



HERO POWER POSE MOVEMENT LESSON

Lesson written by Emily Church, General Music and Chorus Teacher, Wilson Elementary

Song: David Byrne HEROES

LESSON OBJECTIVES:

Students learn about Power Poses and how they can affect their mood and confidence

Students learn scarf routine movement with Power Poses within to feel more confident before testing

Students discuss Heroes and what makes someone heroic

ART extension: Students have picture taken of self in POWER POSE (can call Super Hero Pose). Students glue picture to a sheet of paper, design a cape and add adjectives surrounding their picture to say what a hero means to them.

MUSIC or COMMON CORE STANDARDS MET

MUSIC STANDARDS:

MU:Pr6 Perform music for a specific purpose with expression and technical accuracy.

MU:Re8 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU: Cn11- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COMMON CORE STANDARDS:

Understand Adjectives and use them in their HERO definition

Demonstrate understanding of word relationships and nuances in word meanings.

MATERIALS:

Power Pose (PP) TED TALK Video- [TED talk Power Pose](#) (more for teacher- watch for ideas on how to explain PP)

Recording of David Byrne Heroes- [HEROES Youtube](#)

Power Pose Stick Figures Printed Out for Guided Freeze Dance

Scarf/ glowstick for each student for movement part of lesson

For Art Project: Picture of each student in Power Pose

Cape outline for each student

Large sheet of construction paper for each student

Coloring materials (crayons, markers, colored pencils, etc.)

Text of Heroes Song-

I, I wish you could swim

Like the dolphins

Like dolphins can swim

Though nothing, nothing will keep us together

We can beat them, forever and ever

Oh, we can be heroes just for one day- Power pose

I, I will be King

And you, you will be Queen

Though nothing will drive them away

We can be heroes just for one day

We can be us just for one day

I, I can remember

(I remember)

Standing by the wall

(By the wall)

And the guns, shot above our heads

(Over our heads)

And we kissed, as though nothing could fall

(Nothing could fall)

And the shame, (shame, shame, shame)

was on the other side

Oh, we can beat them, forever and ever

Then we could be heroes just for one day

We can be heroes

We can be heroes

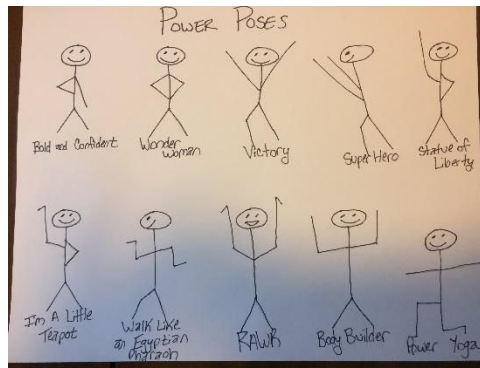
We can be heroes just for one day

We can be heroes

LESSON PLAN/ PROCESS

You can split this lesson into as few or as many weeks as you wish. You can also choose different pieces and parts to fit your class subject.

- Students listen to Heroes by David Byrne
- Teacher and students discuss Power Poses and how they can affect mood, confidence, etc.
- Students play guided freeze dance to the song to learn power poses (students dance and move creatively to song and then when the music stops- do the power pose shown by the teacher. After they learn all 10, they can choose their own pose when the music stops.



- Students learn basic scarf/glowstick movement, incorporating Power Poses, to David Byrne version of Heroes (see below for directions)
 - Students can do this whole routine, with or without scarves/glowsticks, before testing or other big events to help focus and feel more confident and ready for the task at hand.
 - Students engage in think- pair- share OR a Socratic Seminar on What Makes a Hero (using text of song to guide).
 - Guiding Questions: What is a hero? What Characteristics define a Hero? Is there a universal definition or are heroes defined by the situation or context that made them a hero?
 - Students complete art project by:
 - Glue picture of self to large sheet of construction paper.
 - Decorate cape outline and add to picture
 - Write characteristics of a HERO around their picture
 - Write definition of a HERO at the bottom of the page
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ASSESSMENT

- Students can define what they think a HERO is
- Students learn scarf/ Glowstick routine and various power poses (see pic) to do before a test or other big event to focus and feel more confident.
- Students complete Super Hero Art project, turning themselves into a super hero – designing a cape, listing their own definition of a hero and characteristics that make a hero around their picture.

SCARF/ GLOWSTICK ROUTINE DIRECTIONS- also see Youtube video of myself and a fellow music teacher to get a visual.

In video I used scarves so you could really see the movement, but I think it would look awesome in the dark with glowsticks/ finger lights if done in a performance setting.

Split students into 2 groups (1s and 2s)- I like to color code scarves/glowsticks (warm colors for 1s, cool colors for 2s) but it is not necessary. Formation can be rows (row 1 = group 1, row 2= group 2, row 3=group 1, row 4=groups 2, etc.) or concentric circles (one inside the other- group 1 on the inside).

Note: Sometimes during movement a specific pose is listed. If not, students can choose their own.

Group 1: Orange movements

Group 2: Purple Movements

Both: Orange words in purple background

All start crouching.

Bounce in place during guitar intro

1st ooh: Group one stands and slowly lifts scarf over head, peaking at peak of phrase, and then lowers back down.

2nd ooh: Group two stands and slowly lifts scarf over head, peaking at peak of phrase and then lowers back down.

I,: Stand on first I.

I wish you could swim: group 1 swim freestyle (crawl stroke), group 2 swim backstroke

Like the Dolphins: Lower arms slowly to sides

Dolphins can swim: group 1 swim backstroke, group 2 swim freestyle (crawl)

Though nothing, nothing will keep us together: Students slowly put arms around each other and sway (Note: if students are uncomfortable touching each other, they can put their own scarf in their RH and grab onto their neighbors with their LH, so they are still connected)

We can beat them, forever and ever: Continue to Sway

Oh, we can be heroes just for one day: Power pose

1st ooh: Group one stands and slowly lifts scarf over head, peaking at peak of phrase, and then lowers back down.

2nd ooh: Group two stands and slowly lifts scarf over head, peaking at peak of phrase and then lowers back down.

I, I will be King: Group 1 puts arms in body builder

And you, you will be Queen: Group 2 punches 1 arm in air (statue of liberty pose)

Though nothing will drive them away: Arms above head and move back and forth to the beat

We can be heroes just for one day: Power Pose

We can be us just for one day: Continue to hold Power Pose

I, I can remember: Group 1 sweeps scarves from right to left over head

(I remember): Group 2 sweeps scarves from left to right over heads

Standing by the wall: Group 1 lower arms down- end in strong stance by sides

(By the wall): Group 2 lower arms down slowly- end in strong stance by sides

And the guns, shot above our heads- Rt arm cross above head on Guns, Left arm cross on heads

(Over our heads)- Rt arm cross above head on Over, left arm cross on heads

And we kissed, as though nothing could fall- Shake/ squiggle down scarf in front of body- end in crouch

(Nothing could fall)- Group 2 shake/ squiggle down scarf in front of body- end in crouch

And the shame, (shame, shame, shame) – Each student chooses a shame to stand on (1-4) and punch air
was on the other side- Wave arms down from above head

Oh, we can beat them, forever and ever- Hit Victory Power Pose on BEAT then wave scarves back/forth 'til end of phrase

Then we could be heroes just for one day: Power Pose

We can be heroes: Change Power Pose and hold to end of song

We can be heroes, We can be heroes just for one day, We can be heroes

CAPE OUTLINE FOR ART PROJECT:

