

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR2-AEMDD)

LESSON TITLE: The Set-Up: Creating Dramatic Introductions

Theater and Writing Lesson

Artist-Mentor – Dave Quicksall

Grade Level: Third Grade

Examples:

Enduring Understanding

Acting out specific character attributes and feelings in a specific time and place can lead to a more expressive and dynamic introductory paragraph.

Target: Identifies actions that communicate story introduction.

Criteria: Uses gesture and dialogue to convey specific time, place and feelings in a scene.

Target: Creates an introductory paragraph based on a performed scene.

Criteria: Writes a narrative passage from a specific viewpoint in a first or third person voice that incorporates the actions, feelings and place from the performance.

Target: Edits the paragraph based on further dramatic exploration.

Criteria: Adds adverbs and adjectives for dynamic word choices.

Teaching and Learning Strategies

Introduction to Arts-Infused Concepts through Classroom Activities:

Arts-Infused Concepts: Action; Character; Introduction; Dialogue; Setting;

1. Guides whole class brainstorm on story details with a Narrative Writing Prompt and Character Map. Uses the writing prompt and Character Map from *Character Attributes in Writing* lesson. Explicitly tells students the prompt is the introduction paragraph. *Prompts: This is a theater lesson and a writing lesson at the same time. Re-read the prompt and review the Character Map from our last lesson. The prompt has all the information you need to write an introduction paragraph—let's add some details. What is the setting (time and place)? Who are the characters? What are they doing? Is there just one character? What do the characters do to start the story off? What feelings do the characters have?*

Student: Participates in class brainstorm based on the prompt and Character Map.

2. Introduces tableau and shoulder tap; Divides class into groups; Guides rehearsal for introduction tableaux. Models tableau and shoulder tap with five volunteers. Guides the students as each group creates an introductory tableau with dialogue to introduce the main character's actions, feelings, and setting details—all related to the prompt. *Prompts: Using the prompt as a starting point, each group must create one tableau with dialogue that introduces the event stated in the prompt. When actors tell stories on stage they use a technique called "tableau." Tableau is a French word meaning picture. A tableau is a still frozen picture, like a snapshot or comic strip, a*

group of actors make with their bodies—it includes character statues and frozen gestures. Let's practice a tableau of a playground with some volunteers. Who are the characters? What is the setting? I will count to three and say "freeze"—you will freeze in the tableau. 1-2-3, freeze! You will also say dialogue for what your character is thinking or feeling. When I tap you on the shoulder say a word, sentence or sound for your character. This is called "shoulder tap". (taps each student on the shoulder) Get into your groups and create a tableau with shoulder tap dialogue for the introduction. Use the whole class brainstorm for ideas on setting, characters and feelings. Choose very clear actions to tell your story.

Student: Creates and practices a tableau with dialogue based on the prompt.

3. Guides students to present and reflect on introduction tableaux and shoulder tap; Writes descriptive words on Word Bank. Guides students to present at the front of the room, cuing with "1-2-3, freeze" then shoulder tap's each student for character dialogue. Guides reflection and records descriptive words on the Word Bank. *Prompts: What do you see? Who are the characters? Where do you see the setting? What actions communicate who the characters are and how they are feeling at the beginning of this story? What did characters or inanimate objects say? What dialogue helped to understand the action of the introduction?*

Student: Presents scene. Participates in group reflection.

Embedded Assessment: Criteria-based teacher checklist; criteria-based group reflection

4. Models writing an introductory narrative paragraph. Models, with student ideas, a writer's thinking process to create an introductory paragraph. Writes on an overhead/document camera as students write on paper. *Prompts: I am going to model how to write a paragraph telling the introductory scene using all the information we've gathered from our Character Map, story detail brainstorm, tableaux and dialogue. This is an introductory paragraph to a bigger story, so I'm going to make sure I "set up" the story in a way that makes my reader really want to know what will happen next. As I write, you will write on your own sheet of paper. Let's work together. What voice is the story told in? First person? Third person? What clues are given that indicate which voice is used? I'll write details from what was acted out: specific actions—modifying verbs with adverbs; specific feelings—using adjectives with nouns; and descriptive words too—the more specific the better.*

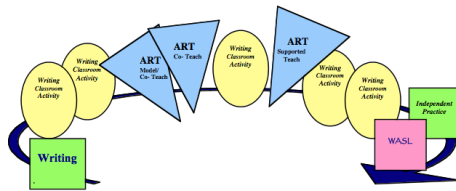
Student: Uses a specific voice (first person; third person) based on the prompt; writes a narrative paragraph that incorporates all the details from the Character Map, story detail brainstorm, tableaux and dialogue.

Embedded Assessment: Criteria-based teacher checklist; criteria-based peer review

5. Guides groups as they revise tableaux and dialogue and edit their introductions. Guides groups to briefly re-create and revise tableaux and dialogue to determine whether any details were left out, or could be improved upon. Guides students to edit paragraphs alone, in pairs or in groups—may need to model editing process. *Prompts: As you act out your scene again, look for details you may have left out in your writing. Next, edit your paragraph to include details by writing in words or crossing some things out. What important details can be added? What exciting adjectives and adverbs can you use? Make sure you describe emotions.*

Student: Acts out the scene again, looking for ways to embellish the storytelling. Edits the introduction while focusing on more descriptive and dynamic language.

Embedded Assessment: Criteria-based teacher checklist



Before next THEATER lesson:



1. Repeat the same process with the two different prompts you select and pre-write and two separate blank Character Maps. Based on what their group creates, guide students to write an introductory paragraph independently for each prompt. This will move your students closer to independent practice with these concepts. Add descriptive words to the Word Bank.

Independent Practice: Introductions! Who are the characters? Where are they? What are they doing? What are they feeling? Be specific!

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts:</u> physical choice shoulder tap tableau vocal choice</p> <p><u>Arts Infused:</u> action adjective adverb character dialogue introduction noun setting verb</p>	<p>Performances: Broadway Center for the Performing Arts, Tacoma, WA: <i>Mad Science: CSI Investigation, Show Way on Tour, Spirit Horse, Blues Journey, The Phantom Tollbooth, Red Riding Hood and Other Stories</i></p> <p>Performance Materials: Narrative Writing Prompts Word Bank</p>	<p><i>AEL 1.1 concepts:</i> character traits <i>AEL 1.1.2 principles of organization:</i> setting and character <i>AEL 1.2 skills and techniques:</i> range of movements, uses appropriate feelings; works with a partner to solve a dramatic problem <i>AEL 2.1 applies creative process:</i> applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process</p> <p><i>Writing GLE 3.1.1 Analyzes ideas, selects topic, adds detail, and elaborates:</i> maintains focus on specific topic; provides details and/or support; uses personal experience and observation to support ideas; develops characters, setting, and events in narratives <i>Writing GLE 3.1.2 Organizes writing:</i> organizes ideas into logical chunks of information; writes a variety of beginnings <i>Writing GLE 3.2.1 Writes with voice:</i> uses word choice to show emotion and interest; demonstrates commitment to topic <i>Writing 3.2.2 uses language appropriate for a specific audience and purpose:</i> selects specific words and specialized; selects interesting and effective words</p> <p>Writing State Frameworks <i>Grade 3:</i> Uses word choice to show emotion and interest</p>

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ASSESSMENT WORKSHEET

Disciplines	THEATER AND WRITING		WRITING			WRITING		Total
Concept	INTRODUCTION		INTRODUCTORY PARAGRAPH (1 st Write)			INTRODUCTORY PARAGRAPH		7
Student	Uses gesture and dialogue to convey specific time, place and feelings in a scene		Writes a narrative passage from a specific viewpoint in a first or third person voice that incorporates the actions, feelings and place from the performance			Adds adverbs and adjectives for dynamic word choices		
	gesture	dialogue	action	feelings	place	adjectives	adverbs	
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26.								
27.								
28.								
Total								
Percentage								

Criteria-based Reflection Questions: (Note examples of student reflections.)

Self-Reflection: *How can you check to make sure you included all parts of the introduction?*

Peer to Peer: *Compare introductions with a classmate. Be their editor looking for all the key parts of the introduction.*

Thoughts about Learning:

Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?

Lesson Logistics:

Which classroom management techniques supported learning?

Teacher: _____ Date: _____

ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER

THEATER AND WRITING LESSON – The Set-Up—Creating Dramatic Introductions

Dear Family:

Today your child participated in a **theater and writing lesson**. We talked about how theater and writing can work together to improve our writing skills.

- We created an **introductory** tableau with **characters** and **setting** and **feelings** and **dialogue**.
- We wrote an introductory paragraph based on the scene we acted out using the most specific words we could: verbs modified by adverbs, adjectives added to nouns.
- We learned that acting stories out before we write can lead to more expressive and dramatic writing.

You could create your own “Word Bank” by making a list of dramatic and expressive words. You could write introductions to short stories together using these words and then finish your stories separately to see how each of you creates a different story middle and ending.

Enduring Understanding

Acting out specific character attributes and feelings in a specific time and place can lead to a more expressive and dynamic introductory paragraph.