

# ArtiCULan

## ArtiCULan The balance

Performing shadow theatre based on the sculpture of César Manrique's Toys of the Wind series for 10 - 12 years old learners.



Erasmus+

### Goals of the workshop:

- Starting point activity: the sculpture of César Manrique's Toys of the Wind series put the pupils in contact with the artwork of a well-known Canarian artist and the idea of the balance.
- Multimodal activity: the pupils focus on the concept of movement and balance through visual art, body expression and emotional feeling.
- Divergent thinking: the pupils perform situations using their body expression in the shadow theatre to share with the audience.
- Communication and collaboration: the pupils work together to create a situation that their classmates can identify when they perform the shadow theatre.
- Emotional climate: teachers encourage the participation and create a climate that fosters creativity

### Language goals:

- LGt: language goal teacher
- LGs: language goal student

### Duration:

90 minutes

*Thank you for downloading this resource.*

*This resource is protected by copyright and other laws on intellectual property and comes from the website [www.articulan.eu](http://www.articulan.eu). It is the result of hard work within the Erasmus+ KA2 project "ArtiCULan – Art, Time, Culture and Language" and was created by the University of Applied Sciences and Arts PXL Hasselt (Belgium), the University of Istanbul Cerraphaşa (Turkey), the University of Porto (Portugal) and the University of Las Palmas de Gran Canaria (Spain).*

*By downloading this resource, you have not acquired any intellectual property or distribution rights. You may use this resource within the context of a classroom and you may print out this resource for private use. Any other distribution, reproduction or modification is prohibited without the authors' permission. If you share this resource via social networks or your website, please include the direct link to its source, being the website [www.articulan.eu](http://www.articulan.eu). Please do not distribute the PDF-version of the resource directly via your site. Thank you for respecting the rules of use and sharing.*

*Copyright 2020 by Erasmus+ KA2 ArtiCULan. All rights reserved.*



Description of the activities, including timing:

**Activity 1a:** César Manrique's Toys of the Wind Visual Thinking Strategies  
(15 min)

Children observe carefully the sculpture of César Manrique's Toys of the Wind series shown on the screen. The children sit around the screen and observe the image of the sculpture, in silence. The students observe for two or three minutes. Based on their observations they start to react when it is their turn to speak. The teacher paraphrases all the contributions and encourages the students to explore their ideas in greater depth.

→ LGt: verbal and non-verbal communication during reflection and exchange of ideas to create a comfortable atmosphere to participate, rephrase the student's participation using positive feedback, no judgment but acknowledgment.

→ LGs: verbal communication: giving ideas about what they see and what the artwork expresses

**INSTRUCTION (visualizing the artwork)**

What do you see?

What makes you think in that way?

What else can you say about the sculpture?



Figure 1: César Manrique's sculpture Toys of the Wind



**Activity 1b:** Artwork reflection and making connections  
(5 min)

The artist/dancer links the contributions of pupils in the visual thinking strategies activity to the concept of movement.

→ LGt: cognitive and compensation strategies to help pupils reason deductively about the movement of the sculpture and the balance.

→ LGs: verbal communication: giving ideas about how the wind can move the sculpture, reason the direction of the wind and what the artist did to keep the balance of the different parts

**INSTRUCTION (visualizing the sculpture and using gestures of movement)**

How do you think the sculpture moves? Left, right.

Is it moved by the wind?

Do we need a fixed element to keep the balance



Figure 2: The artist/dancer, Adriana Ubani, interacts with the pupils of En Arucas school



**Activity 1b:** Experimenting to move and feel the balance  
(25 min)

PHASE 1.

The performing artist dancer works on movement and body expression techniques with the students. After their ideas about the artwork, the artist/dancer holds this session helping children to feel the movement as if they were a color or a small plant being moved by the wind.

Grouping: two groups, one group of 7 and one group of 8 pupils [10 minutes].

PHASE 2.

The artist motivates positively the pupils to move freely. Students let themselves be carried away and feel the movement. At this point they feel like they are playing and having fun. The artist invites children to find out the possibilities of their body, how they can express themselves with different movements even if they do not move their feet.

Grouping: two groups, one group of 7 and one group of 8 pupils [10 minutes].

PHASE 3.

The artist encourages children to explore their movements and their body possibilities.

Grouping: two groups, one group of 7 and one group of 8 pupils [5 minutes].

→ LGt: non-verbal communication gestures, body language, facial expression, movement that show actions caused by an external element (the wind).

→ LGs: metacognitive strategies: centering the learning by paying attention, experimenting the movement while receiving messages; memory strategies employing action being able to create shapes with the body; non-verbal communication: to feel the wind in your face and in your body.

**INSTRUCTION (experimenting with body expressions, moving arms and keep the balance)**

Close your eyes, feel the wind and move

How would you move if you feel strong o mild wind?

How would you move if you are still and the wind moves you fast?

How would you move soft and then fast?

If a strong wind blows, can you lose your balance?



Figure 3: The artist/dancer, Adriana Ubani, guides the body movement of pupils of En Arucas school



### Activity 2a: Experimenting to move and feel the balance (25 min)

The dancer/artist explains and gives impulses for the try outs. The students organize the space according to the light and the size of the shadows. Students make short try outs (sketches) behind the canvas. The artist gives guidelines so that their movements and figures are recognized by the spectators, located on the other side. The students are organized in small groups of two or three members and, based on the artist's indications, they design moments to be performed behind the canvas.



Figure 3: The artist/dancer, Adriana Ubani, and the teacher, Davinia, talk to a group of students about possibilities to perform behind the canvas



Figure 4: The teacher, Davinia, helps the student to use props like a table

→ LGt: non-verbal communication: focus on memory strategies employing action: gestures, body language, motor actions; idea exchange: focus on both verbal and non-verbal interaction visualizing instructions, asking questions for clarification or verification.

→ LGs: metacognitive strategies: centering your learning by paying attention and cognitive strategies: getting the idea, analyzing expressions while receiving messages: compensation strategies: using mime, gestures and actions and adjusting or approximating the message

#### INSTRUCTION (trying out shadows behind the canvas)

They are given guidance on how to position themselves, closer or further from the canvas to create different perspectives, sizes, movements...that the rest of the students will be able to appreciate on the other side.

Think about what you can perform for example a situation of your interest.

Try out actions through movement that explains something is happening.

Think about how you can express an idea.



### Activity 2b: Performing shadow theatre (25 min)

Students figure out short sketches. Viewers, at the other side of the canvas, give feedback to the actors. The large group interacts with the actors. At this point they feel united by a common goal and linked with the play. They explore all kind of possibilities at performing a shadow theater with their bodies.



Figure 4: Pupils perform the shadow theatre for their classmates who enjoy and are please

- LGt: verbal non-verbal communication: check student's work and give them freedom to do what they want to perform. Improvise following the actions of your classmate.
- LGs: verbal and non-verbal communication: the students observe the sketches of their classmates at the other side of the canvas, emotional climate: enjoy participating in the situations performed, pupils as audience observe what it's performed with satisfaction and interest.

#### Materials:

Internet connection; computer, digital board or screen to project.

Recording devices: mobile, iPad and camera. Light bulb, sheet, computer, canvas

#### Organization:

Big classroom with enough space to move, experiment with body movements and positions (they move their body, sit down...). Experiment with the canvas to perform situations, a big canvas from side to side of the classroom, furniture to use to support the performance if it's needed, strong light for the shadow theatre

#### Thanks to:

Professional artist Adriana Ubani and the teachers and children of the primary school CEIP En Arucas (Gran Canaria) and the Canarian staff members of the ArtiCULan-team.