ALLEYTHEATRE

The Da Vinci Code- Symbols

Pre-Show Activity

Drawing Key Moments

Goals:

- *Students will explore the meanings of various symbols*
- *Students will create a story utilizing given symbols*
- *Students will design a symbol that reflects their identity and personality.*

NOTE: This activity has been aligned with TEKS and Universal Design for Learning. TEKS can be found at the end of this document.

Materials Needed

- Symbol cards (can create your own or use the ones attached to this activity)
- Pencil and paper
- Crayons, markers, colored pencils (optional)

Introduction

- Start out by reviewing the definitions for symbols, symbolism, and symbology.
  - Symbol- a mark or character used as a conventional representation of an object, function, or process
  - Symbolism- the use of symbols to represent ideas or qualities.
  - Symbology- the study or use of symbols.
- If you have a projection screen or SmartBoard, display some famous symbols/logos and discuss with the class how those symbols carry meaning. Some examples could be the Apple logo, the caduceus, and the peace sign.

Symbols Improv

- Explain to students that they will choose three cards. Using those cards, they will create an improv incorporating those symbols.
- Give students 3-5 minutes to create and rehearse their scenes. Encourage students to think about what their symbols mean/embody/communicate.
- When students present their scenes, you can have them explain their symbols to the class before or after their scene or you can have the class guess what their symbols were.

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Notes for UDL alignment: Encourage students to present their interpretations of scenes through various forms, such as video performances, visual art, or written reflections. This diversity can help cater to different strengths and preferences.

Individual Symbols

- Ask each individual student to create a symbol which represents them. Have them draw it on a piece of paper and then describe the symbol and how it relates to them.

- Have students present their symbols to the class.

Notes for UDL alignment: To provide multiple ways of expressing understanding, consider letting students act or physicalize their responses or use a computer to create a digital version of their symbol. You can also utilize Think-Pair-Share to provide additional solo and partner processing time.

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TEKS

Middle School

English Language Arts and Reading, Grade 6-8
5(E)- make connections to personal experiences, ideas in other texts, and society
9(E)- identify the use of literary devices
English Language Arts and Reading, Reading (Elective Credit).
6(C)- understand and interpret visual representations.
Theatre, Middle School 1
2(F)- create environments, characters, and actions.
Theatre, Middle School 2
2(G)- create improvised scenes that include setting, character, and plot.
Theatre, Middle School 3
2(C)- create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively;

High School

English Language Arts and Reading, English I-II
1(A)- engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
English Language Arts and Reading, English III-IV
1(A)- engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message
English Language Arts and Reading, English I-IV
4(E)- make connections to personal experiences, ideas in other texts, and society;
Theatre Level I-II
2(F)- create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.
Theatre Level III
2(D)- experiment with improvisation and scripted scenes of various styles to portray believable characters;
Theatre Level IV
2(E)- create individually or devise collaboratively imaginative scripts and scenarios.
Theatre Level I-IV
2(B)- Define, explore, analyze, and demonstrate creativity