

Quick Pose Warm Up

To Embody New Vocabulary & Concepts

Timing

3-5 min to set up & model
2 min for each vocabulary prompt

Space

Room to move & pose

Additional supports

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TeachwithArtsConnection.org



1. Introduce the game

Sample Script (2-3 minutes)

- Today we are going to pose like statues to show _____.
- What is a statue? (Something that doesn't move, that's made of metal or wood - like the Statue of Liberty.)
- Do statues move? Do statues talk? Statues pose in one spot, keep their balance and stay quiet.
- Let's all pose like a statue.

2. Model the game

Embody a vocabulary prompt using the steps the children will follow.

Sample Script (1-2 minutes)

- I will **SAY** a word like bumpy.
- We will **SAY & SHOW** bumpy with our bodies. Bumpy! Bumpy! Bumpy! (*move your body in a bumpy way*)
- We will all **FREEZE** in a bumpy pose. (*freeze in a bumpy way pose*)
- I will **DESCRIBE** all of the different ways that you are posing your body to show bumpy. You might be making the same pose as someone else or you might have your own idea.
- Then we'll **RESET**. We'll shake that feeling off and relax our bodies so we're ready for the next word.

continue...

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3. Play the game

Follow the steps for each vocabulary prompt you have chosen.

Sample Script (1-2 minutes for each word)

- **SAY**- The next word is _____!
 - **SAY & SHOW**- Let move our bodies to show _____.
 - **FREEZE**- Freeze into a pose that shows _____!
 - **DESCRIBE**- Wow! I see so many different, wonderful ways to show _____!
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Tips for Step 3

- Enthusiastically describe a variety of choices using specific, detailed and non-judgmental language.
 - Use the **Describing Tool for Face & Body** for support!
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4. Release, reset

Choose a consistent way to help your students release and reset between every word

Reset Options (10-20 seconds after each prompt)

- Relax your body,
 - Take a deep breath,
 - Wipe it away,
 - Shake it out,
 - Wiggle it away
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Planning

Choose the vocabulary prompt that your students to explore using this warm up. We recommend using a quick pose warm up to introduce new vocabulary & concepts for any content area or activity. We encourage the use of this warm up to introduce and embody academic as well as the art activities highlighted below.

Suggested Options:

Pose to clarify visual art vocabulary-

Use a quick pose warm up to introduce choices that students can make within any visual arts media. Embodying the vocabulary to describe those choices gives kinesthetic learners a concrete experience to refer to as they work and make artistic choices.

For visual arts vocabulary prompts, refer to...

- [The Describing Tool for Drawing with Pencil](#)
- [The Describing Tool for Torn Paper Collage](#)
- [The Describing Tool for 5 Shapes Collage](#)

Pose to support SEL

Use the [Emotion Statue Game](#) warm up to help kids express, recognize and describe their own emotions, the emotions of others and of characters. Kids can use this physical experience as a reference for verbal, written and visual expression.

For prompts refer to the [Advanced Emotion Vocabulary Resource](#)

Pose to explore elements of story

Use a quick pose warm up to explore character traits and emotions, sensory details in story settings and reactions to story problems. Embodying story elements deepens kids' understanding of literature and can inspire their own story making.

For story element prompts refer to

- [Action Vocabulary Resource](#)
- [Character Trait Vocabulary Resource](#)

The Quick Pose Warm Up

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Through this lesson learners are getting better at:

- **In language and literacy-**
Learners will be able to identify adjectives and figurative language when describing body poses. Learners will be able to make connections to new vocabulary.
- **In art-making-**
Learners will be able to create poses and physical expression based on descriptive input. Learners will be able to embody vocabulary prompts.

Standards Alignment:

Next Generation Standards/ Common Core

- Speaking and Listening .4 (describe people, places and events with detail)
- Language .4 (determine or clarify the meaning of words)
- Language .5 (demonstrate understanding of word meanings and figurative language)
- Language .6 (use words and phrases acquired through conversation)

CASEL 5 Competencies

- Self-awareness
- Self-management
- Social awareness

Danielson Domains

- 2a, 2b, 3a, 3b, 3c, 3d, 3e

