

## ARTS IMPACT LESSON PLAN

### Theater and Writing Infused Lesson

#### Lesson One: *The Super Expressive Body*

Author: Dave Quicksall      Grade Level: Kindergarten

#### Enduring Understanding

Using exaggerated and dynamic physical expression can convey character attributes.

#### Lesson Description (Use for family communication and displaying student art)

*Students learn how to use their "Super Expressive Bodies" to create characters. Students make statues, exaggerate their physical choices, and move their bodies to create characters. To conclude the lesson, they self-reflect by drawing pictures of themselves as a specific character.*

### Learning Targets and Assessment Criteria

**Target:** Recognizes and uses actor neutral.

**Criteria:** Moves and freezes normally.

**Target:** Understands and demonstrates an active freeze.

**Criteria:** Holds a frozen position that represents a character.

**Target:** Understands and uses exaggeration.

**Criteria:** Shifts frozen position to increase the size/dimensions of a specific physical choice.

**Target:** Makes a specific physical choice to convey a character.

**Criteria:** Uses posture and movement choices to communicate a specific character.

**Target:** Describes a physical choice made to create an animal.

**Criteria:** Draws a picture that shows actions used to create the character.

#### Vocabulary

Arts Infused:

Action  
Character

Reading/Writing:

Descriptive words

Arts:

Active freeze  
Body  
Exaggeration  
Movement  
Neutral  
Physical choice  
Posture  
Super Expressive Body

#### Materials

##### Museum Artworks or Performance

Seattle, WA

Book-It Repertory Theater  
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

Whiteboard or chart paper & markers;  
Arts Impact journal; Pencil

##### Tools

Body, voice, imagination

#### Learning Standards

##### WA Arts State Grade Level Expectations

*For the full description of each WA State Arts Grade Level Expectation, see:*

<http://www.k12.wa.us/Arts/Standards>

- 1.2.1 Skills and techniques: *Facial expressions*
- 1.2.3 Skills and techniques: *Creates a character*
- 1.2.4 Skills and techniques: *Applies prior knowledge to role-playing*
- 1.4.1 Audience skills
- 2.1.1 Creative process
- 2.2.1 Performance process
- 2.3.1 Responding process
- 3.1.1 Communicates through the arts

##### Early Learning Guidelines (Pre-K – Grade 3)

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills).  
(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions and emotions.

*continued*

(Age 4-5) 6. Learning about my world: Arts: Show creativity and imagination; perform elements of drama; participate in dramatic play

**Common Core State Standards in ELA  
(Language)**

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.K.2. Use drawing and writing to compose explanatory texts.

W.K.3. Use drawing and writing to narrate a single event.

W.K.8. Recall information from experience.

L.K.1. Conventions of grammar: print letters, use nouns and verbs

L.K.2. Conventions of spelling: spell simple words

L.K.4. Clarify meaning of unknown words: identify new meanings

L.K.5. Understanding word relationships and nuance: real-life connections between words and use, act out meanings of differing verbs

### ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none"><li>• From WHAT you know</li><li>• From WHO you know</li><li>• Brainstorm</li></ul>	<ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul>

### Pre-Teach

This lesson is the first lesson in a series of three writing infused lessons.  
LESSON PREP: Create a Drama Word Wall to compile the different action words and descriptive words that the students come up with during the course of the lesson.

### Lesson Steps Outline

**1. WARM UP.** Introduce the concept of neutral. Instruct students to walk around the class as themselves (neutral).

**2.** Guide directional change in walking in neutral.

**3.** Introduce the concept of *Freeze*. Introduce the game of “Statues.”

Criteria-based teacher checklist—room scan, reverse checklist: Moves and freezes normally.

**4.** Scan for comprehension while students practice freezing into a statue that represents a character or feeling: policeman, teacher, pirate, rock star, baby, tiger, astronaut, wizard, monkey, happy, sad, etc. Then introduce and practice exaggeration.

Criteria-based teacher checklist—room scan, reverse checklist: Holds a frozen position that represents a character. Shifts frozen position to increase the size/dimensions of a specific physical choice.

**5.** Introduce the concept of character.

**6.** Lead students in self-reflection on how they created the character of a grizzly bear and write their ideas on the word wall. Lead students through more characters and reflect on physical choices.

Criteria-based teacher checklist—room scan, reverse checklist; group reflection: Uses posture and movement choices to communicate a specific character.

**7.** Guide students as they self-reflect and draw a picture of themselves acting out the grizzly bear.

Criteria-based teacher checklist; written response: Draws a picture that shows actions used to create the character.

**8.** Guide self-reflection using drawing.

Criteria-based self-reflection.

## LESSON STEPS

---

▣ Pre-determine how the room will be set-up for students to move through space – desks moved to the side or students moving among the desks.

### 1. WARM UP. Introduce concept of neutral. Instruct students to walk around the class as themselves (neutral).

- *In theater, we call movement without character added to it as neutral.*
  - *When you are acting as yourself, you are neutral.*
  - *Walk around the room as yourself.*
- 

### 2. Guide directional change while walking in neutral.

- *When I clap my hands—change direction.*
  - *Change direction quickly and sharply without thinking about it.*
  - *Change direction every time I clap.*
- 

### 3. Introduce the concept of *Freeze*.

- *We're going to be actors and writers. Actors and writers often think and work the same. We'll be learning ways in which actors and writers generate their ideas, construct meaning and reflect.*
- *We will walk around the room in neutral.*
- *I will shout out "Freeze!" Freeze wherever you are.*
- *I will then call out a character or a feeling.*
- *Turn your body into a statue of what I call out.*

☑ Criteria-based teacher checklist—room scan, reverse checklist: Moves and freezes normally.

---

### 4. Scan for comprehension while students practice freezing into a statue that represents a character or feeling: policeman, teacher, pirate, rock star, baby, tiger, astronaut, wizard, monkey, happy, sad, etc. Then introduce and practice exaggeration.

📖 Using schema

- *What amazes me is that you are able to make statues so quickly! I call out a word and you know what to do!*
- *You are able to **generate an idea** in a few seconds!*
- *You are able to make a choice because of what you already know!*

▣ After a few statues, introduce the concept of exaggeration.

- *Focus on your own work instead of looking around to see what everyone else is doing.*
- *Now I want you to exaggerate your statue; make it ten times bigger!*
- *Whatever you are doing, do it more.*
- *Use your Super Expressive Bodies to exaggerate the statue you already have.*

☑ Criteria-based teacher checklist—room scan, reverse checklist: Holds a frozen position that represents a character. Shifts frozen position to increase the size/dimensions of a specific physical choice.

---

## 5. Introduces the concept of character.

📖 Mini lesson: character, using schema

- *What word do we use to name the people or animals in a story? Right, we call them "characters." In the theater, an actor's main job is to play a character in order to tell a story.*
- *Now, we are going to use our Super Expressive Bodies to move and act like characters!*
- *First, I want you to make a statue of a grizzly bear.*
- *Now, without using your voices I want you to move around the room like a grizzly bear would move. I see lots of teeth and claws, so keep them to yourselves! You can't touch anyone else in the room.*
- *You are constructing meaning as an artist when you brainstorm for ideas and make a choice.*

---

## 6. Lead students in **self-reflection** on how they created the character of a grizzly bear and write their ideas on the word wall.

📖 Self-reflecting; looking closely – observing, labeling, and listing

- *Let's self-reflect—an artistic process.*
- *Actors need to self-reflect all the time. They need to know why and how they make the physical choices needed to play a character.*
- *I saw a lot of ferocious bears a minute ago! Ask yourself: How did you know what to do when I said, "Move as a grizzly bear."*
- *Raise your hand and tell me what you did with your body to act like a grizzly bear.*
- *How did you know what to do?*

▣ Students offer input, teacher records responses on word wall.

- *I didn't tell you how to act like a bear. Using **what you already know generates an idea** and that leads you to **construct meaning** with your body.*

- *You know what choices to make because of the information that you have in your brains!*
- *Many of you have seen pictures or movies of bears, so you have background knowledge of how to act like a bear.*

Criteria-based teacher checklist—room scan, reverse checklist; group reflection: Uses posture and movement choices to communicate a specific character.

## **7. Guide class as they self-reflect and draw a picture of themselves acting out the grizzly bear. Assist them in labeling their picture with the name of the animal.**

 Using schema/writer’s notebook; looking closely – observing, labeling and listing; independent/guided writing, conferring, small moments

- *Now, I want you to reflect on the way you acted out your bear. Actors reflect on their work all the time because it helps them be better artists!*
- *I want you to draw a picture of yourself acting like a grizzly bear.*
- *Be sure to draw the details of what you did with your body and your face! Don’t draw a picture of a bear; draw a picture of YOU acting like a bear.*
- *When you finish the drawing, I want you to write "GRIZZLY BEAR" next to it. This will be the title for your picture. You can also choose one of the action words on the wall to describe the action you are doing in the picture.*

Criteria-based teacher checklist; Criteria-based teacher checklist; written response: Draws a picture that shows actions used to create the character.

## **8. Guide self-reflection using drawing.**

- *What actions did you draw yourself doing in the picture?*
- *How did you draw those actions?*
- *What are your hands doing in the picture?*
- *What is your body doing in the picture?*
- *What facial expression did you draw? Why did you pick that facial expression?*
- *How challenging is it to draw yourself as an animal?*

Criteria-based self-reflection.

EXTENSION #1: Repeat steps #3 through #7 using different animals.

EXTENSION #2: Discuss characters and their attributes from stories you are reading in class. Make statues of these characters.

**ARTS IMPACT LESSON PLAN Theater and Writing Infusion**

Kindergarten Lesson One: *The Super Expressive Body*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	THEATER				WRITING	Total 5
	Characterization				Description	
Concept	Freeze/ Movement	Statues	Exaggeration	Posture and Movement		
Criteria	Moves and freezes normally	Holds a frozen position that represents a character	Shifts frozen position to increase the size/dimensions of a specific physical choice	Uses posture and movement choices to communicate a specific character	Draws a picture that shows actions used to create the character	
Student Name						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
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 writing?*

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

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

**ARTS AND WRITING LESSON: *The Super Expressive Body***

---

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We learned about how our “Super Expressive Bodies” can be used to create characters.

- We made our bodies into “statues” to show a frozen picture of a character.
- We increased the size of our gestures—made them bigger to exaggerate our statues.
- We learned that we can create characters with our bodies because of the prior knowledge that we have in our brains to generate ideas.

You could make statues of your favorite characters from stories.

**Enduring Understanding**

Using exaggerated and dynamic physical expression can convey character attributes.