



# ARTS INTEGRATION AT HOME

## ***THIS SETTING NEEDS...***

Through these arts integration activities we want to offer a few simple, creative, educational, and arts-based ways to spice up your distance learning. The directions for the activity are shared in two ways - for caregivers/teachers and for kids who can read so they can do the activity independently. Have fun, and feel free to share what you do with us.

Tips for how to utilize these strategies:

- Use this strategy today, or print it out for a later date.
- Feel free to use a strategy more than once. Repetition will help students become familiar with the directions and then be able to take more ownership of sharing what they know through the activity.
- Play them for fun - you don't have to stick to talking about school information.

### **THIS SETTING NEEDS...**

*This Setting Needs...* combines imagination, observation, detail-oriented thinking, spatial awareness, and memory to challenge students to create a 3-D, one-of-a-kind environment. This activity is a great way for students to show their knowledge of a book, an environment or a moment in time. It's a fun way to think back on favorite places and memories.

I learned *This Setting Needs...* from Katie Dawson at UT Austin. You can see a longer description of the activity (and a video) in the link below from the [Drama-Based Instruction](#) website created by Drama for Schools at The University of Texas at Austin.

This Setting Needs: <https://dbp.theatredance.utexas.edu/teaching-strategies/setting-needs>

These activities are curated by Sarah Coleman, Portland Ovations' Director of Engagement/School Programs. Sarah is a theatre educator, an arts integration specialist, and a former classroom teacher who has taught students in grades K - college as well as led professional development workshops for teachers around the country for over 15 years.





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## *THIS SETTING NEEDS...*

### **DIRECTIONS FOR CAREGIVERS/TEACHERS**

Start by making sure students can define what a setting or an environment is - a place or location where an event takes place. Then share that you are going to create a setting or an environment using words and bodies. As an example, start with a familiar location like a playground. Brainstorm people and things that might be at the playground. (Write these down as a reference.) Now, define your playing space. This simply means layout where in the room you will create the location of a playground. For example, between this wall and the chair, and up to the end of the rug. Start to create the setting with words and bodies. The first person might say, "This setting needs a swing", and moves into the playing space and shows, with their body in a frozen statue, a swing or someone swinging. They continue doing that action as the other person adds another component of the setting - "This setting needs a basketball hoop." If you are playing with more than 2 people, keep going until everyone is in the setting. Once everyone is in the setting, it's time to add more. The first person unfreezes, examines what they see, and adds on. They could be something new ("This setting needs a sliver of wood waiting to be a splinter") or add on to what is already there ("This setting needs a basketball player ready to shoot"). Keep taking turns until the setting feels full. After you create an amazing setting, take a few minutes to recap what was in the setting.

#### **Then what?**

- Pick settings of favorite places or memories - the beach, that camping trip, Christmas at the grandparents.
- Choose a topic students are interested in - a historical moment, a moment in a story, an environment or habitat and create a setting based on what they know. To add even more knowledge building, have students do a bit of research about the topic in between creating two settings. Then discuss what more they were able to add to their second setting.
- Write a story or play or draw a picture inspired by the setting created.

#### **Tips!**

- Encourage students to take some time to think about all the details of the setting - things that are living and nonliving. Have them look back to the brainstorm list if you made one.
- Remind them to show what they are through their body and their frozen statue.
- Remind them to be aware of where they are in relationship to other parts of the setting. (Would the basketball hoop be that close to the swing?)

#### **Follow up Questions**

1. Was it easy or challenging to come up with things for the setting? How did that change as you played more?
2. How did your setting come to life? What was happening

*Follow up questions allow kids to practice [reflection and metacognition](#) (thinking about one's thinking) both of which are key parts of effective learning.*





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## *THIS SETTING NEEDS...*

### DIRECTIONS FOR KIDS

#### How to do this activity

1. Find an open area to play in. Make sure that everyone knows what a setting or an environment is (a place or location where an event takes place). For this activity, you are going to create a setting or an environment using words and your bodies as frozen statues.
2. Practice with a familiar location like the setting of a playground.
3. Next, brainstorm people and things that might be at the playground. Write these down as you come up with them.
4. Decide who wants to create first. The first person might say, "This setting needs a swing." Then, they stand in the open space and show a swing or someone swinging using their body. Remember you must remain frozen, so pick a pose you can hold.
5. The first person continues holding that pose as the next person adds another part of the setting. "This setting needs a basketball hoop." They move into the open area and create a frozen pose that represents a basketball hoop. Make sure you pay attention to where you are in relationship to the other people. Would the basketball hoop be that close to a person swinging?
6. If you are playing with more than 2 people, keep going until everyone is in the setting. Once everyone is in the setting, it's time to add more. The first person unfreezes, examines what they see, and adds on. They could be something new ("This setting needs a sliver of wood waiting to be a splinter") or add on to what is already there ("This setting needs a basketball player ready to shoot").
7. Keep taking turns until the setting feels full. Remember to think about living and nonliving things that could be a part of your setting.
8. After you create an amazing setting, take a few minutes to recap what was in the setting.

#### Then what?

- Pick settings of favorite places or memories - the beach, that camping trip, Christmas at the grandparents.
- Choose a topic that you are interested in - a historical moment, a moment in a story, an environment or habitat and create a setting based on what you know.
- Write a story or play or draw a picture inspired by the setting created.

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