

ARTS IMPACT TEACHER LESSON PLAN

Arts Discipline:		Theater	
Infused Discipline:		Writing	
Grade Level:	2 nd	Title:	Acting as a Pre-write Tool
		Author:	Cody Crane with Gail Frasier at Cherry Valley Elementary
Enduring Understanding:		Making acting vocal and physical choices to show character feelings, physical traits and dialogue/sound can generate ideas and details to help write a narrative story.	
Examples:	Video evidence on file		Video evidence on file
	Makes vocal and physical choices showing character feelings, physical traits ("looks like") and dialogue or sounds.		Makes vocal and physical choices showing character feelings, physical traits ("looks like") and dialogue or sounds.
Target Learnings and Assessment Criteria			
Target:	Completes a <u>Character Map</u> for the character or object of their choice.		
Criteria:	Identifies and <u>writes feelings</u> , <u>physical traits</u> , <u>dialogue or sounds</u> , and <u>character name</u> .		
Target:	Demonstrates the <u>character or setting elements</u> for the <u>beginning of a story</u> .		
Criteria:	Makes <u>vocal and physical choices</u> showing <u>character feelings</u> , <u>physical traits</u> ("looks like") and <u>dialogue or sounds</u> .		
Target:	<u>Applies brainstorm ideas</u> , <u>visual tools</u> and <u>acting</u> to writing the beginning of a story.		
Criteria:	<u>Writes one sentence incorporating ideas</u> from the <u>Word Bank</u> and <u>Character Map</u> .		
Instructional Strategies			
DAY ONE			
1. Introduces lesson and begins with Frozen Statue warm-up. Tells students that they will work on the beginning of a story, brainstorming ideas though acting. <i>Prompts: Today we are going to create the beginning of a story by focusing on the characters and setting.</i> Guides students in a Statue Warm-up using (characters and setting) that might show up in a pre-selected writing prompt. <i>Prompts: Begin walking around the room as yourselves (actor neutral). I'll call "Freeze" and then call out a word indicating character or setting. Make a statue of that word. Don't forget to use your whole body. Increase intensity by 100%; exaggerate your statue.</i> <u>Student:</u> Walks around the room in neutral, freezes on cue, and creates a Frozen Statue cued by the prompt.			
2. Guides whole-class brainstorm on the possible elements for the beginning of the story. Reads a prompt aloud to the students and brainstorms possible characters, setting, and details for what's happening. <i>Prompts: Let's review what is important to setting up the beginning of a story. So let's focus on characters first. Next, let's brainstorm some possible settings for where our story will take place. Finally, let's discuss some details that will be important to what starts our story off (Review what happens in beginning-middle-end of a story).</i> <u>Student:</u> Contributes to brainstorm.			

3. Guides student to complete Character Maps for the beginning scene. Divides the class into groups of 5-6 students. Guides each student as they choose a character or object for the beginning scene. Incorporates ideas into a beginning tableau. Includes "feelings", "looks like", and "says or sounds" in the Character Map.

Student: Completes a Character Map for the character or object of their choice.

Embedded Assessment: Criteria-based teacher checklist

DAY TWO

4. Guides students to develop tableaux and dialogue incorporating details from their Character Maps. Tells students they have five minutes to create a tableau for the beginning scene.

Prompts: *You are going to create a tableau of the beginning scene. Incorporate the feelings you wrote, what your character looks like, and one line of dialogue or sound that your character would say/make. When I tap on your shoulder it is your turn to say your line. Remember a tableau is frozen like a snapshot.*

Student: Creates tableau with group.

5. Oversees presentation and reflection. After each group presents, guides the audience to reflect on the three Character Map criteria—feelings, "looks like", and says/sounds. Prompts: *This Character Map will support your writing. What feelings did the characters show? What did they look like—how were they holding their bodies? What did they say or what sounds did they make?*

Student: As audience, reflects on actor's choices. As actor, makes vocal and physical choices showing what their character is feeling, looks like, and says/sounds.

Embedded Assessment: Criteria-based teacher checklist

6. Guides students to write one sentence based on what they acted in the tableau. Prompts: *Using your Character Map, write one sentence describing what your character did in the beginning scene.*

Student: Writes one sentences incorporating ideas from the Character Map.

Embedded Assessment: Criteria-based teacher checklist

Vocabulary	Resources: Performance	Classroom, Performing Arts Materials	WA Essential Learnings
<ul style="list-style-type: none">• actor neutral• beginning, middle, end• Character Map• character traits or elements• dialogue• feelings• freeze• movement• setting• statue• tableau• Word Bank	<i>Tomas and the Library Lady</i> , Seattle Children’s Theater	<ul style="list-style-type: none">• writing prompt (beginning introduction), middle, end• Visual Map• Character Map for students	AEL 1.1 concepts:
	Scheduled Study Visit: <ul style="list-style-type: none">• January 14, 2009		<ul style="list-style-type: none">• main and minor characters• time and place of setting• main and minor action
			AEL 1.2 skills and techniques:
			speaks range of volume; uses movement to communicate character; character feelings <ul style="list-style-type: none">•
			AEL 1.4 demonstrates audience skills
			<ul style="list-style-type: none">• active listening skills
			Writing Essential Learnings
			1.1.1 Applies at least one strategy for generating ideas and planning writing <ul style="list-style-type: none">• Talks to generate ideas and rehearse writing (e.g., class brainstorm).• Uses visual tools for planning (e.g., word web, list, story frame, drawing).

Arts Discipline:		Theater			
Infused Discipline:		Writing			
Grade Level:	2nd	Title:	Acting as a Pre-write Tool		
		Author:	Cody Crane with Gail Frasier at Stillwater Elementary		
Students		WRITING/ THEATER Story Beginning	THEATER Body and Dialogue	WRITING Brainstorming	Total Points 3
		Identifies and writes feelings, physical traits, dialogue or sounds, and character name	Makes vocal and physical choices showing character feelings, physical traits, "looks like," and dialogue or sounds	Writes one sentences incorporating ideas from the Word Bank and Character Map	
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Percentage					

Teacher Comments	
Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students?	
Were there lesson dynamics that helped or hindered learning?	
What classroom management techniques supported student learning?	
Other comments:	
Family Communication:	Making acting vocal and physical choices to show character feelings, physical traits and dialogue/sound can generate ideas and details to help write a narrative story. Students brainstormed individually and together to create a story beginning.