

The Da Vinci Code- Inside the Louvre

Pre-Show Activity

Drawing Key Moments

Goals:

- *Students will explore artworks displayed in the Louvre Museum.*
- *Students will express understanding through discussion and/or written response.*
- *Students will create characters inspired by famous artworks.*

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

- Computer with internet access (can be projected for the class to do together or students can use individual computers)
- Paper/pencil (optional)

Introduction

- Begin by introducing the Louvre (an art museum in Paris, one of the most famous in the world, etc). Ask if any students have visited!
- Guide students to the website: <https://www.louvre.fr/en/explore/visitor-trails>
 - If you can't post the link for students to click on, direct students to the main Louvre site ([louvre.fr/en](http://www.louvre.fr/en)) and instruct them to select the "Explore" tab at the top of the page and then click "Visitor Trails"
 - These 'trails' are meant to be followed in person, but can just as easily be accessed digitally. Each trail has selected artworks (note: "My Louvre by Anton Compagnon" has 105 images, so steer clear unless you have lots of time!) with facts and trivia about the piece.

Inside the Louvre

- Have students select a Visitor Trail (or two!) that interests them (they can work individually or in small groups). Encourage students to further research any pieces that catch their attention.
- As they explore, invite them to consider the following questions: (you may have them write and turn in their responses or discuss them as a class)

- What was your favorite artwork that you saw? Why? How did it make you feel?
- Did the way the trail was set up help you understand the story the museum was trying to tell? Why or why not?
- If you could choose one piece to present to your peers, which would it be and why? How would you share its significance with others?

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

Optional Writing and Performance Activities

*These are great options for multiple class periods

- Instruct students to choose one work of art from their exploration
- They will write a short script using the artwork as their inspiration
 - If their artwork is of a single person, they should write from the point of view of the subject (this is great for an individual activity if you have students who prefer to work alone)
 - If their artwork is of a group of people, they should write the scene where the art work is taking place
 - If their artwork does not have any people, they should write a scene that would take place in the setting of the painting.
 - If their artwork is abstract, they should write a scene inspired by the emotions the artwork makes them feel (This is an excellent exercise for very creative or more advanced students)
- As students write, circulate around the room to check in and provide encouragement.
- Once students have written their piece, have them perform it for the class.

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.

Reflection and Sharing

- Conclude the lesson by inviting a few students to share their favorite performance and explain why they chose that moment.
- Facilitate a brief reflection on the museum and artwork the students saw.

Notes for UDL alignment: Encourage students to share in pairs, small groups, or through written reflection to offer varied ways of participating.

TEKS

Fine Arts- Theatre, Middle School Level I-III

1(C): Respond to sounds, music, images, and the written word, incorporating movement.

2(B): Imagine and clearly describe characters, their relationships, and their surroundings.

3(C): Collaborate to plan brief dramatizations

Fine Arts- Theatre, High School Level I-IV

1(A): Understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall

2: The student interprets characters using the voice and body expressively and creates dramatizations.

2(B): Demonstrate creativity as it relates to self and ensemble and its effect on audience

English Language Arts and Reading, Middle School

6.5(B)/7.5(B)/8.5(B): Generate questions about text before, during, and after reading to deepen understanding and gain information

English Language Arts and Reading, High School- English I-IV

1(A): Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

4(F): Make inferences and use evidence to support understanding

5(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating