

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR2-AEMDD)

LESSON TITLE: Character Attributes in Writing

Theater and Writing Lesson

Artist-Mentor – Dave Quicksall with Gail Frasier

Grade Levels: Third Grade

Examples:

Enduring Understanding

Identifying and enacting vocal and physical choices, adding details and elaborating, can build character attributes and distinguish one character from another.

Target: Demonstrates still and moving physical choices to portray character attributes.

Criteria: Creates statues and moves through space using individual word-based traits and reactions.

Target: Speaks dialogue to portray character attributes.

Criteria: Demonstrates vocal choices that depict individual word-based traits and reactions.

Target: Creates character attributes for a main character.

Criteria: Records descriptions of primary individual with adjectives and adverbs.

Target: Combines voice and body to communicate character attributes.

Criteria: Demonstrates vocal and physical choices occurring at the same time to depict individual word-based traits and reactions.

Target: Demonstrates physical choices and vocal choices to portray character.

Criteria: Creates statues, moves through space, and uses dialogue with adjectives and adverbs.

Target: Identifies and infers character attributes.

Criteria: Records descriptions and clues from text with adjectives and adverbs.

Teaching and Learning Strategies

Introduction to Arts-Infused Concepts through Classroom Activities:

Arts-Infused Concepts: Character Attributes; Adjectives; Adverbs; Vocal Choices; Physical Choices

This lesson leads into the next lesson "The Set-Up: Creating Dramatic Introductions"

1. **Introduces body and voice through the exercise, *Statues*.** Introduces lesson and concept of character attributes. Introduces ways actors use body and voice to create characters that have specific physical, vocal and emotional attributes. Guides students to begin walking around the room as themselves (neutral). Calls *Freeze* and then calls out a word (human or animal – rock star, parent,

giant, monkey etc.). Prompts students to add voice to their characters with a greeting or sound (How do you do? Hello, how are you? Grrrrr, etc.) The purpose of this exercise is to guide the students towards discovering different kinds of physical and vocal choices when investigating and developing a character. *Prompts: This lesson is a theater and a writing lesson at the same time. We're going to create characters using our bodies and voices to help our writing. Actors are like detectives, they look for clues or, character attributes—ways a character looks, moves, feels and sounds. We'll practice this with a warm-up called "Statues". Find an open spot in the room. I want you to walk around the room as yourselves. When I call Freeze, I want you to freeze. When you freeze I will call out a word and then you make a statue of that word. When I say a word, phrase or sound for the character, repeat the dialogue in your character's voice.*

Student: Walks around the room in neutral, freezes on cue, creates a frozen *statue* cued by the prompt, vocally expresses dialogue cued by a prompt.

Embedded Assessment: Criteria-based teacher checklist

2. Guides students in whole class brainstorm for main character(s) based on a writing prompt. Passes out *Character Map*. Reads a writing prompt. Guides the class to brainstorm main characters. Writes ideas on overhead/document camera while students' write on *Character Map*. Selects one main character. *Prompts: I'll read a writing prompt and as a whole class, we'll brainstorm ideas for a main character and then decide on one main character.*

Student: Contributes and writes ideas in whole-class brainstorm, selects main character.

3. Guides students to identify and record character attributes for a main character on the *Character Map*. Selects a specific moment in the writing prompt for a whole class brainstorm on character attributes. Guides students to create character attributes and writes them on the overhead/document camera while students' write on *Character Map*. *Prompts: We are going to focus on a specific moment in the writing prompt to create character attributes. A character attribute is information about a character—how they move, feel, sound, what they want, what they like or dislike. When we write, character attributes are described by using adverbs and adjectives. Let's create and record character attributes for our main character during this specific moment in the writing prompt.*

Student: Creates and records character attributes on *Character Map*.

Embedded Assessment: Criteria-based teacher checklist

4. Models acting out specific moment using physical and vocal attributes. Acts out a specific moment using physical attributes and character dialogue created by the whole class brainstorm. Introduces theater concepts of pitch and volume. *Prompts: I am going to act out this moment in the prompt so you can see the physical and vocal character attributes come to life. Listen for how my voice sounds—am I using a high or low pitch? Am I loud or quiet? What did you see? What words describe my character actions and dialogue?*

Student: Watches acting and reflects.

5. Leads the whole class to simultaneously act out the same moment. Guides students to stand at their desks. Prompts students to act out the same moment using voice and body. *Prompts: You are going to act out this moment. Stand at your desk. On the count of three, act out the same moment using the physical attributes and dialogue you've written for the character--1-2-3...*

Student: Acts out vocal and physical choices occurring at the same time to depict character attributes.

Embedded Assessment: Criteria-based teacher checklist

6. Guides class to perform and reflect. Splits the class into two groups. Guides each group to perform the specific moment while others watch and look for character attributes. Guides reflection on the acting choices made by the actors. Coaches students to create sentences based on what they see

e.g. "She slowly reach her arm out while cautiously looking for the teacher". *Prompts: You are going to perform this moment for each other. As each group performs, the audience will watch for acting choices for the character. What did you see—what adverbs and adjectives describe the action and attributes of the character? Let's put these descriptive words into a sentence.*

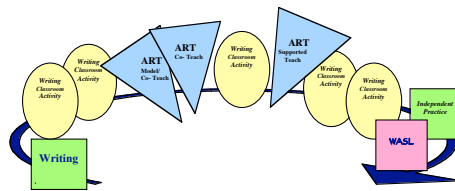
Student: Acts out specific moment; reflects on acting choices and creates verbal sentences.

Embedded Assessment: Criteria-based teacher checklist

7. Guides students to write descriptive sentences for specific moment and introduces *Word Bank for writing*. Guides students to sit at their desks and write at least two sentences describing the specific moment they acted out, or they saw another student act out. Introduces *Word Bank* for writing and add adjectives and adverbs shared by students. *Prompts: Think about how you acted out this specific moment and the physical and vocal choices you made. Write two (or more) sentences describing this moment. Use the adjectives and adverbs you've written on your Character Map. Then we'll share some of our descriptive sentences and write descriptive words on our Word Bank for writing.*

Student: Writes two (or more) sentences describing character attributes for a specific moment.

Embedded Assessment: Criteria-based teacher checklist



Before next THEATER lesson:



1. Repeat the same process with two different prompts and two additional *Character Maps*. Guide students to do the prompts independently—less whole class brainstorming. Students can rehearse and perform different main characters, character attributes, and specific moments simultaneously. Add descriptive adverbs and adjectives to *Word Bank*.

Independent Practice: What are the character attributes? How does your character move, feel, sound? What does the main character want, like or dislike? What words describe your character – use adjectives and adverbs.

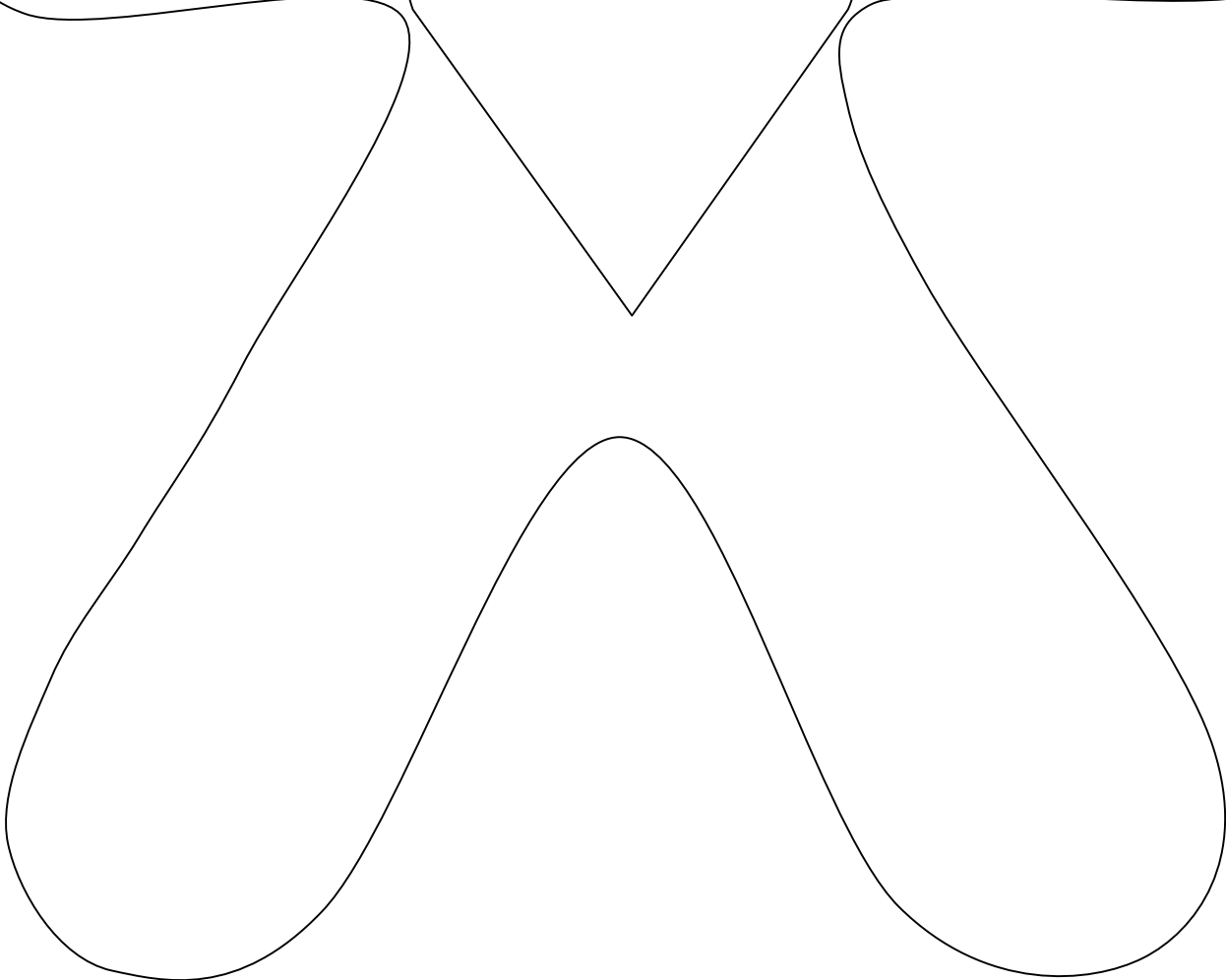
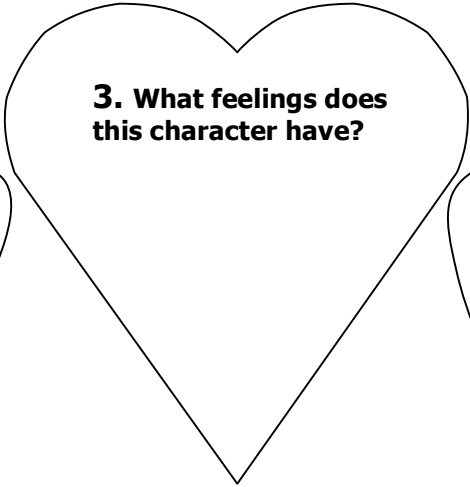
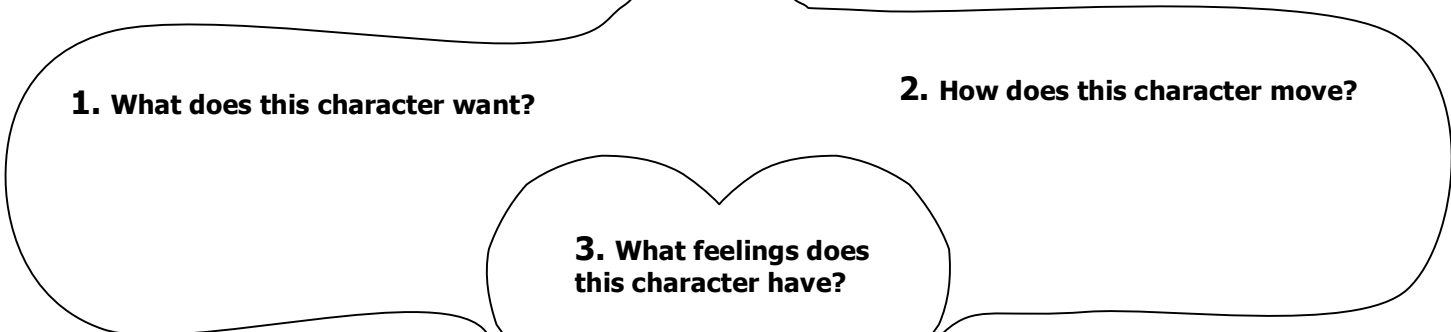
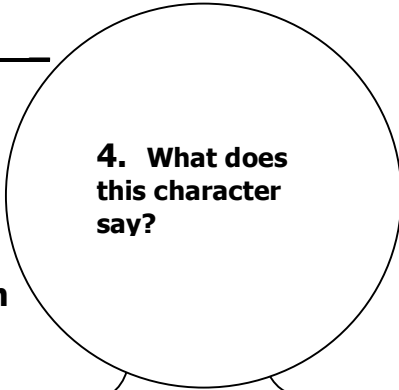
Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts:</u> Character Map freeze movement neutral physical choice pitch statue vocal choice volume</p> <p><u>Arts Infused:</u> adjectives adverbs character character attributes dialogue emotion inference</p>	<p>Performances: Broadway Center for the Performing Arts, Tacoma, WA: <i>Mad Science: CSI Investigation, Show Way on Tour, Spirit Horse, Blues Journey, The Phantom Tollbooth, Red Riding Hood and Other Stories</i></p> <p>Performance Materials: Character Maps to create a main character for a story</p>	<p><i>AEL 1.1 concepts:</i> identifies character traits of the main character(s), Identifies the sequence of actions within a story <i>AEL 1.1.2 principles of organization:</i> Identifies sounds for character <i>AEL 1.2 skills and techniques:</i> uses a range of movements to create character, uses appropriate feelings to create character <i>AEL 2.1 applies creative process:</i> conceptualize</p> <p><i>WEL 3.1.1 narrative writing:</i> analyzes ideas, selects topic, adds detail and elaborates</p> <p>Writing State Frameworks <i>Grade 3:</i> provides details and/or support (e.g. examples, descriptions, reasons); develops characters</p>

CHARACTER MAP

Student Name: _____

Character's name: _____

Fill out the numbered areas to create character attributes for a main character in a story. You can write outside of the lines.



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ASSESSMENT WORKSHEET

Disciplines	WRITING			THEATER		THEATER	THEATER AND WRITING				Total
Concept	DESCRIPTIVE WORDS: Adjectives and Adverbs			PHYSICAL CHOICES (statues)		VOCAL CHOICES (statues)	CHARACTERIZATION (acting specific moment)				10
Student	Records descriptions with adjectives and adverbs			Creates statues and moves through space using individual word-based traits and reactions		Demonstrates vocal choices that depict individual word-based traits and reactions	Demonstrates vocal and physical choices occurring at the same time to depict an individual word-based traits and reactions				
	Adj Map	Adv Map	Adv & Adj in sentences	Still physical choices	Moving physical choices		Vocal Choice (desk)	Physical Choices (desk)	Vocal Choices for own char. (group)	Physical Choices for own char. (group)	
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24.											
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26.											
27.											
28.											
Total											
Percentage											

Criteria-based Reflection Questions: (Note examples of student reflections.)

Self-Reflection: *What did you do with your voice and/or body to create your character? How did your voice affect your body? How did your body affect your voice?*

Peer to Peer: *What vocal and physical choices did you see others make to create characters?*

Thoughts about Learning:

Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?

Lesson Logistics:

Which classroom management techniques supported learning?

Teacher: _____ Date: _____

ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER

THEATER AND WRITING LESSON – Character Attributes in Reading and Writing

Dear Family:

Today your child participated in a **theater and writing** lesson on **characters** and their **attributes**.

- We created **statues**, moved around the room and spoke dialogue as different characters.
- We created a *Character Map* to capture a main character's attributes – how a character feels, moves, sounds and what they want.
- We acted out a moment in a story bringing those character attributes to life. Then, we wrote descriptive sentences about that moment.

At home, you could read a story, or create a character, and use a *Character Map* to capture their attributes. You could create character statues showing how they look, move, sound and feel--maybe even act out a scene.

Enduring Understanding

Identifying and enacting vocal and physical choices, adding details and elaborating, can build character attributes and distinguish one character from another.