

ARTS IMPACT TEACHER LESSON PLAN

Arts Discipline:		Theater	
Grade Level:	3/4	Title:	Acting From Inside a Memory
		Author:	Wendy Ward with Gail Frasier at Carnation Elementary
Enduring Understanding:		Acting out a personal experience using voice and movement to develop setting, small action and dialogue can help to prompt descriptive storytelling.	
Examples:		video evidence on file	video evidence on file
		Uses movement choices to convey the setting or small action from a scene.	Uses movement choices to convey the setting or small action from a scene.

Target Learnings and Assessment Criteria

Target:	<u>Relives a personal experience using specific physical choices.</u>
Criteria:	Uses <u>movement choices</u> to convey the <u>setting, small action</u> and adds dialogue from a scene.
Target:	<u>Relives a personal experience using specific vocal choices.</u>
Criteria:	Uses <u>vocal choices (pitch, volume, vocal texture)</u> to convey the <u>setting, small action</u> and adds dialogue from a scene.

Instructional Strategies

1. Warm-up (one or two): Models and guides students in acting out a personal experience and story telling. Guides students to relive a prompted personal experience. Puts students in pairs. Asks student A to relive personal experience and student B to watch prepared to story tell. When student A finishes, asks Student B to story tell the episode incorporating actions and dialogue. The process repeats for student B. *Prompts: Today we're going to practice reliving personal experiences through acting and story telling. When we relive an experience we can actually step into the memory just as if we were there in that moment. I'll model first with a volunteer. Remember exactly what it was like when you came into class this morning. Step into that moment and act out how you walked into class using your whole body and voice. I'll watch so that I can story tell the actions and dialogue I see. (Story tells the how the student walked in using small action and dialogue). Now it's your turn. Get with your writing partner. Student A, relive how you got up this morning using exaggeration and strong voice. Student B watch carefully and be ready to story tell the episode when your partner is finished. Student B, relive eating breakfast this morning using exaggeration and big voice. Student A watch carefully and be ready to story tell the episode when your partner is finished. Remember that changing your voice may mean speaking louder or softer than usual, or higher or lower than usual, or with a sigh or scratchy voice. When using your bodies, don't forget you can change levels, use a specific pose or gesture, or move with high or low energy.*

Student: Acts out a personal experience with whole body and dialogue and story tells what their partner acts out.

2. Guide Reflection on Warm-up on acting out and story telling a personal experience.

Prompts: When you watched your partner act out their memory, how did you decide which words to use to story tell the event? How did you describe the movement? How did you describe the voice? How does the way you described the voice show what the character is thinking or feeling? How could this activity help you with your writing?

Student: Participates in whole class reflection.

3. Models how to act and story tell a personal experience. Instructs students on narrowing a personal experience to a manageable topic and hooking the reader with setting, small action and dialogue. *Prompts: Now that you practiced acting out a personal experience with a partner and storytelling their experience, let me show you how to both act out and story tell just the beginning of a personal experience that I want to eventually write about. First I need to select an idea that is a seed topic, a topic that is small enough to be manageable. It's very important I start in just the right spot. I'm not going to show you the most exciting part yet. I'm going to select the part just before it so that I can set the scene. I'm going to step into the memory and remember everything about that moment. (Take a deep breath and actually step into the moment, then begin to act out a personal experience). Now I'm going to story tell the scene just like a writer. I'm going to put words to everything I experienced. I'm going to use words to describe the setting, the small actions or how my body moved and I'm going to use words to describe the dialogue I used—how my voice sounded. Be looking for how I use words to describe my acting of the scene. (Story tell the scene using setting, small action, and dialogue). What did I say that showed setting? Small action? Dialogue?*

Student: Reflects on teacher demonstration.

4. Leads students in acting out and storytelling a personal experience in partners. Instructs students to think of a personal experience or select one from their writer's notebook. They will rehearse individually and then get with their partners to both act and then story tell them beginning of their personal experience. *Prompts: Now you need to select an idea that is a seed topic, a topic that is small enough to be manageable. It's very important to start in just the right spot. Don't show the most exciting part yet, focus on the part just before to the scene. You'll have five minutes to select your idea, find a place in the classroom to rehearse your acting and think about your storytelling. Remember to focus on exaggerating your movements to show the actions and use your voice to show what you're thinking and feeling. After the five minutes, you will get with your partner to act out the scene and immediately after, you will switch to being a storyteller and tell what you acted. Remember to use words to describe the setting, the small actions or how your body moved and use words to describe the dialogue and how your voice sounded. Your partner needs to be looking for how you used words to describe your acting of the scene. When you're finished your partner needs to give you feedback on the words you used to describe the setting, small actions and dialogue. When you're giving feedback give suggestions on words your partner could add to the storytelling to make it clearer and more descriptive.*

Student: Selects a personal experience, rehearses acting it out, performs and story tells for a partner;; gives feedback on partner's storytelling.

5. Guides students in performing their personal experience through acting and storytelling.

Prompts: Now that you practiced the beginning of your personal experience with a partner, you will perform it by acting it out and storytelling it in front of the class. Remember to focus and make specific physical choices and exaggerate your movements to show the setting and small actions. Also, be specific about how you use your voice to show what you're thinking and feeling. When you're storytelling, use a big voice and remember to include the setting, small actions and dialogue to help the audience be in the story with you. Audience, how did the storyteller use setting, small action and dialogue to help hook you into their story? Is there anything they could add to make it more descriptive?

Student: Performs acting and storytelling of personal experience, making specific physical and vocal choices to convey setting, small action and dialogue.

Embedded Assessment: Criteria-base teacher checklist

Vocabulary	Resources: Performance	Classroom, Visual Arts or Performing Arts Materials	WA Essential Learnings
<ul style="list-style-type: none"> • dialogue • whole body • big voice (volume, pitch, vocal quality/texture) • movement • exaggeration • setting • actions • choices • storytelling 		<ul style="list-style-type: none"> • Writer's Notebook 	AEL 1.1 concepts:
			<ul style="list-style-type: none"> • sequence of actions within a scene/play/story (Gr. 3) • character(s) within a scene/play (Gr. 4) • locations within location within the setting of a scene/play (Gr. 4)
	<p>Scheduled Study Visit: Seattle Children's Theatre, <i>The Never-Ending Story</i>, January 2008</p>		AEL 1.2 skills and techniques:
			<ul style="list-style-type: none"> • selects and uses specific vocal qualities in dramatic activities (Gr. 4) • uses emotional and sensory recall to create character (Gr. 4) <p>demonstrate a range of movement to create character (Gr. 3)</p>
			AEL 1.4 demonstrates audience response skills (Gr. 3 & 4)
			<ul style="list-style-type: none"> • identifies choices in body and voice

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Students	THEATER Physical Choices			THEATER Vocal Choices			Total Points 6
	Uses movement choices to convey the setting	Uses movement choices to convey a small action	Adds dialogue	Uses vocal choices (pitch, volume, vocal texture) to convey the setting	Uses vocal choices (pitch, volume, vocal texture) to convey a small action	Uses vocal choices (pitch, volume, vocal texture) to dialogue	
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27.							
28.							
Total							
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 in arts-infused concepts?	
What classroom management techniques supported student learning?	
Other comments:	
Family Communication:	A homework assignment will go home with the student explaining the lesson. The students will act out and tell their story from personal experience they practiced in class vocal choices in pitch, volume, vocal texture and movement with dialogue. Parents will be encouraged to act out and story-tell a memorable experience in their lives.