

## Pigments of Our Imagination



Hello, I am Warkenda, and my favorite color is pinkish-purple. Do you remember how easy it was when that was how we made friends? Instead, we say to our new friends; "I have a BS and BA in psychology and special education, a MA in theatre arts and dance pedagogy. I use these to teach in various places including a school and a ballet company that I am the founder and artistic director of. In this workshop, let's go back to making friends by saying our favorite colors!

### **Establish Knowledge of the Primary Colors**

*Play: Guided experience in spontaneous exploration of the material.\**



While taking a walk around the room, ask questions about the primary colors (red, blue, yellow). Show the color on the board and hold up a vinyl dot and ask if they can move or make a shape like the item that is that color.

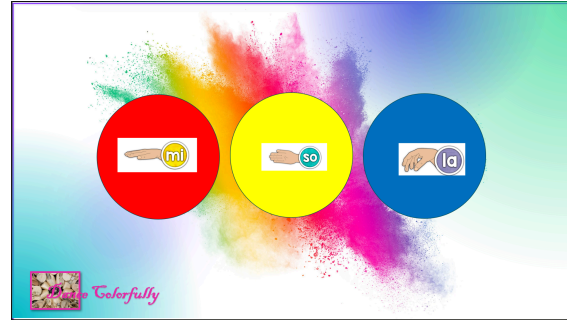
As they move around the room, ask them to get into groups of their same color as their favorite color (only red, blue or yellow) while holding their vinyl dot.

Read [Press Here](#) by Hervé Tullet, encouraging the students to move as the book suggests while reading the book.

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## Establishing SO, MI, LA

*Imitation: Accurate replication\**



Place the colored dots on the floor and assign each dot a body percussion. The students must dance their body percussion when their color is chosen. Slowly assign silly sounds to the notes SO, MI, and LA. At each part, encourage the students to be the conductors. Show a barred instrument with only the notes SOL, MI, and LA there in the order of your RED, BLUE, YELLOW vinyl dots. Give the students time for exploration and observations. Play the game again using the barred instruments as well as dance and body percussion to see what can be created.

## Tap! Tap! Tap! Dance! Dance! Dance!

*Exploration: Guided experiences in applying ideas\**



Encourage the students to divide their medium-sized group into smaller groups of dance, play, and say. Read the book, encouraging the students to use the entire room to show what this book would look and sound like according to their chosen part. Encourage all parts of movement and music qualities, and notice how they correspond (staccato - jumpy, big/grande - forte).

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## **Musical Art**

*Improvisation: Invention of original material\**

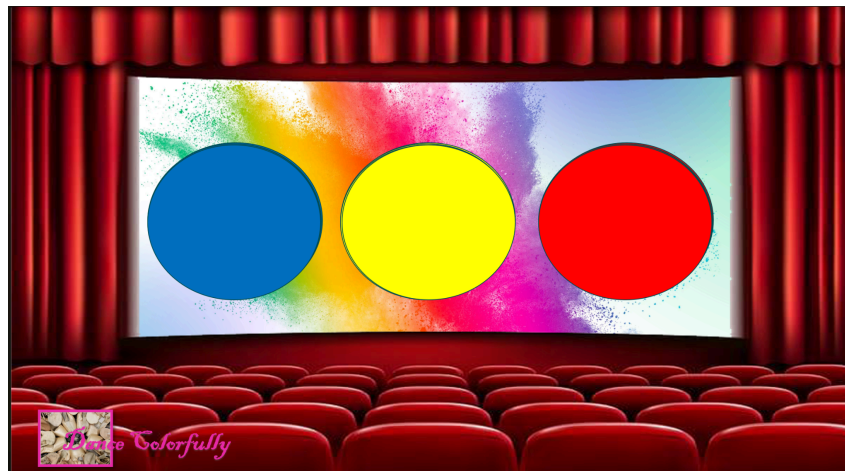


Draw their attention to the paper and colors in their area. Ask them to take one piece of paper per group and one color item per person (dot or line). Give the groups a short time to decorate their paper before changing to another paper and adding their short art.

Each group returns to their original group and creates a work (dance, play, say) using the finished piece of paper they started with.

## **The Gallery**

*Reflection: Viewing and thinking about your work and others'.*



Each group presents their work, after which, other groups give two stars and a question about what they just saw.



## **Pigments of Our Imagination**

**Back to being an adult!**

*Even though being a kid is much more fun!*

★ A few quotes I hold on to as I teach:

- “Learn the craft of knowing how to open your heart and to turn on your creativity. There is a light inside of you.” -Judith Jamison 1943 - 2024
- “Since the beginning of time, children have not liked to study. They would much rather play, and if you have their interests at heart, you will let them learn while they play” -Carl Orff 1895 - 1982
- “The greatest sign of success for a teacher...is to be able to say, ‘The children are now working as if I did not exist.’” -Maria Montessori 1870 - 1952

★ Should you need me, this is my contact information:

- Warkenda Williams-Casey

[Warkenda@DanceColorfully.com](mailto:Warkenda@DanceColorfully.com) Email

<https://www.dancecolorfully.com/> Web Site

[https://dot.cards/dance\\_colorfully](https://dot.cards/dance_colorfully) Exchange Contact Information and see detailed notes.



### **Work Cited**

“The Orff Schulwerk Approach.” *American Orff-Schulwerk Association*,

<https://aosa.org/about-aosa/the-orff-schulwerk-approach/>. Accessed 5 August 2025.