

## ARTS IMPACT LESSON PLAN

### Theater and Writing Infused Lesson

#### Lesson Three: *Narrative in Action*

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#### Enduring Understanding

Actors and writers can develop a narrative through character actions within a sequence of events from beginning to middle to end.

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

*In this theater and writing lesson, students add actions to a narrative they've created with a small group based on our study of immigration or another unit of study. They collaborate with their groups to determine character actions for three tableaux (frozen stage pictures). Students perform their tableaux series with dialogue and actions. They revise and rewrite their own version of the narrative, adding descriptions of actions to develop the characters and events.*

### Learning Targets and Assessment Criteria

**Target:** Creates character movements in a 3-part narrative sequence.

**Criteria:** Performs a character through gesture/physical action in an action tableau series.

**Target:** Collaborates with others (in tableaux).

**Criteria:** Communicates ideas to others; makes compromises; and incorporates input/feedback.

**Target:** Writes descriptive actions to develop all characters in a 3-part narrative.

**Criteria:** Creates and uses character actions to show the setting or situation within a sequence of events.

**Target:** Develops narrative writing through feedback and planning.

**Criteria:** Revises and edits writing to add information through descriptive action.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u>                      Action                      Audience                      Beginning/Middle/End                      Character                      Collaboration                      Compromise                      Conclusion                      Emotion                      Event                      Line (dialogue)                      Meaning                      Problem                      Relationship                      Script                      Sequence                      Setting                      Solution</p> <p><i>continued</i></p>	<p><b>Museum Artworks or Performance</b></p> <p><b>Seattle, WA</b>                      Book-It Repertory Theatre                      Seattle Children's Theatre</p> <p><b>Tacoma, WA</b>                      Broadway Center for the Performing Arts</p> <p><b>Materials</b>                      Tableau Checklist; Tips for Dialogue;                      Arts Impact sketchbook/writing journal;                      Lesson 1 tableaux quick sketches;                      Lesson 2 dialogu; Narrative prompt                      content materials (Reading, Social                      Studies, etc.); Self-Assessment                      Worksheets and pencils; Class                      Assessment Worksheet</p>	<p><b>WA Arts State Grade Level Expectations</b>                      For the full description of each WA State Arts                      Grade Level Expectation, see:  <a href="http://www.k12.wa.us/Arts/Standards">http://www.k12.wa.us/Arts/Standards</a></p> <p>1.1.1 Concepts: character, plot, dialogue                      1.2.1 Skills and Techniques: movement, gesture,                      facial expression                      1.2.2 Skills and Techniques: voice                      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                      4.2.1 Connects Theater and Writing</p> <p><b>Common Core State Standards in ELA</b>                      For a full description of CCSS Standards by grade                      level, see:  <a href="http://www.k12.wa.us/CoreStandards/ELAstandards/">http://www.k12.wa.us/CoreStandards/ELAstandards/</a></p> <p>W.8.3.A Engage and orient the reader by                      establishing a context and point of view and                      introducing a narrator and/or characters;</p> <p><i>continued</i></p>

Writing:

Description  
Details  
Edit  
Narrative  
Revise  
Rewrite

Arts:

Body Shape  
Cheating Out  
Depth  
Downstage/Upstage  
Eye Contact  
Facial Expression  
Gesture  
Levels  
Movement  
Physical Contact  
Pitch (high, low)  
Quality (rough, squeaky, etc.)  
Statue  
Tableau  
Vocal expression  
Volume (loud, soft)  
Speed (fast, slow)

organize an event sequence that unfolds naturally and logically.

W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.8.6 Adapt speech to a variety of contexts and tasks.

**College and Career Readiness Standards in Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Social Studies GLEs (if using SS focus)**

<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>

1.3.1 Analyzes how the United States has interacted with other countries in the past or present.

3.2.2 Understands cultural diffusion in the United States from the past or in the present.

3.2.3 Understands and analyzes migration as a catalyst on the growth of the United States in the past or present.

4.1.2 Understands how the following themes and developments help to define eras in U.S. history: Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900).

4.2 Understands and analyzes causal factors that have shaped major events in history.

4.4.1 Analyzes how a historical event in United States history helps us to understand a current issue.

5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

### ICON KEY:

- ☰ = Indicates note or reminder for teacher
- ☑ = Embedded assessment points in the lesson

### Pre-Teach

Selected narrative prompt materials, such as:

- Historical research within a specific grade-level Social Studies unit
- Fiction or nonfiction reading
- Presentation of other prompts (photos, illustrations, objects, film, etc.)

This lesson is one of a series of three Theater and Writing Infused lessons. Teach Lesson 1, "Narrative Tableaux", and Lesson 2, "Narrative Dialogue", before this lesson.

### Lesson Steps Outline

**1.** Review Social Studies content area narrative prompt.

**2.** Direct students in a warm-up. Put students into original tableau groups in their own space, in a large circle around the perimeter of the room. Display or write the Tableau Checklist and the Tips for Dialogue on the board. Guide groups to review tableaux with dialogue.

**3.** Guide groups adding physical action to each of their tableaux independently. Facilitate as groups rehearse action tableaux with movement and dialogue.

☑ Criteria-based process assessment: Performs a character through combined physical action and dialogue with vocal expression in an action tableau series. Communicates ideas to others; makes compromises; and incorporates input/feedback.

**4.** Facilitate as groups perform their action tableau series for the class. Ask audience members to explain what they see by giving evidence.

☑ Criteria-based teacher checklist and peer assessment: Performs a character through combined physical action and dialogue with vocal expression in an action tableau series.

**5.** Guide students to complete their Self-Assessment Worksheet independently.

☑ Criteria-based teacher checklist and self-assessment: Communicates ideas to others; makes compromises; and incorporates input/feedback.

**6. POST THEATER LESSON WRITING:** Instructs students to edit and revise their narratives by adding detailed descriptions of actions.

**Criteria-based teacher checklist:** Creates and uses character actions to show the setting or situation within a sequence of events. Revises and edits writing to add information and details through descriptive action.

## LESSON STEPS

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### 1. Review Social Studies content area narrative prompt.

- *In our first two lessons, you collaborated with a group to develop narratives and created a series of three tableaux that showed the beginning, middle, and end of its sequence of events. Then you wrote and added dialogue to your tableaux, using vocal expression. You also revised the narratives you wrote to include this dialogue.*
  - *Today, we're building these narratives through theater and writing. You'll add gestures and movements to your tableaux while you say your lines, creating action tableaux. This will help you to add more details about the actions in your narrative as you do further editing and revising of your writing.*
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### 2. Direct students in a warm-up. Put students into original tableau groups in their own space, in a large circle around the perimeter of the room. Display or write the Tableau Checklist and the Tips for Dialogue on the board. Guide groups to review tableaux with dialogue.

- *Let's warm up by reviewing your dialogue tableaux from the last lesson. I'll give you a minute to review your quick sketches and scripts for any revisions you need to make for people who are absent, etc. Then I'll cue you in an all-play rehearsal, with everyone working at the same time. For each tableau, stay frozen after the last actor has spoken. When all groups are frozen and silent, I'll cue you to your next tableau.*
  - *Beginning Tableau into position, 1-2-3-Freeze. Go! Middle Tableau, getting into position, 1-2-3-Freeze. Go! End Tableau, getting into position, 1-2-3-Freeze. Actors relax.*
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### 3. Guide groups adding physical action to each of their tableaux independently. Facilitate as groups rehearse action tableaux with movement and dialogue.

- *Add physical action to each of your tableaux with dialogue. You'll still say your lines and use your vocal expression, but now you'll move as well.*
- *Each character does a single physical action (movement or gesture) in each tableau. Actions can be anything from whole body movement, such as walking across the stage, to small gestures, such as raising a hand. (Demonstrate.)*
- *If the action is naturally repetitive, like digging or rowing, you can repeat it. (Demonstrate.)*
- *The physical actions should add essential details and information to the narrative. Because each character gets only one action, it must be the most important thing that character is doing in each part.*
- *When you add movement to a tableau, it's called an action tableau. An action tableau starts and ends with a freeze. You start with the same tableau you've been doing. The ending is a tableau of wherever the actors wind up at the end of everyone's movements.*
- *Use the ideas from your narrative writing after Lessons 1 and 2, as well as the study materials. Your goal is to help your audience better understand your narrative through the physical actions that the characters do.*

- *Decide the order of the physical actions. Is it a series of actions and reactions, or does everyone move simultaneously? Do you speak and move at the same time, or separately? Decide how you'll know when to hold the final freeze of each action tableau. Your lines might help with a cue to stop.*
- *As you work on your actions you can also revise your lines as needed, based on the feedback you received in our last lesson, or on the independent writing you did afterwards.*
- *Your group will collaborate to decide on the actions, but everyone should take their own notes in their journals. Your notes will help your writing later.*
- *Once you've chosen your actions, rehearse putting it all together. Practice freezing in an action tableau, saying your lines with projection and vocal expression while you move, and then ending in a freeze for each tableau. You should be able to remember your own actions, lines and vocal expression, as well as your order and cues (the lines and actions that come before yours).*
- *I'll be asking you to reflect on how you collaborated at the end of the lesson again. Remember that collaboration means:*
  1. *You communicate your own ideas and listen to other people's ideas.*
  2. *You compromise with one another to come up with your action tableaux.*
  3. *Incorporate each other's input and feedback as you develop your action tableaux.*

**Criteria-based process assessment:** Performs a character through combined physical action and dialogue with vocal expression in an action tableau series. Communicates ideas to others; makes compromises; and incorporates input/feedback.

#### **4. Facilitate as groups perform their action tableau series for the class. Ask audience members to explain what they see by giving evidence.**

- *Let's do a final rehearsal, an all-play. I'll give a 1-2-3-Freeze and everyone will make their Beginning tableaux at the same time. When I say "Go," start your actions and dialogue for your first action tableau, and continue until you get to the final moment of your series. Hold your final end tableau. When everyone is silent and frozen, I'll call "Actors relax."*
- *1-2-3-Freeze! Go! Actors relax.*
- *Now we'll go around the circle and each group will show their action tableau series one at a time. I'll prompt you the same way. If everyone stays where they are in the circle, you should have a reasonably good view. Project your voices so that everyone can hear your lines.*
- *Audience, notice what the actors are doing, listen to the lines for more information and details, and pay attention to their physical actions.*
- *What do you see? What's happening in the sequence of events? What more do you learn about the narrative from the revised lines or actions?*
- *After each group shows, I'll take one or two pieces of feedback. Give evidence about how you know what you see. For example, "Now I could see that this character was leaving because he*

walked away from the other characters.” You can also still use the Tableau Checklist or the Tips for Dialogue.

Criteria-based teacher checklist and peer assessment: Performs a character through combined physical action and dialogue with vocal expression in an action tableau series.

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## **5. Guide students to complete their Self-Assessment Worksheet independently.**

- *When you fill out your worksheets, you will assess your own work on adding action to your tableaux. Then you can analyze and assess your collaboration. After you have written your actions in our next lesson step, edited and revised your narrative, you can assess your work on that as well.*

Criteria-based teacher checklist and self-assessment: Communicates ideas to others; makes compromises; and incorporates input/feedback.

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## **POST THEATER LESSON WRITING**

### **6. Instruct students to edit and revise their narratives by adding detailed descriptions of actions.**

- *Edit and revise your narrative writing by incorporating the actions you’ve created today, as well as any revisions. Your narrative should still introduce the characters and setting, and clearly explain the sequence of events from beginning to middle to end using dialogue. Now it should also include descriptions of character actions.*
- *This is your own version of the narrative, so it doesn’t need to be the same as anyone else’s.*

Criteria-based teacher checklist: Creates and uses character actions to show the setting or situation within a sequence of events. Revises and edits writing to add information and details through descriptive action.

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

Eighth Grade Lesson Three: *Narrative in Action*

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

**STUDENT SELF-ASSESSMENT WORKSHEET**

Disciplines	<b>THEATER</b>	<b>THEATER 21<sup>st</sup> Century Skills</b>			<b>WRITING</b>	<b>WRITING</b>	Total 6
Concept	<b>Physical Action</b>	<b>Collaboration</b>			<b>Written Narrative</b>	<b>Revise/edit</b>	
Criteria	Performs a character through combined physical action and dialogue with vocal expression in an action tableau series.	Communicates ideas to others; makes compromises; and incorporates input/feedback.			Creates and uses character actions to show the setting or situation within a sequence of events.	Revises and edits writing to add information and details through descriptive action.	
Student Name		Shares ideas	Compromises	Uses input			

**COLLABORATION SELF-ASSESSMENT WORKSHEET**

Put a check next to each of the ways you collaborated with your group to create your tableau:

\_\_\_\_\_ I communicated my ideas to the other members of my group.

An example of an idea I contributed to our tableau is:

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\_\_\_\_\_ I compromised with the other members of my group.

I changed an idea I had to go along with the group by:

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\_\_\_\_\_ I incorporated feedback or input from other members of my group.

I used someone else’s idea or suggestion to adjust something I did by:

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## Elements of Tableau Checklist

- Statue: Individual facial expression and body shape/gesture
  - Use whole face and body
  - Show character
  - Show action (body)
  - Show emotion (face)
  
- Levels and depth
  - Low/medium/high, left/right/center, downstage, upstage, near/far
  - Three dimensional use of stage or playing space
  
- Character and spatial relationships/connections
  - Eye contact
  - Physical contact using positive or negative space (touching or not touching)
  - Proximity or distance
  
- Open to the audience (cheat out)
  - Audience awareness

## Tips for Dialogue

- Address other characters by names and/or titles to help the audience know who the characters are and the relationships they have to one another.
  - Examples: Mom, Doctor, Officer, etc.
- Use nouns—be specific!
  - Example: instead of “Can I have that?” try saying, “Mom, could you please pass the maple syrup?” What more do you learn about the characters, setting and situation from the second line that you don’t learn from the first?
- Each line should add new, relevant information and details.
  - Example: if one character says “The volcano is erupting!” then the next character should add something more: “The lava has almost reached our house!”
  - Lines like “Oh no!” or “Yeah!” are throwaway lines—they don’t tell the audience anything new.
  - Avoid repetition or simple agreement. If one character says, “I hope it doesn’t rain,” the next shouldn’t just say “Me too” or “Yeah, it would be bad if it rained.” Add more, like: “The rain would melt our ice sculptures” or “I’m terrified of thunder and lightning.”

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

Eighth Grade Lesson Three: *Narrative in Action*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	<b>THEATER</b>	<b>THEATER 21<sup>st</sup> Century Skills</b>			<b>WRITING</b>	<b>WRITING</b>	Total 6
Concept	<b>Character</b>	<b>Collaboration</b>			<b>Written Narrative</b>	<b>Revise/edit</b>	
Criteria	Performs a character through combined physical action and dialogue with vocal expression in an action tableau series.	Communicates ideas to others; makes compromises; and incorporates input/feedback.			Creates and uses character actions to show the setting or situation within a sequence of events.	Revises and edits writing to add information and details through descriptive action and transitions.	
Student Name		Shares ideas	Compromises	Uses input			
1.							
2.							
3.							
4.							
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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: *Narrative in Action***

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Dear Family:

Today your child participated in a **Theater and Writing** lesson. We added character actions to a narrative series of events.

- We explored characters and events from our study of immigration.
- We collaborated with a group to develop and build on frozen stage pictures called tableaux to express our ideas with body shapes and dialogue.
- We added physical actions to a series of three tableaux to create action tableaux.
- We revised and rewrote our own versions of our narrative by adding descriptions of action.

At home, you could tell a story and then re-tell it with more action and details.

**Enduring Understanding**

Actors and writers can develop a narrative through character actions within a sequence of events from beginning to middle to end.