

Overall Plan:

45 min workshop:

15 mins movement

20 mins mask creation

10 mins movement – solo dance circle

Materials:

Paper masks (links below)

Dot markers

Paint pens (link below)

Tempera paint sticks (link below)

Egg crayons

Markers

Sticky foam shapes

Wiki sticks

Yarn

Glue sticks

Crayons

Pipe cleaners

Dance supplies:

Dance spots

Scarves

Access supplies:

Choice boards

Talking buttons

Adaptive handles

Fidgets

Clipboards

Other:

Alcohol wipes

Covid masks

Workshop Plan:

TA LESSON <u>1</u> OF <u>1</u>	Focus: Participants will explore animal related movement, create animal masks, and embody their masks in a solo movement circle.
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TA Lesson Plan Activities – Add/remove rows to fit as many activities as you plan

ACTIVITY	DESCRIPTION of Activities and Questions for Facilitation, Guided Noticing and/ or reflection		TIME (IN MINUTES)
	Steps-What will participants do?	Strategies and Access supports	
Opening : Welcome, Agenda, Access check	Participants are welcomed into the space and can create a name tag independently or with support. Chairs are arranged in a circle with seats reserved for those with disabilities and spaces reserved for wheelchair users. Visual agenda for the workshop is shared on a large screen and shared verbally with participants.	• 1:1 welcoming relationship building as participants enter the space. • All materials are placed within reach for wheelchair users. • Visual description utilized. • Visual schedule on screen (words and images) to show the workshop agenda. Agenda is described verbally and visually.	<u>5</u>
Activity 1 – Focus: Animal movement	Movement Activity: Participants are guided through a tactile and breath centering activity. “Secret Garden” image based movement warm up: • TAs verbally and visually guides participants through a movement exploration based on the idea of entering an imaginary “Secret Garden” that is filled with different kinds of animals. • TAs prompt movement ideas from participants and pick up/embody participant ideas verbally and through movement. Dance scarves are used as props. Option to move with full body, a limb, creating a “mask” with your hands.	• Visual description and modeling of activity. • Images of a variety of animals are on screen and posted in the space. TAs visually describe images. • Dance spots are placed around the room and participants are guided to a spot. Dance scarves are handed out to participants. • Movement prompts are guided by TAs both visually and verbally. • TAs scan and respond - Varied forms of communication (movement, pointing, sound, words) are affirmed. Movement is	<u>10</u>

	Transition: participants continue movement to tables/floor/seats for mask making.	made accessible to everyone by providing options to move with different body parts and in different ways. There is no “wrong way” to move. Potential of using sound instead of movement to embody (TA toolkit option)	
Activity 2 – Focus: Mask making	Materials are pre-set on tables within reach for all participants. Art making: TA guidance: Let's think about some of the animals we embodied. TAs support participants in sharing some of their favorite animals in the movement activity. Steps: - Choose one mask that you will transform into an animal. - Choose your artmaking supplies - Start by coloring on your mask. - What layers can you add on? Additional supplies (add ons) are placed on tables at this point.	- Materials are pre-set on tables along with visual choice boards that show art making supplies and mask options. - Images of a variety of animals are on screen. - TAs support by moving around to participants and providing 1:1 support (and limited choices) as needed (ie: this or that options). - For participants who finish early, TAs support options of: deeper exploration (layering more elements), gallery walk to see others masks, or trying out some movements their animal might make.	20
Closing: Solo Dance Circle	TAs guide participants back to circle with masks as they are ready. A dance scarf is passed around the circle (by TA or support person) to signify whose turn it is to have a solo. TAs guide participants to clap or move in their spot while others “perform” TAs guide solo circle (with music playing) - each participant has the opportunity to move in the center of the circle or in their circle spot. Once all participants have had a chance to go, TAs guide (with quieting music) animals coming to rest or “falling asleep” then transitioning out of the garden and on to next activities they may go to.	- Choice to put mask on, hold it up, or put it near you in the circle. - Choices: a movement solo in your spot, in the center of the circle, hold up your mask without movement, or point/gesture to the person next to you to pass.	<u>10</u>

Movement warm up

Animal exploration (secret garden or other guided exploration)

Transition to tables:

How would you design the mask to be an animal?

Create masks

Scaffold adding on

Movement solo circle with a scarf that's passed around

Feedback from group:

Timing is short - ability to continue working on mask or transition mask making to arts stations.

Flexibility is great. Families can get fully involved.

Multiple art forms - access for expression - movement, sound, art making

Inclusive

Can folks share their mask if they don't want to dance - hold it up to see if they are still moving.

Include space set up in lesson plan resource.

Put materials in plan.

Put additional mask layers (folding) in plan.

Put intended age group in plan. Articulate how to support participants of varied ages in the space. Plan for different age groups.

Include opp for feedback from Access Ambassadors. How did they give feedback? How did it impact the plan? First version and then second version.

Photo Booth at end of workshop - photo corner where they can pose with mask/parents/etc.

Potentially dress up. Final stop before leaving. Ask programming??