

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson One: *The Super Expressive Body – Actions and Setting*

Author: Dave Quicksall Grade Level: Third

Enduring Understanding

Using exaggerated and dynamic physical expression can convey emotion, character attributes, states of being, and setting in order to tell stories.

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

Students use their bodies to make statues and move as specific characters. Working with the exercise "I Wish I Had a Picture," students will work with group tableaux to communicate a specific setting. Students reflect by recording the actions they see in the tableaux and write sentences that communicate the who, what, and where of the presented settings.

Learning Targets and Assessment Criteria

Target: Understands and demonstrates an active freeze.

Criteria: Holds a frozen position that represents a character, emotion, or state of being.

Target: Makes a specific physical choice to convey character.

Criteria: Uses posture, movement, and facial expression choices to communicate a specific person or animal.

Target: Makes a specific physical choice to convey setting.

Criteria: Uses posture and gesture to communicate a specific place/time.

Target: Describes the actions seen in tableau.

Criteria: Uses specific words to tell whom the characters are, what they are doing, and where they are based on what is seen.

Vocabulary

Arts Infused:

Action
Character
Setting

Writing:

Specific words

Arts:

Active freeze
Body
Gesture
Movement
Neutral
Physical choice
Posture
Super Expressive Body
Tableau

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; Lesson worksheet;
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>

- 1.1.1 Concepts: *Identifies character, feelings, setting in a performance*
- 1.2.1 Skills and techniques: *Creates facial expressions, gestures, body movement/stance for a character*
- 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).

continued

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions and emotions.

(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 (Writing and Language)

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

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

W.3.4. produce writing appropriate to task and purpose.

W.8: Recall information from experience.


L.3.1. Conventions of grammar: nouns, verbs, adjectives, adverbs.

L.3.2. Conventions of spelling

L.3.5. Identify real-life connections between words and use.

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">• From WHAT you know• From WHO you know• Brainstorm	<ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice	<ul style="list-style-type: none">• Check in with self• Check in with others• Refine work

Pre-Teach

This is the first writing infused lesson in a series of three.

LESSON PREP: Create a Drama Word Wall to compile the different action words, descriptive words, and settings that the students come up with during the course of brainstorming ideas.

Lesson Steps Outline

1. WARM UP. Review neutral and character through the game of “Statues”.

Criteria-based teacher checklist—room scan, reverse checklist: Holds a frozen position that represents a character, emotion, or state of being.

2. After several statues, lead group as the students put a couple of statues into motion.

Criteria-based teacher checklist—room scan, reverse checklist: Uses posture, movement, and facial expression choices to communicate a specific person or animal.

3. Divide class in half for *I Wish I Had a Picture* exercise and class reflection, giving each group several opportunities to create frozen tableaux of given locations. The audience reflects on what they see the other group doing and record their observations in their Arts Impact journal.

Criteria-based teacher checklist; peer reflection; group-reflection: Uses posture and gesture to communicate a specific place/time.

4. Guide reflection.

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.

▣ For the *I Wish I Had a Picture* exercise there will need to be room for a “stage” and room for the audience to sit and observe.

1. WARM UP. Review neutral and character through the game of “Statues”.

- *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 – remember neutral means movement without any character added to it.*
- *I will shout out “Freeze!” Freeze wherever you are.*
- *I will then call out a character or feeling. Turn your body into a statue of what I call out.*

☑ Criteria-based teacher checklist—room scan, reverse checklist: Holds a frozen position that represents a character, emotion, or state of being.

2. After several statues, lead group as the students put a couple of statues into motion.

- *When you make your statues you are **generating ideas** in a few seconds! You are able to make a choice from what you already know, we call this background knowledge – actors rely on this all the time.*
- *Now let’s **construct meaning** with your bodies by putting these statues into motion.*
- *This time, after you make a statue, I will say, “MOVE!” Then you will move as that character. No voices, just movement.*

☑ Criteria-based teacher checklist—room scan, reverse checklist: Uses posture, movement, and facial expression choices to communicate a specific person or animal.

3. Divide class in half for *I Wish I Had a Picture* exercise and class reflection, giving each group several opportunities to create frozen tableaux of given locations. Guide students in brainstorming other settings for tableaux. Lead the audience-half of the class in a group reflection of what they see.

📖 Mini lesson: Tableau, using schema, small moments, looking closely – observing, labeling, and listing

- *Actors tell entire stories with just their bodies—their actions can tell us who the characters are, what they are doing and where they are. What word do we use to describe the “where” in a story? Right, the setting.*
- *In groups you are going to create what we call a tableau. Tableau is French for “painting.” Your group will present a frozen picture of a scene.*

- *I am going to say. "I wish I had a picture of..." and I will name a location that you have to communicate through a frozen physical choice.*
- *Think about what a character may be doing in the place I name and make a statue of that character. I will say "3,2,1, Click!" By the time I get to "click," you have to make your statue.*
- *Generate an idea in a few seconds! You are constructing meaning as an actor when you brainstorm for ideas and make a choice.*
- *First, let's generate ideas for different settings.*

▣ Brainstorm with the class and generate a list of different settings – keeping the locations based in reality (e.g. the beach, a grocery store, a gym, a classroom, etc). Record settings on the word wall. Lead the groups through a series of tableaux that communicate the different settings. The audience reflects on what they see the other group doing and record their observations in their Arts Impact journal.

▣ Copies of the observation organizer for *I Wish I Had a Picture* can be handed out to the students or they can be copied it into their journals.

- *Get out your Arts Impact journals. Turn to the next empty page. I want you to draw an organizer that looks like this: (see diagram in this lesson).*
- *I want you to write down the setting for each tableau.*
- *When the tableau is set, I want you to write down the characters that you see.*
- *Next, write down all the different actions that you see the characters doing – use descriptive words and verbs to explain what you see. Be specific. What do you see the actors doing that show us where we are? What specific physical choices do you see that communicate an action?*
- *As we look at what the actors are doing, we, as the audience, are constructing meaning by interpreting the actions that we see. These actions communicate character and setting.*
- *Let's reflect again. Turn to a friend and share your observations with him/her. Did he/she see the same thing that you saw?*
- *Record any observations your neighbor had that are different from yours – don't erase what you saw, add to your list!*

▣ If time permits, facilitate as groups present a tableau of a secret setting and see if the audience can identify it.

☑ Criteria-based teacher checklist; peer reflection; group-reflection: Uses specific words to tell whom the characters are, what they are doing, and where they are based on what is seen.

4. Guide reflection.

- *How were you able to make a character choice based on SETTING alone?*
- *What is an example of how SETTING effects the actions of a character?*

☑ Criteria-based self-reflection.

☐ EXTENSION: Pick specific moments in a story being read in class and create tableaux of those moments. What details can be taken from the text of the story? What details need to be inferred?

The Super Expressive Body – Actions and Setting Worksheet
ORGANIZER FOR "I WISH I HAD A PICTURE"

Name: _____

Date: _____

SETTING	CHARACTER	ACTION

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STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	THEATER			WRITING			Total 6
Concept	Characterization	Posture and Movement Facial Expression		Descriptive Language			
Criteria	Holds a frozen position that represents a character, emotion, or state of being	Uses posture, movement and facial expression choices to communicate a specific person or animal	Uses posture and gesture to communicate a specific setting	Uses specific words to tell <u>who</u> the characters are	Uses specific words to tell <u>what</u> they are doing	Uses specific words to tell <u>where</u> they are	
Student Name							

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CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER			WRITING			Total 6
Concept	Characterization	Posture and Movement Facial Expression		Descriptive Language			
Criteria	Holds a frozen position that represents a character, emotion, or state of being	Uses posture, movement and facial expression choices to communicate a specific person or animal	Uses posture and gesture to communicate a specific setting	Uses specific words to tell <u>who</u> the characters are	Uses specific words to tell <u>what</u> they are doing	Uses specific words to tell <u>where</u> they are	
Student Name							
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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 – Actions and Setting*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how actors use their bodies to make characters and show emotions. We learned about how our “Super Expressive Bodies” can be used to tell stories.

- We made our bodies into “statues” to show a frozen picture of a character or an emotion.
- We moved around the room as different kinds of characters.
- We used “tableaux” to show a frozen picture of a particular place.
- We used specific words to describe WHO we saw, WHAT we saw, and WHERE we saw it.

You could create “tableaux” of scenes from a story or something that happened in your own life.

Enduring Understanding

Using exaggerated and dynamic physical expression can convey emotion, character attributes, states of being, and setting in order to tell stories.