

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Three: *Creating Expressive Animals*

Author: Dave Quicksall Grade Level: Kindergarten

Enduring Understanding

Identifying and portraying specific animal characteristics and behavior through upright movement can create a dynamic expression of that animal.

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

Students identify the characteristics and behaviors of different animals and use their bodies to express them dramatically. Students self-reflect by drawing a picture of themselves performing a specific animal and then label it with words that describe the animal's behavior.

Learning Targets and Assessment Criteria

Target: Identifies and portrays characteristics of an animal.

Criteria: In an upright position, uses movement and body shape that reflect attributes of a specific animal.

Target: Identifies and portrays the behavior of an animal.

Criteria: Uses movement and gesture linked to the actions of a specific animal.

Target: Understands and conveys characteristics and behavior as a complete portrayal of the animal.

Criteria: Combines attributes of shape and movement with actions in a full upright physical representation of an animal.

Target: Identifies a physical choice made to create an animal.

Criteria: Writes a descriptive word on a drawing that describes an action used to create the character.

Vocabulary

Arts Infused:

Action
Attribute
Character

Writing:

Descriptive words

Arts:

Behavior
Characteristic
Physical choice
(movement, body
shape)
Gesture
Trait

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>

1.1.1 concepts: *character*

1.2.1-1.2.6 skills and techniques: *movement, voice, character development, improvisation*

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.

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

continued

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

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

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

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">• 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 third writing infused lesson in a series of three. The first two infused lessons, **The Super Expressive Body** and **Finding Your Big Voice**, should be taught before this lesson.

LESSON PREP: This lesson will deal with the physical and behavioral attributes of animals. The words generated by the students will be written on the board or a flip chart.

Lesson Steps Outline

1. WARM UP. Ask students to move through the room as a dog without prompts of how the animal moves.

2. Instruct students to move around the room as a lion.

Criteria-based teacher checklist—room scan; self-reflection: In an upright position, uses movement and body shape that reflect attributes of a specific animal.

3. Lead students as they generate ideas on how to move as a snake (or other animal) and write their ideas on the board.

4. Lead students as they generate ideas and create a list of words that describe the behavior of a snake. Guide students as they construct meaning by moving through the room incorporating the new qualities they just brainstormed.

Criteria-based teacher checklist—reverse: Uses movement and gesture linked to the actions of a specific animal.

5. Review the two lists of words generated by the class. Lead students as they move through the room demonstrating a combination of both a physical characteristic and a behavioral attribute.

Criteria-based teacher checklist—reverse: Combines attributes of shape and movement with actions in a full upright physical representation of an animal.

6. Guide class as they self-reflect and draw a picture of themselves acting out the snake.

Criteria-based teacher checklist; written response: Writes a descriptive word on a drawing that describes an action used to create the character.

7. Guide self-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.

▣ A drawing will be made at the end of the lesson. Prepare paper and drawing implements before starting the lesson.

1. WARM UP. Ask students to move through the room as a dog without prompts of how the animal moves or how they should portray it (most students will most likely move around on all fours). Lead students to adjust their movement.

📖 using schema

- *I would like to see you move around like a dog.*
- *Stay upright on two feet! No crawling or putting your hands on the floor.*
- *How can you still show me that you are a dog without moving on all fours?*
- *Let's generate ideas!*

2. Instruct students to move around the room as a lion, again they must stay on two feet as they move—no hands on the floor. Afterward, leads a brief self-reflection on what they did.

📖 using schema

▣ When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a "0" where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later and give those who have met criteria a "1." This information will let you know who needs more practice to guide your future instruction.

- *What did you do with your body to move around like a lion?*
- *What did you do with your body and your face to look like a lion?*
- *What behaviors did you show?*
- *What feelings?*

☑ Criteria-based teacher checklist—room scan; self-reflection: In an upright position, uses movement and body shape that reflect attributes of a specific animal.

3. Lead students as they generate ideas on how to move as a snake (or other animal) and write their ideas on the board. Guide students as they construct meaning by moving through the room while incorporating the characteristics they brainstormed.


📖 mini-lesson, using schema, looking closely – observing, labeling, and listing.

- *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 are going to generate ideas on our next animal. When you think of a snake, what words would you use to describe how it looks?*
- *When you think of a snake, how do you picture it moving?*
- *If you picked a snake up how would it feel?*
- *All of these words are what we call characteristics—they describe the qualities of a snake.*
- *Now, let's get up and move around like a snake and see how many of these characteristics we can use.*
- *Remember, you can't crawl around on the floor! You have to stay on two feet! How can you use your whole body to move like a snake?*
- *By using your body to act out the choices we have listed, you are constructing meaning in the same way an actor does.*

4. Lead students as they generate ideas and create a list of words that describe the behavior of a snake. Guide students as they construct meaning by moving through the room incorporating the new qualities they just brainstormed.

 using schema, looking closely – observing, labeling, and listing

- *Let's generate ideas and come up with words that describe a snake's behavior—by behavior I mean, how does a snake act around other animals? Does it hunt other animals? Is it a vegetarian? How does it get food?*
- *Now, let's get up and practice adding some behaviors to our snakes.*
- *Can you be hunting for prey while you move like a snake?*
- *How does a snake feel while it's hunting?*
- *By using your body to act out the choices we have listed, you are constructing meaning in the same way an actor does.*

Criteria-based teacher checklist—reverse: Uses movement and gesture linked to the actions of a specific animal.


5. Review the two lists of words generated by the class. Lead students as they move through the room demonstrating a combination of both a physical characteristic and a behavioral attribute.

- *Let's review some of the things we wrote for characteristics and some of the things we wrote for behavior.*
- *Let's choose one word from each list to describe a snake.*

- *Now, let's move through the room using our bodies to show both traits.*
- *An example might be a combination of slithering and hunting.*

Criteria-based teacher checklist—reverse: Combines attributes of shape and movement with actions in a full upright physical representation of an animal.

6. Guides class as they self-reflect and draw a picture of themselves acting out the snake. Assists students in labeling their picture with the name of the animal and one or two descriptive words.

 using schema/notebook, looking closely – labeling and listing

- *Now, I want you to reflect on the way you acted out your snake. Actors reflect on their work all the time because it helps communicate their ideas as artists!*
- *I want you to draw a picture of yourself acting like a snake. Be sure to draw the details of what you did with your body and your face! Don't draw a picture of a snake; draw a picture of YOU acting like a snake.*
- *When you finish the drawing, write one word that describes the behavior of the snake you made—use the words on the board to help you.*
- *Then write the word "SNAKE" next to it. This will be the title for your picture. For example, I might write "HUNTING SNAKE" next to my drawing.*

Criteria-based teacher checklist; written response: Writes a descriptive word on a drawing that describes an action used to create the character.

7. Guide self-reflection.

- *How were you able to move like an animal without crawling on your hands and knees?*
- *What did you do with your body to show your animal character's behavior?*
- *In your drawing, what actions did you show? How did you draw yourself doing them?*

EXTENSION: Repeat steps #3 through #6 using a different animal.

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Kindergarten Lesson Three: *Creating Expressive Animals*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER	THEATER	THEATER	WRITING	Total 4
Concept	CHARACTER ATTRIBUTES	CHARACTER BEHAVIOR	ATTRIBUTE/ BEHAVIOR	DESCRIPTIVE WORDS	
Criteria	In an upright position, uses movement and body shape that reflect attributes of a specific animal	Uses movement and gesture linked to the actions of a specific animal	Combines attributes of shape and movement with actions in a full upright physical representation of an animal	Writes a descriptive word on a drawing that describe an action used to create the character	
Student Name					
1.					
2.					
3.					
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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: *Creating Expressive Animals*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We discussed characteristics and behaviors of animals and used our bodies to express them.

- We pretended we were animals and moved around the room, but in an upright position.
- We discussed the characteristics and behaviors of different animals and brainstormed how we can show the characteristics/behaviors with our bodies.
- We put it all together and created a full representation of an expressive animal by using actions, movement, and gesture.
- We drew a picture of ourselves acting out the animal and gave it a descriptive title that included the name of the animal and a behavioral quality—Hunting Snake.

At home your child could show you what they learned today and ask you to participate in creating your own expressive animals.

Enduring Understanding

Identifying and portraying specific animal characteristics and behavior through upright movement can create a dynamic expression of that animal.