

**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 9: PLAYWRITING

**Discipline:** Theater

**Duration:** 45 minutes

**Age Range:** 2nd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil  
Paper

**Vocabulary:**

**Conflict-** The Problem

**Setting-** Where the action takes place.

**Characters-** Who is talking in the play. People, animals, objects?

**Dialogue-** Talking back and forth. Conversation.

**Resolution-** What happens with the problem of the play, do things get fixed or change in a way?

**Action-** What is being done. Doing something. What is happening outside of talking, such as walking, hanging up clothes or giving a high five.

Anna: Oh no I left my wallet!!

*(Anna tears up, sad. Betsy walks toward her)*

Betsy: Don't worry I will pay for you.

*(Betsy pays for all groceries)*

Anna: thank you

*(They hug and walk out the store with bags of groceries)*

The End

**Activity Closing:**

Now read your play out loud with a family member or friend in a zoom call! Or you can read it with yourself, giving yourself two different voices! Perform it!

- What would happen if you changed the end of our story?
- How would the play end?
- What actions would the characters take?
- What is the conflict?
- Is there a resolution?

**MAKE ART  
ANYWAY.**

#creativesolidarity

# ACTIVITY 9: PLAYWRITING

**Discipline:** Theater

**Duration:** 45 minutes

**Age Range:** 2nd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil

Paper

**Vocabulary:**

**Conflict-** The Problem

**Setting-** Where the action takes place.

**Characters-** Who is talking in the play. People, animals, objects?

**Dialogue-** Talking back and forth. Conversation.

**Resolution-** What happens with the problem of the play, do things get fixed or change in a way?

**Action-** What is being done. Doing something. What is happening outside of talking, such as walking, hanging up clothes or giving a high five.

**Challenge:**

I want you to think of a story right now that you love. It can be a book, play, cartoon, movie, TV show, or any story you may have heard before.

What do you love about the story?

Who are the characters? How would you describe them?

What is the conflict?

Is there a resolution?

Using the following template, write your own original play using the elements we learned today:

**Setting**

**Characters**

**Actions**

**Conflict**

**Resolution**

1. What did you like about writing your own play?
2. What was difficult?
3. What did you learn about writing a play?
4. Would you change anything? Why or why not?
5. What will be your NEXT play?

*(TEMPLATE ON NEXT PAGE)*



©ARTS CORPS 2020

**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 9: TEMPLATE FOR PLAYWRITING

**Discipline:** Theater

**Duration:** 45 minutes

**Age Range:** 2nd - 5th grade

**Creator:** Aishé Keita

**Contact:**  
integration@artscorps.org

**Materials:**

Pencil  
Paper

**Vocabulary:**

**Conflict-** The Problem

**Setting-** Where the action takes place.

**Characters-** Who is talking in the play. People, animals, objects?

**Dialogue-** Talking back and forth. Conversation.

**Resolution-** What happens with the problem of the play, do things get fixed or change in a way?

**Action-** What is being done. Doing something. What is happening outside of talking, such as walking, hanging up clothes or giving a high five.

**Title:** \_\_\_\_\_

**Setting:** \_\_\_\_\_

**Characters:** \_\_\_\_\_

A character: \_\_\_\_\_

(Action): \_\_\_\_\_

B character: \_\_\_\_\_

(Action): \_\_\_\_\_

A character: \_\_\_\_\_

(Action): \_\_\_\_\_

B character: \_\_\_\_\_

(Action): \_\_\_\_\_

A character: \_\_\_\_\_

(Action): \_\_\_\_\_

B character: \_\_\_\_\_

(Action): \_\_\_\_\_

A character: \_\_\_\_\_

(Action): \_\_\_\_\_

B character: \_\_\_\_\_

(Action): \_\_\_\_\_

THE END



©ARTS CORPS 2020

MAKE ART  
ANYWAY.

#creativesolidarity

# ACTIVITY 10: PATTERN FRAME

**Discipline:** Visual Arts

**Duration:** 45 minutes

**Age Range:** 2nd - 3rd grade

**Creator:** Cecelia DeLeon

**Contact:**

integration@artscorps.org

**Materials:**

regular paper

pencil

rayons/colored pencils

markers

empty cereal box

glue stick or tape

**Vocabulary:**

pattern

design

symbolize

Many works of art are usually framed and hung on the wall. Framing your art really makes your art work stand out.

**Learning Goals:**

1. You will create a colorful frame using a cereal box.
2. You will learn how to utilize what you have at home to make art.
3. You will learn how to create a pattern to symbolise your community

**Activity Opening:**

Now that you've finished your family portrait, create a frame for your artwork. This frame could also be used for another artwork you've done. Think of your community as you create your pattern. What do you live by? If you live by a park, you could add a drawing of a tree to your pattern to symbolise the park. Symbolise means something that can represent something else using symbols.

**Instructions:**

1. Gather your materials.



2. Cut out one side of your cereal box until it looks something like this.



3. Bend the cardboard and use your scissors to cut a slit through the cardboard. A slit is a small cut that creates an opening. This will help you when you're cutting out the middle.



**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 10: PATTERN FRAME

**Discipline:** Visual Arts

**Duration:** 45 minutes

**Age Range:** 2nd - 3rd grade

**Creator:** Cecelia DeLeon

**Contact:**

integration@artscorps.org

**Materials:**

regular paper

pencil

rayons/colored pencils

markers

empty cereal box

glue stick or tape

**Vocabulary:**

pattern

design

symbolize

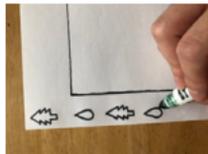
4. Continue to cut a straight line, but don't cut all the way to the end. You'll be cutting out the middle so this cardboard will be the frame.



5. Now that the middle is cut out, you have a frame!



6. Take your frame, and place it on top of a white piece of paper. Trace the inner corner of your frame with a black marker.



7. Let's create our pattern for our frame. On your sheet of paper, create a pattern. A pattern is a design that repeats. It could be colors: black, red, green, black, red, green, etc. It could be shapes and symbols: triangle, heart, square, triangle, heart, square. Since we are thinking of our community, I thought about what is close nearby. I will draw a pine tree and since I live next to a lake, I will draw a water drop to symbolise this.



8. Continue your pattern all the way around the tracing of the frame.



9. Color your pattern! I am using green to color in my pine trees and blue to color in the water drops.

**MAKE ART  
ANYWAY.**

#creativesolidarity

## ACTIVITY 10: PATTERN FRAME

**Discipline:** Visual Arts

**Duration:** 45 minutes

**Age Range:** 2nd - 3rd grade

**Creator:** Cecelia DeLeon

**Contact:**  
integration@artscorps.org

### **Materials:**

regular paper

pencil

rayons/colored pencils

markers

empty cereal box

glue stick or tape

### **Vocabulary:**

pattern

design

symbolize

10. Optional: Create another pattern using color. Continue this all around the outside of the tracing.



11. When you're done coloring, bend your drawing a little bit so you can use your scissors to create a small slit. Cut along the black line you traced to cut out the middle.



12. Use your glue stick and glue one side of the cardboard frame. Make sure to glue all corners.



13. Place your pattern design on the cardboard, and light press down so that your pattern is nice and flat on top.



14. Now you can frame whatever drawing you may have!



### **Activity Closing:**

- Can you find examples of patterns in and around your home? Maybe these are on the wall as decorations, or in the tiles on the floor.
- Take a walk outside and try to find a pattern on buildings you see nearby. Try to copy these patterns on a piece of paper and keep your drawings together as one big pattern book!
- Create a frame about your community. What patterns would you create to symbolize your neighborhood?





**MAKE ART  
ANYWAY.**

*#creativesolidarity*