

**ARTS IMPACT LESSON PLAN Arts Infusion**

*Clues to a Character through Text*

Teachers may choose to use or adapt the following self-assessment tool.

**STUDENT SELF-ASSESSMENT WORKSHEET**

**Rubric for Blending Voice and Body in Presentation of a Character**

4	3	2	1
Blends physical and vocal choices together and sustains the characterization throughout the entire performance.	Utilizes a physical choice and a vocal choice together at intervals throughout the performance.	Utilizes either a physical choice or a vocal choice exclusively without putting the two together.	Speaks and moves without making dynamic physical or vocal choices.

Disciplines	Reading	Theater	Theater	Theater	THEATER 21 <sup>st</sup> Century Skill	Total
Concept	<b>Character Attributes</b>	<b>Physical Choices</b>	<b>Vocal Choices</b>	<b>Presents Physical and Vocal Choices RUBRIC Score 1-4</b>	<b>Perseverance</b>	8
Criteria	Writes descriptive words about the character's attributes on a Character Map.	Uses character pose/posture and movement based on the clues from a Character Map.	Selects specific vocal expression (pitch, volume, tempo and/or timbre) based on the character attributes from the Character Map.	Blends voice and body to present the character's movement and speech to an audience (See rubric above.)	Persists in adapting ideas to work through challenges.	
Student Name						

**PERSEVERANCE SELF-ASSESSMENT WORKSHEET**

Describe one challenge you faced in using the same voice and actions to express your character each time you performed your line.

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Explain how you persevered to overcome that challenge. What did you try to keep it consistent?

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**ARTS IMPACT LESSON PLAN Arts Infusion**

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**CLASS ASSESSMENT WORKSHEET**

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Student Name						
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30.						
Total						
Percentage						

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between theater and reading?*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_