ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson One: *The Super Expressive Body – Expressing Emotions*
Author: Dave Quicksall   Grade Level: First

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

Lesson Description (Use for family communication and displaying student art)
Students will explore how to use their bodies and faces to express the emotions of different characters. By using statues, exaggeration and physical choices, students will show how emotions change the way their characters move. Students will reflect upon their work by drawing a picture of their expression and labeling it.

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, emotion, or state of being.

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 character.
   Criteria: Uses posture and movement choices to communicate a specific person or animal.

Target: Describes a physical choice made to show an emotion.
   Criteria: Draws and labels a picture that shows facial expressions used to communicate a specific feeling.

Vocabulary	Materials	Learning Standards
Arts Infused: Action Character Emotion Writing: Descriptive Words Arts: Active Freeze Body Exaggeration Movement Neutral Physical Choice Posture Super Expressive Body	**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	**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 and gestures for a character* 1.2.5 Skills and techniques: *Applies prior knowledge to performance* 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 (Writing and Language)
For a full description of CCSS Standards by grade level see:
http://www.k12.wa.us/CoreStandards/ELAstandards/
W.1.2. Write informative/explanatory texts.
W.1.8. Recall information from experience
L.1.1. Conventions of grammar: nouns, verbs, adjectives
L.1.2. Conventions of spelling
L.1.5. Identify 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
Gather Information • From WHAT you know • From WHO you know • Brainstorm	• Create drafts • Organize ideas • Make a choice	• Check in with self • Check in with others • Refine work

Pre-Teach

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

Lesson Steps Outline

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

2. Guides directional change while walking in neutral.

3. Introduce the concept of *Freeze*.

☑ 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/emotions/states of being. Then introduce and practice exaggeration.

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

5. Introduce the concept of character. Lead students in self-reflection on how they created the character.

☑ Criteria-based teacher checklist; group/self-reflection. Uses posture and movement choices to communicate a specific person or animal.

6. Add the dimension of emotionality to a character.

☑ Criteria-based self-reflection.

7. Lead students in self-reflection on how an emotional or state-of-being element changed their portrayal.

☑ Criteria-based group reflection.

8. Facilitate students as they perform a new character with two contrasting emotions.

☑ Criteria-based group reflection.

9. Guide class as they self-reflect and draw a picture of their emotional faces as they acted out one of the characters.

☑ Criteria-based checklist – written response: Draws and labels a picture that shows facial expressions used to communicate a specific feeling.

10. 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.

▤ Prepare enough copies of the drawing/reflection worksheet for students.

1. 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.*

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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.*

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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.

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4. Scan for comprehension while students practice freezing into a statue that represents a character/feeling/state of being: policeman, teacher, soldier, rock star, baby, tiger, astronaut, wizard, monkey, etc. Happy, sad, angry, frustrated, 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, emotion, or state of being. Shifts frozen position to increase the size/dimensions of a specific physical choice.

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5. Introduce the concept of character. **Lead students in self-reflection on how they created the character of a pirate (or other character of teacher's choice) and write their ideas on the word wall.**

📖 Mini-lesson: Character, using schema, looking closely – observing, labeling, and listing

- *Who knows what word 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 pirate.* Students do so.

- *Now, without using your voices I want you to move around the room like a pirate would move. You can't touch any other pirate in the room.* Students move as the character.

- *Let's freeze! Take a seat on the floor.*

- *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 pirates a minute ago! Ask yourself: How did you know what to do when I said, "Move as a pirate."*

- *Who can raise their hand and tell me what they did with their body to act like a pirate?*

▤ Students offer input, teacher records specific actions on the word wall.

- *How did you know what to do? I didn't tell you how to act like a pirate. You used your background knowledge. Using what you already know generates an idea and that leads you to constructing 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 pirates, so you have background knowledge of how to act like a pirate.*

▤ Lead students through more characters and reflect on physical choices made.

☑ Criteria-based teacher checklist; group/self-reflection. Uses posture and movement choices to communicate a specific person or animal.

6. Add the dimension of emotionality to a character.

📖 Using schema, small moments, looking closely – observing, labeling, and listing

- *Many of you were already expressing some emotions as you moved through the room as a character. You're been generating ideas.*

- *I wonder what happens when we add emotions to our characters. Let's find out. You are constructing meaning as an actor when you brainstorm, organize your ideas, and make choices.*

- *Let's go back to our pirate. I want you to make your statue again. Now, make our pirate statue very happy. Now, move through the room as a happy pirate. As you move around, think of the reasons why a pirate may be happy.*

- *Now, move as an angry pirate – remember keep your hands to yourself. Why is this pirate angry?*

- *Now, let's make it a sleepy pirate.*

- *Let's self-reflect again. Ask yourself: How did you add an emotion? What did you change?*

☑ Criteria-based self-reflection.

7. Lead students in self-reflection on how an emotional or state-of-being element changed their portrayal and write their ideas on the word wall.

- *I saw some real differences in your portrayals of the different pirates.*

- *Let's reflect as a group this time. What physical choices did you make to show happiness? Anger? Sleepiness?*

- *What actions did you use when you felt mad? Happy? Sleepy?*

☑ Criteria-based group reflection.

8. Facilitate students as they perform a new character with two contrasting emotions.

📖 Using schema, looking closely – observing, labeling, and listing

▤ Instruct "performing" students to move about the performance space as a new character. Add two contrasting emotions (sad, happy, etc.) to their portrayals. Divide class in half: audience/performers. Lead "audience" students in a group-reflection of what they saw and write any new ideas on the word wall.

- *Let's reflect as a group again.*

- *What actions did you see the actors use to show their characters?*

- *What actions showed their emotions? What facial expressions did you see? Why do you think the character felt that way?*

☑ Criteria-based group-reflection.

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9. Guides class as they self-reflect and draw a picture of their emotional faces as they acted out one of the characters. Assist them in labeling their picture with the name of the character and the emotion they used.

📖 Independent writing, guided writing, conferring

📄 Give each student a copy of worksheet for drawing their faces.

- *Now, I want you to reflect on the way you acted out your characters. Actors reflect on their work all the time because it helps them be better artists!*

- *Pick one that you especially liked. I want you to draw a picture of your face as you acted out that character. Be sure to draw the details of what you did with your face! Remember, draw a picture of yourself acting like the character.*

- *When you finish the drawing, I want you to write down the name of the character, and then write down the emotion. This will be the title for your picture: for example, my title may be "HAPPY PIRATE." Use the words on the wall to help you pick the words that you want.*

- *Complete the sentences on the worksheet: "My character feels_____." "I know my character feels_____because_____." What did you do with your face to show the feeling?*

☑ Criteria-based checklist – written response: Draws and labels a picture that shows facial expressions used to communicate a specific feeling.

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10. Guide self-reflection using drawing.

- *What feeling did you draw? Why did you choose that one?*

- *Are some feelings easier to act out than others? What makes it hard/easy to show that particular feeling?*

- *What are your eyebrows doing in the picture? What is your mouth doing? What is the shape of your eyes?*

- *How can you draw the feeling as clearly as possible?*

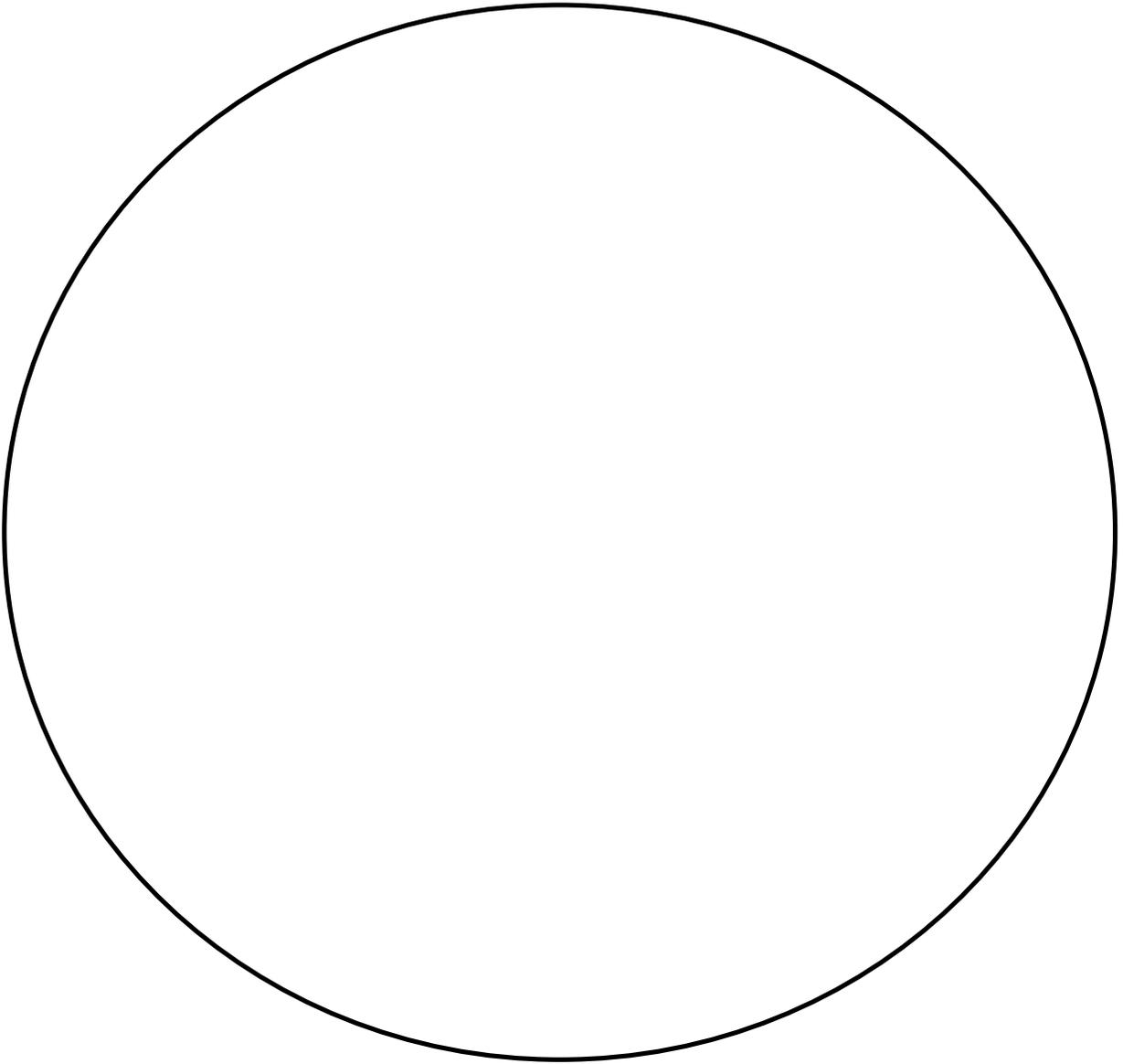☑ Criteria-based self-reflection.

The Super Expressive Body – Expressing Emotions Worksheet

Name: _____   Date: _____

Title: _____

1. My character is a _____ .

2. My character feels _____ .

3. I know my character feels _____

   because _____ .

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER					WRITING	Total 6
	Characterization						
Concept	**Freeze/ Movement**	**Statues**	**Exaggeration**	**Posture & Movement**	**Emotion**	**Descriptive words**	
Criteria Student Name	Moves and freezes normally	Holds a frozen position that represents a character, emotion or state of being	Shifts frozen position to increase the size/ dimensions of a specific physical choice	Uses posture and movement choices to communicate a specific character	Uses posture, movement choices and facial expressions to communicate a specific emotion or state of being	Draws and labels a picture that shows facial expressions used to communicate a specific feeling	
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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 writing?

Teacher: _____   Date: _____

ARTS AND WRITING LESSON: ***The Super Expressive Body – Expressing Emotions***

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 increased the size of our gestures—made them bigger to exaggerate our statues.

- We moved around the room as different kinds of characters.

- We showed how emotions change the way we move our bodies.

- We drew pictures of our emotional faces and labeled them using descriptive words

At home, you could move around the house as your favorite characters from stories that you know.

Enduring Understanding

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