

## ARTS IMPACT

### *The Creative Process in Theater*

Author: Rachel Atkins

#### Enduring Understanding

By exploring ideas, making choices, performing, and reflecting, one can use the creative process to make a theatrical performance.

#### Lesson Description

*Students use the creative process to develop a theatrical performance together. They explore story, characters, actions, words, emotions, and ideas from a piece of written text. They collaborate to develop ways to communicate the text and what they discover in it, using both voice and body. They rehearse, refine, perform, and reflect on what they created.*

#### Learning Targets and Assessment Criteria

**Target:** Collaborates with others.

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

**Target:** Creates a theatrical performance.

**Criteria:** Explores text as inspiration, makes physical and vocal choices to express ideas, practices from beginning to end, performs, and reflects.

#### Vocabulary

Arts:

Action  
Articulation  
Character  
Collaboration  
Communication  
Creative Thinking  
Emotion/Feeling  
Mood  
Movement  
Physical Choice  
Pitch  
Projection  
Rehearse  
Refine  
Setting  
Sound effects  
Statues  
Story  
Tableau  
Tempo/Speed  
Timbre/Quality  
Transitions  
Vocal Choice  
Vocal Expression  
Volume

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Book-It Repertory Theatre  
Living Voices  
Seattle Children's Theatre

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

*Here There be Dragons* by Jane Yolen;  
pencils; poster paper; markers

#### 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>

- 1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression
- 1.2.2 Skills and Techniques: Voice, Projection
- 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)

*For a full description of Washington Early Learning and Development Guidelines see*

<http://www.del.wa.gov/development/guidelines/>

- (Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body; enjoy challenging self to try new and increasingly difficult activities.
- (Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions; listen to others
- (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 (CCSS) in ELA**

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

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

R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it.

R.CCR.4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.

SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

SL.CCR.2. Integrate and evaluate information presented visually, quantitatively, and orally.

SL.CCR.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks.

SL.K.6. Speak audibly and express thoughts, ideas, and feelings clearly.

**College and Career Ready Students in Reading**

Demonstrate independence.

Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

## Steps in the Creative Process

### **1. Explore text as inspiration for performance.**

Read through text independently and together. Discuss and share responses to text with group.

### **2. Brainstorm characters, actions, emotions, and ideas from the text.**

Record words on board.

### **3. Develop a way to communicate the text physically.**

Create a series of tableaux, movements, and transitions to show the story and/or the ideas of the text.

### **4. Develop a way to communicate the text vocally.**

Use vocal expression speak the words of the text. Add sound effects to support the mood, feeling, and/or setting of the text.

### **5. Use the 21<sup>st</sup> Century Skill of Collaboration.**

In the process of creating the performance, collaborate with group members. Communicate ideas, make compromises, and incorporate feedback.

### **6. Combine physical and vocal choices and rehearse the performance.**

Share ideas and try them out together. Make artistic choices, planning the full performance from beginning to end. Practice and refine.

### **7. Perform and reflect.**

Present the performance. Reflect on how the performance communicated the original text and the ideas of the artists. Discuss how the group collaborated. Consider how the creative process was used. Explore how this process could be used in the classroom.

“Story,” the Old Man said, looking beyond the cave to the dragon’s tracks.

“Story is our wall against the dark.”

He told the tale: the landing, the first death, the second.

They heard the rush of wind, the terrible voice, a scream, then another.

Beyond the wall, the dragon waited but could not get in.

From *Here There Be Dragons* by Jane Yolen