

# RESIDENCY PLAN

## Residency Title

**ACTIVE PAINTINGS: Bringing to Life Works by Norman Rockwell and Ernest Withers with Teaching Artist Patricia Carreras**

## Scope

**Grades: 4th to 6th / 7-8 / 9-12**

## TN Standards:

**Language Arts: Communication: 2.1-12. Literature: 8.1-9.**

**Social Studies/History**

## Description

Re-creating and dramatizing a painting, a photograph, a paragraph or a thought is the essence of this highly imaginative residency that brings well known paintings and photographs to life. Through teamwork and 'one on one' coaching, Students learn the simple basics of Pantomime (silent storytelling) as they interpret works by Norman Rockwell and Earnest Withers. Using simple writing exercises and Pantomime Concepts, (body, gesture, and illusion) students will share these ACTIVE PAINTINGS at end of residency. Experienced Teaching Artist and Pantomime Specialist Patricia Carreras leads this new and exciting experience.

## Rationale

Much too often Language problems become frightening barriers for students with learning disabilities. Learning to read, write, interpret, comprehend and maintain simple social skills becomes more difficult when a child cannot speak up. Pantomime and physical communication is a creative and interpretive method for self expression. 'Silent Storytelling', as Pantomime is also called, acts as a strong catalyst in pre-writing experiences and provides a strong foundation for reading. Students often overcome language barriers by 'acting out' an interpretation of a thought, a sentence, or a visual object such as a painting or photograph.

## Expected Results: Learner will--

- Understand and use elements of Pantomime ( Body/Gesture/Illusion/Imagination)
- Experience process of dramatizing abstract ideas and objects
- Recognize techniques for better communication and language skills
- Be able to use techniques of silent storytelling in the interpretation and dramatization of a Painting or Photograph.
- Be able to examine a photograph or painting for its narrative or historical themes.
- Create and develop characters and situations based on visual art.
- Revise and refine writings and ideas for physical presentations
- Appreciate visual art as narrative and explorative
- Gain a new appreciation for American Artists: Norman Rockwell and Earnest Withers.
- Appreciate Artwork and Writing is a process

Classroom  
Session  
#1

**OBJECTIVE:** Students will learn basic Pantomime skills as they apply to Residency: Gesture, Physical Expression, simple illusion (TOC, Fixed Points, Objects, Actions and Attitudes)  
**INTRODUCTION:** Learn and discuss Elements of Art through viewing of various paintings: Discuss possible narrative or historical themes in presented works. (Visual Teaching Strategy)  
**MAIN ACTIVITY::** Pantomime Basics. (Group Mirrors and Tableaus tbc following day..  
**CLOSURE:** Discuss possible connections between theatre and works of art. (HOW could we bring this painting/photo to life?).

Classroom Session  
#2

**OBJECTIVE:** LW use Team work to begin Theme work.  
**INTRO:** Group Mirroring re-enforces Pantomime skills taught on day one.  
**MAIN: TEAMWORK Begins:** Exploration in two's: Body Sculpting and Tableau exercises. (Change action/attitude with classical music as background.)  
Examination of Photographs by Withers and Paintings by Rockwell (PowerPoint brought in by Artist.  
**CLOSURE:** Questions for discussion/Brainstorm: What is going on in this work of art? What do you see that makes you say that? What more can we find? (VTS: Visual Thinking Strategies)

Classroom Session #3

**OBJ: LW:** begin Active Themes in specific teams. Small Groups assigned.  
**INTRO:** Reflect and Review as Large Group..  
**MAIN:** Slides are now viewed by small groups. As a Team, students will provide a simple narrative with distinct characters. Discussion will follow: What happens OUTSIDE of the Picture Plane? (Class ONE: ART terms and Elements)  
Frozen images (Tableau) are constructed from group writings—first replicating work and then adding in other narrative ideas.  
**CLOSURE:** Reflect on works as a class.

Classroom Session #4

**OBJECTIVE:** LW use power words for movement and writing exercises/story building  
Warm-ups for creative movement and creative writing: Individual Physical and Writing warm-ups with POWER Words and Emotion.

Small groups will continue short story/vignette based on Painting or Photo chosen from previous day. Added elements include: Music, setting (Fabric) Movement to the Tableau, incorporation a beginning, middle and end to scene.

Classroom Session #5

**OBJECTIVE:** Students will present works and reflect upon the others work.  
**FINAL CLASS:** Students will finalize their short ACTIVE PAINTINGS-- and, using elements of costumes-- (Brought in by Artist) will present works to rest of class.  
Short Reflective Evaluation will follow.