

ARTS IMPACT LESSON PLANNING FORMAT

Arts-Infused Disciplines:		Theater/Communication	
Grade Level:	3/4 Gifted Ed.	Title:	Where in the World: Dramatizing Geography
		Author:	Kevin Plough and Gail Frasier, Hazel Valley Elementary
Enduring Understanding:		Using clear physical gestures and vocal expression can help persuade an audience to support your point of view.	
Examples:			
Target Learnings and Assessment Criteria			
Target:		Creates tableaux to persuade audience.	
Criteria:		Identifies and shows levels, body shapes, facial expression, and relationship between actors.	
Target:		Uses gesture to persuade audience.	
Criteria:		Identifies and shows a physical movement that communicates a specific thought or idea.	
Target:		Uses blocking on stage.	
Criteria:		Sets two forward/ two back or one forward/three back: Moves fluidly from one position to another.	
Target:		Uses dialogue to persuade audience.	
Criteria:		Vocally expresses idea with pitch, volume, emotion, and action.	
Instructional Strategies			
<p>Pre Teaching Note: Prior to the Theater portion of this lesson plan, students will work on a National Geographic lesson entitled: Where in the World? The complete lesson plan can be found at www.nationalgeographic.com/xpeditions/lessons/01/g35. In this lesson, students will use a geographic perspective in identifying and comparing features of physical and political maps of the world. They will use information from these map sources, as well as other National Geographic resources, to make decisions about the best place to go on a class trip. Once students identify this place, they will relay their findings in a presentation designed to convince the principal that it's an ideal place for a class trip. The presentation will be a dramatized persuasive proposal.</p>			
<p>1. Explains to the students how the final product of the National Geographic lesson will be dramatized. <u>Prompt:</u> We have spent the past several weeks working on a Geography project entitled "Where in the World?" Now, it is time to take the results of that project and dramatize it to hypothetically persuade our principal to fund our dream field trip. To accomplish this goal, we will use three different theater concepts we learned earlier in the school year: tableau, gesture, and vocal expression. Using your completed Geographic Perspective Chart, you will create a whole cast tableau for the first box "Where is it located?" Next, you will take the three strands you feel are most persuasive to create three separate individual/pair gesture scenes. Finally, your cast will create a whole group tableau for the final strand "Why is it a good place to visit?" We are going to rehearse each of these five sections, one at a time. Once section has been rehearsed, we will perform all five sections together. We will have four groups with four students per group and one group with five students. Are there any questions before we get started? Students listen to overview.</p>			

2. **Students create a "Where" tableau and dialogue.**

- Review tableau criteria.
- Guides students on how rehearse the tableau to answer the question: Where is it located?
- Guides students to create dialogue for the tableau.
- Introduces guiding questions to support the students as they create their tableaux and dialogue. Write these on the whiteboard.
- Circulates around the classroom as casts work to develop tableaux and dialogue.

Prompt: Let's review our tableau criteria. Tableau must have levels (low, medium, and high), body shapes, and facial expressions. In addition, please remember that there needs to be a relationship between all of the actors. As a group, you have 15 minutes to create your "Where" tableau including dialogue. When you present your dialogue in this tableau, the whole group may articulate the dialogue or selected actors may be chosen. Here are some guiding questions to guide your work.

- Who are the characters?
- What is the setting?
- How will we show this?
- What will we say?
- How will we say it? (Expression, emotion, action).

Students listen to instructions: Rehearses tableau and dialogue in cast.

Embedded Assessment: Criteria-based teacher checklist

3. **Students create gesture scenes and dialogue.**

- Guides students on how the gesture scenes are staged. Students create individual/paired gesture scenes based on their geography work to articulate persuasively three out of the five strands (boxes) for destination attributes.
- Guides students on how to create dialogue for the gesture scenes.
- Models a gesture scene. Selects a geographic location not selected by class, like Chicago. Selects two students to be my ensemble. Models what a gesture scene might look like.
- Circulates around the classroom as casts work to develop gesture scenes.
- Students repeat the process two more times to complete the gesture scenes.

Prompt: Now that we've created our first tableau, it is time to start work on our three different gesture scenes. You have already decided who is going to be the lead actor in each of the gesture scenes. Please remember that gesture scenes are different from tableau. A gesture is a movement that communicates a specific thought or idea. (Demonstrate several gestures to the class). The lead actor will be responsible for the physical gesturing and the rest of the actors/ensemble will support them. This is how you will be placed on stage, we call this "blocking":

- The lead actor will be in front of the group while the rest of the ensemble will be behind the lead actor. (Use the whiteboard to show different "blocking" for group sizes. Have different groups of students model these two configurations. 1/3, 2/2, etc.).
- The lead actor has responsibility for the dialogue.
- The ensemble has responsibility for making "setting sounds" that support the dialogue.
- Refer to the guiding questions on the whiteboard to help you rehearse.

I am going to model with some volunteers how to create a gesture scene. (Model) As you noticed, I was the lead actor and director. This is one approach. However, you may choose to call upon the ensemble to help you make decisions about the scene.

Your group will have ten minutes to create your first gesture scene. Student listens to instructions, rehearses gesture scenes.

Embedded Assessment: Criteria-based teacher checklist

4. **Students create a "Why" tableau and dialogue.**

- Repeat process used in Step 2.

Students listen to instructions and rehearse tableau

Embedded Assessment: Criteria-based teacher checklist

5. **Students combine tableau and gesture scenes.**

- Guides students on how to combine the tableau and gesture scenes using the concept of "blocking".
- Models with volunteer students the transitions between tableau and gesture scenes. Briefly review with students the distinction between tableau and gesture scenes.
- Directs students to work through their entire performance three times focusing on the blocking transitions. Then, runs through final performance two times with full physical gesturing, vocal expressions, and blocking.

Prompt: Now, you are going to connect your tableaux and gesture scenes to create a persuasive performance for your geographical location. You will block your performance, moving from each tableau and gesture scene to another. Blocking means to move on stage. I will give you a count of 1 to 5 to cue you to move. Please know, I will be counting or directing you during the final performance. It will sound/look like this (Model):

- Counts "1, 2, 3 and freeze" for first tableau.
- Counts "1, 2, 3, 4, 5" to transition to first gesture scene.
- Repeats process for the next two gesture scenes.
- Counts "1, 2, 3, 4, 5 and freeze" for the final tableau.

Now it is time for you to rehearse with your cast. I want you to block your performance learning how to move between tableaux and gestures scenes. Run through this three times focusing on that blocking. Then, run through your performance focusing on everything you've created including blocking and full physical gestures, tableaux and vocal expression!

Student listens to instructions. Models with teacher what blocking looks like. Rehearses blocking transitions and puts the performance together with full physical gestures, tableaux, and vocal expression.

Embedded Assessment: Criteria-based teacher checklist

6. **Presentation and reflection.**

- Each group presents its persuasive performance.
- Audience responds to the following question: "What did the cast do physically or vocally to persuade you that their geographic location is the best place to visit?"
- After all of the groups have performed, rehearsed and asks students to verbally respond to the following questions: "Where did you see your classmates grow in their acting skills during the entire process (rehearsal, preview, final performance) using the "shout out" technique?"
- "Think about what you did with your voice and/or body."
- "How would you like to refine your work for another presentation?"

Students: As actors, perform final persuasive scenes. As audience, reflects on the work of their peers. As whole class, reflects on the experience verbally.

Embedded Assessment: Criteria-based teacher checklist

Vocabulary	Resources: Historical Art or Performance	Classroom, Visual Arts or Performing Arts Materials	WA Essential Learnings
<p><u>Theater</u></p> <ul style="list-style-type: none"> • Action • Body shapes and facial expression • character relationships • Gesture • Levels • Movement • Tableau <p><u>Arts-Infused</u></p> <ul style="list-style-type: none"> • Pitch • Volume • Emotion • Persuasion • Vocal expression 	<p>Scheduled Study Visit: <i>Harriet's Halloween Candy</i> Seattle Children's Theatre October 24, 2006</p>	<ul style="list-style-type: none"> • National Geographic Expeditions • <i>Where in the World</i> lesson—please indicate source for this lesson (National Geographic web site/publications?) • Geographic perspective chart (refer to website on page 1) 	<ul style="list-style-type: none"> • Character, setting, dialogue, action <p>AEL 1.2 skills and techniques:</p> <ul style="list-style-type: none"> • Selects vocal qualities • Demonstrates range of movement • Works in small group to solve dramatic problem • Uses feelings to communicate <p>AEL 2.2. performance process:</p> <ul style="list-style-type: none"> • Presents <p>AEL 4.2 connects to other disciplines:</p> <ul style="list-style-type: none"> • Reading/writing <p>Math/Reading/Writing GLE</p> <ul style="list-style-type: none"> • Communications, Grade 4 1.1.1, 2.1.1, 3.1.1, 3.2.1, 3.3.1, 4.1.1, 4.1.2

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3/4 Gifted Ed.	Title: Author:	3/4 Gifted Ed.	Title: Where in the World: Dramatizing Geography			
		Author: Kevin Plough and Gail Frasier				
Students	THEATER Body	THEATER Body	THEATER Skill	THEATER Voice	Total Points	
		Identifies and shows levels, body shapes, facial expression, and relationship between actors.	Identifies and shows a physical movement that communicates a specific thought or idea.	Sets two forward/ two back or one forward/three back: Move fluidly from one position to another.	Vocally expresses idea with pitch, volume, emotion, and action.	4
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Total						
Percentage						

Teacher Comments	
Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students?	
Were there lesson dynamics that helped or hindered learning?	
What classroom management techniques supported student learning?	
Other comments:	
Family Communication:	