

Instruments of an Artist

Outcomes this activity contributes to:

- Students will be able to listen to and follow directions in formal situations.
- Students will be able to control their bodies on cue.
- Students will be able to control their voices on cue.
- Students will be able to work together productively as a class.

Directions:

I'm going to teach you something now that we are going to talk about quite often during Whirlwind time – it's called "Instruments of an Artist." First of all, can anyone tell me what an artist is, or what an artist might do? *(Students may give a variety of responses – painter, dancer, actor, singer, sculptor, musician, etc.)* All of your answers are correct. Any person who finds a way to express his or her ideas in a creative way is an artist – maybe he expresses himself by dancing, or painting, or acting, or writing a story. Raise your hand if you think you are an artist... well, believe it or not, all of you are artists! And at this very moment, you have the most important things that you need to be an artist. You might think that you need special equipment, but actually the instruments of an artist that are the most important aren't things you have to go out and buy.

I'm going to teach you what those instruments are. We are going to learn them in a certain order, with a body motion that goes with each one. The challenge is for you to learn them all by heart today. Let's start by all standing in ready position... Good. The first instrument of an artist is your **body**. Your body is important if you are performing on a stage, or even if you just want to write a story or poem or draw a picture. Every time we say "body," we will do this motion (*tap chest and then lower body, as you say "body" twice in rhythm*). Now, it's your turn to try. *(Class repeats your motions and words)*

The next instrument of an artist is your **voice**. Your voice is an important instrument if you are a singer or actor, or if you just want to express yourself in words. Every time we say "voice," we will do this motion, to show the route the voice takes from the diaphragm, to your lungs, then into the throat and out your mouth. *(To show the motion, make a V with your fingers and make a motion of words rising up out of your mouth as you say "voice, voice")* Now, it's your turn. Repeat the motion as you say "voice." *(Class repeats your motion and words)* Good job! Let's practice the whole thing we know so far, starting with **body** and then **voice**.

Continue this teaching with the following instruments of an artist after body and voice:

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| Emotions | We express feeling happy, sad, etc. in poems, dances, paintings, etc. Motion: tumble hands around, showing swirl of emotions inside stomach. |
| Imagination | Artists have creative ideas that they want to share with others. Motion: pinkie finger twirling away from head (where the idea was formed) |
| Five Senses | These are how we take in information from the outside world. Motion: say the senses as you touch the appropriate place – see, smell, taste, hear, and touch – then continue by clapping and saying in rhythm, "two, three, four, five, six, seven, eight." |

Those are all the instruments of an artist. Let's try them all together now, and then I am going to ask one of you – someone that I can tell has really been paying attention and knows the whole thing by heart – to come up to the front and lead the class. Everyone in ready position now... The instruments of an artist are... *(Lead the class through the whole chant. Then pick a student leader)*

Note: In the future, you can introduce other Whirlwind activities by explaining to students which instruments of an artist they will need to use.

What we hope to see if students are doing this activity really well:

- Students execute the movement corresponding with each instrument.
- Students can say the chant in unison, using clear voices.