

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

LESSON TITLE: Dramatic Outlines

Theater and Writing Lesson

Artist-Mentor – Gail Frasier

Grade Levels: Fourth Grade/Fifth Grade

Examples:

Enduring Understanding

Outlining specific descriptive words and phrases while planning and acting dramatic character arcs with objectives, obstacles, and actions can improve a final story draft.

Target: Makes physical choices that depict story events.

Criteria: Demonstrates statures and movement depicting characters, objectives, obstacles and actions.

Target: Brainstorms for a story in a group.

Criteria: Contributes and records character(s), objective(s), obstacle(s)/action(s), and conclusion using Somebody Wants But So (SWBS) outline format.

Target: Performs dramatic outline scene with group.

Criteria: Incorporates strong and clear physical and vocal choices depicting character(s), objective(s), obstacle(s)/ action(s) and conclusion.

Teaching and Learning Strategies

Introduction to Arts-Infused Concepts through Classroom Activities:

Arts-Infused Concepts: Narrative; Objective; Character; Action; Obstacles; Conclusion/Resolution

This lesson uses an iteration of the *Somebody Wanted But So* framework (MacOn, J., Bewell, D., and Vogt, M. (1991). *Responses to Literature*. Neward, DE: International Reading Association.).

Day One:

1. **Guides students in whole class brainstorm for main characters, objectives, obstacles and actions based on a writing prompt.** Explains objective, actions and obstacle. Shares a writing prompt with the class. Writes ideas on the board. *Prompts: This is a theater and writing lesson at the same time. When actors are preparing for a play, they identify their character's objectives and actions. A character objective is something the character wants. A character's action is something they do to fulfill that objective. Can someone give me an example of an objective you were given and what you did to get it in the activity we just did? How about something you've wanted in your real life—what did you do to get it? Stories are the same—characters in stories have objectives. These objectives are usually interrupted by an obstacle, which creates a conflict in the story. An obstacle is something that gets in the way of a character—perhaps stops the character from getting what they want. This creates*

Fifth Grade—Theater and Writing—Dramatic Outlines

conflicts in stories and plays. In order to solve the problem the character takes actions throughout the story. You are going to create dramatic outlines that will support stories you will write based on a fun writing prompt. I'll read the writing prompt. As a whole class, let's brainstorm ideas for characters, events, objectives, obstacles, and actions. I'll write your ideas on the board and then we'll act them out.

Student: Contributes ideas in whole-class brainstorm.

2. Guides students to create movements and statues for brainstorm of characters, objectives, obstacles and actions. Introduces ways actors use their body to create characters that have specific physical, vocal and emotional attributes; specific objectives; and specific actions to fulfill their objectives. Guides students to find a spot in the room, and then walk around the room as themselves (neutral). Calls *Freeze* and then calls out a character or event from the brainstorm.

Prompts: You are going to act out characters and events from our whole-class brainstorm. Use this activity to see if there are characters and/or events you would like to create a story about. Find an open spot in the room. First let's move and freeze in actor neutral. Actor neutral is movement without character added to it. Actor neutral is when you are relaxed as yourself. Whenever I say "freeze!" freeze in-motion wherever you are in the room and in whatever position your body is in. Let's begin. . . . Walk around the room as yourself in actor neutral. Freeze! (Repeat several times.) When I say a character, create a statue. When I describe an objective, obstacle, action or event, act it out until I say freeze. Freeze! Jimmy. (Students create statue.) Jimmy trying to get the door open before the teacher comes back. What would he say? Go ahead and add some dialogue—Act it out! (Students create movement/sound for scene.) Freeze! Walk around the room in neutral. Freeze! A teacher. (Students create statue.) The teacher sliding down a dark tunnel—Act it out! What would s/he say or exclaim? (Students create movement/sound for scene.) Freeze! Walk around the room in neutral. (Repeat with characters, objectives, obstacles, and actions until more characters have been explored.)

Student: Creates statues and movement depicting characters, objectives, obstacles and actions.

Embedded Assessment: Criteria-based teacher checklist

3. Models the Somebody Wants But So (SWBS) framework. Writes SWBS on the board. Models how to create a dramatic outline. Highlights the relationship between objectives, obstacles and actions. Shows how a five paragraph story is created. *Prompts: On the board/overhead you see "Somebody Wants But So". We'll use each heading to help outline ideas for a story you will write. I'll model, with your help, how to use this outline to create a story. Then, we'll act out the outline and you will independently write the story incorporating all the ideas, acting, descriptions and words that we discover. The left column lists the paragraphs that we will write for our story—introduction; problem/event; problem/event; climax; resolution/conclusion. On the top are headings that will help us shape our ideas. "Somebody" – character(s); "Wants"—this is the objective—what the character wants; "But"—This is the obstacle—the thing that gets in the way of the character getting what they want; "So"—this is the action the character takes to overcome his/her obstacle. All of these concepts help us as writers develop active and detailed stories for our readers. Let's get started, first we need to make a choice about our main character based on the acting we just did. This will guide all of our decisions as we fill out the Dramatic Outline. Who is the main character? (Write character under "Somebody") At the beginning of our story—the introduction—What does this character want? (Write objective under "Wants") What gets in this character's way? (Write obstacle(s) under "But") What action(s) does this character take to overcome or deal with the obstacle? (Write actions under "But".) So, what happens as a result of these events? (Write conclusion under "So".)*

Student: Contributes ideas for whole-class brainstorm.

Day Two:

4. Introduces theatre techniques of tableau and shoulder tap for students to create Dramatic Outlines. Models tableau and shoulder tap using five volunteers. *Prompts: Now that we have a strong outline for what will happen in the story, you are going to create scenes that show each paragraph. The scenes you create will use tableau and shoulder tap. 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. Since we are gathering as many ideas for writing as possible, a character can be a person or inanimate object. 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)

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

5. Guides students to rehearse and perform Dramatic Outline scenes. Puts students into groups. Gives each group a paragraph they will dramatize and show to the class. Guides students as they take 5 minutes to create a tableau with character dialogue depicting and elaborating what is recorded in the Dramatic Outline. Helps students cast themselves as characters and incorporate clear objectives, obstacles, and actions by making physical and vocal choices. *Prompts: Now it's your turn. Using the Dramatic Outline scenes we've created, you are going to work in groups to create one tableau with dialogue that shows the story we've brainstormed. Make strong and clear physical and vocal choices to communicate characters, objectives, obstacles, and actions. You have five minutes to rehearse your scene. Then, you will show it to the class and get feedback. Think of the rehearsal and performance as the rough draft of the story.*

Student: Rehearses dramatic outline scene with group incorporating strong and clear physical and vocal choices depicting character, objective, obstacle, and actions.

6. Guides students to perform and reflect. Facilitates as groups perform scenes. Both audience and actors reflect on the clarity of the story and offer descriptive words and phrases to support elaboration. *Prompts: You are now ready to perform your dramatic outline scenes. As an audience, look for ways in which the characters, objectives, obstacles, and actions are connected and make sense. And look for where you need clarification. Listen for effective words and phrases that give you important information in the scene. And think of words and phrases the group can add to their story that will support elaboration on the events. Remember that eventually you will include these key words in your writing. Authors often listen for real language for their stories. We'll reflect on these things after each group performs. (After each group asks audience and actors questions—selects the most appropriate questions for the group.) Actors, what details did you add in the drama that wasn't written on the graphic organizer? Will you incorporate this into your writing? What details can the actors add to elaborate their story without changing the events—just giving even more descriptors?*

Student: Performs dramatic outline scene with group incorporating strong and clear physical and vocal choices depicting character, objective, obstacle, and actions.

Embedded Assessment: Criteria-based teacher checklist

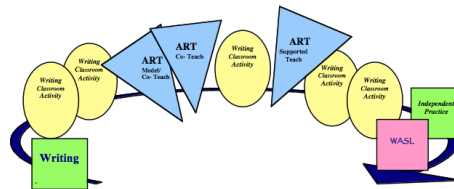
7. Models writing an introduction paragraph. Models, with student ideas, a writer's thinking process to create an introductory paragraph. Writes on an overhead/document camera as students write on paper. *Prompts: I am going to model how to write a paragraph telling the introductory scene using all the information we've gathered from our outline, tableaux and dialogue. This is an*

introductory paragraph to a bigger story, so I'm going to make sure I wrote 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 and from the outline: 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 an introduction paragraph that incorporates all the details from the dramatic outline, tableaux and dialogue.

8. Leads the students as they write the remaining paragraphs. Prompts: You are going to individually write the rest of the story. There will be five paragraphs that follow the dramatic outline—one paragraph for the introduction, two paragraphs where the action builds and the main character tries to overcome his/her obstacle, one paragraph that is the climax, and one paragraph that is the conclusion. Use the details of what you and others acted out: what actions, feelings, and descriptive words can you use as you write?

Student: Writes a five paragraph narrative story with characters, objectives, obstacles, actions, resolution/conclusion.



Before next THEATER lesson:



1. Follows the same process with different prompts.

Use these guidelines to help facilitate class structure.

- a) Put students into groups—each will have a different prompt.
 - b) Guide groups to brainstorm the Dramatic Outline graphic organizer.
 - c) Each group creates 5 tableaux—one for each of their paragraphs and shows them to the class.
 - d) Students individually write their own story based on the prompt, dramatic outline, and acting.
- OR** Guides students to independently practice using the Dramatic Outline without the acting.

Independent Practice: Outline it! SWBS! SOMEBODY: the character. WANTED: the objective. BUT: the obstacle and actions. SO: conclusion.

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts:</u> freeze movement neutral physical choice statue tableau vocal choice</p> <p><u>Arts Infused:</u> action dialogue character events objective obstacle SWBS</p>	<p>Performance: 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: <i>Dramatic Outline: Somebody Wants But So</i></p>	<p><i>AEL 1.1 concepts:</i> Identifies and describes characters, identifies and describes setting, Identifies and describes probable actions leading to conflict/resolution <i>AEL 1.1.2 principles of organization:</i> identifies multiple conflict resolutions within a plot <i>AEL 1.2 skills and techniques:</i> identifies and uses voice to communicate character; identifies and uses movement to communicate character; identifies and uses ensemble skills; works within a small group to solve a dramatic problem <i>AEL 2.1 applies creative process:</i> conceptualize; gathers information from diverse sources; develops ideas and techniques; organizes; reflects; presents</p> <p><i>WEL 3.2.2 Develops Ideas/Organizes Writing:</i> analyzes ideas, selects a narrow topic, and elaborates using details</p> <p>Writing State Frameworks <i>Grade 5:</i> selects details relevant to the story to extend ideas; develops elaboration: uses specific words and phrases, descriptions <i>Grade 5:</i> varies method of developing character (dialogue) setting (through the eyes of a character) in narratives</p>

DRAMATIC OUTLINES

PARAGRAPHS	Somebody (characters)	Wants (objectives)	But (obstacles)	So (actions)
Introduction				
Problem/Event				
Problem/Event				
Climax				
Resolution/ Conclusion				

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ASSESSMENT WORKSHEET

Disciplines	THEATER	WRITING				THEATER				Total
Concept	PHYSICAL AND VOCAL CHOICES	STORY OUTLINE SWBS				PHYSICAL AND VOCAL CHOICES				9
Student	Demonstrates statues and movement depicting characters, objectives, obstacles and actions	Contributes and records using Somebody Wanted But So (SWBS) outline format				Incorporates strong and clear physical and vocal choices depicting character(s), objective(s), obstacle(s), and action(s)				
		character	objective	obstacle / actions	conclusion	character	objective	obstacle / actions	conclusion	
1.										
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22.										
23.										
24.										
25.										
26.										
27.										
28.										
Total										
Percentage										

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

Self-Reflection: *What details did you add in the drama that wasn't written on the graphic organizer? Will you incorporate this into your writing?*

Peer to Peer: *What words and phrases can the group add to their story that will support elaboration on the events?*

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 – Dramatic Outlines

Dear Family:

Today your child participated in a **theater and writing** lesson.

- We learned that all stories have **characters, objectives, obstacles, and actions**. And that the bigger the obstacle the harder the character has to work to solve his/her problem.
- We brainstormed characters and scenes and then did a drama exercise where we become those characters through **statures and movement**.
- We worked in a group to brainstorm story events by identifying **Somebody (the character), Wanted (the objective), But (the obstacle and actions to solve the problem), So (the conclusion)**.
- We acted out this story to get feedback from the class on how to be more descriptive and elaborate on the action.
- Finally, we individually wrote the story!

At home, you could create stories in the car using Somebody Wants But So—see where your imaginations take you. Or, you could play charades where the audience tries to guess what the character wants.

Enduring Understanding

Outlining specific descriptive words and phrases while planning and acting dramatic character arcs with objectives, obstacles, and actions can improve a final story draft.