

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Three: *Creating a Character*

Author: Dave Quicksall Grade Level: Second

Enduring Understanding

Combining specific gestures/body movements with vocal choices contributes to the understanding and creation of a character.

Lesson Description (Use for family communication and displaying student art)

Students combine the physical and vocal techniques they have learned in the previous two lessons to create a fully realized character.

Learning Targets and Assessment Criteria

Target: Moves in space changing body shapes and levels.

Criteria: Changes from high to low and changes shape from neutral.

Target: Makes a specific physical choice to create a character.

Criteria: Uses posture, gesture and movements that reflect character attributes.

Target: Makes a specific vocal choice to create a character.

Criteria: Uses voice quality (timbre), pitch, and volume that reflect character attributes.

Target: Combines physical and vocal choices to present a complete realization of a character.

Criteria: Simultaneously uses posture/movement choices with voice quality, pitch and volume choices while presenting character.

Target: Understands how action words are used in a sentence.

Criteria: Writes two sentences each of which uses a different verb in context.

Vocabulary

Arts Infused:

Attributes
Character
Dialogue

Writing:

Descriptive words
Sentence
Verbs (action words)

Arts:

Physical choice
(gesture, posture,
movement, neutral)
Vocal choice (pitch,
quality, volume)
Neutral

Materials

Museum Artworks or Performance

Seattle, WA

Book-It Repertory Theater
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Whiteboard or chart paper & markers;
Arts Impact journal; Pencil

Tools

Body, voice, imagination

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>

1.1.1 concepts: *character*

1.2.1 skills and techniques: *facial expression, gesture, movement*

1.2.2 skills and techniques: *vocal expression*

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)

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills).

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions and emotions.

(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 in ELA
(Language)**

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

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

W.2.3. Write details to describe action.

W.2.8. Recall information from experience.

L.2.1. Conventions of grammar: verbs, adjectives, adverbs

L.2.2. Conventions of spelling, capitalization, punctuation

L.2.5. Understanding word relationships and nuance: real-life connections between words and use, act out meanings of differing verbs

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

| GENERATE IDEAS | CONSTRUCT MEANING | SELF-REFLECT |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <p>Gather Information</p> <ul style="list-style-type: none">• From WHAT you know• From WHO you know• Brainstorm | <ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice | <ul style="list-style-type: none">• Check in with self• Check in with others• Refine work |

Pre-Teach

This is the third writing infused lesson in a series of three. The first two infused lessons, **The Super Expressive Body – Using Actions** and **The Super Expressive Voice – Speaking With Emotion**, should be taught before this lesson. New words are added to the WORD WALL established in the first two lessons.

Lesson Steps Outline

1. WARM UP. Guide students in changing their body shapes as they move through the room.

Criteria-based teacher checklist: reverse checklist: Changes from high to low and changes shape from neutral.

2. Guide the students in transforming their walks from neutral to that of the character.

Criteria-based teacher checklist—room scan, reverse checklist; self-reflection: Uses posture, gesture, and movements that reflect character attributes.

3. Review the concepts of vocal choices from the previous lesson (super expressive voice): pitch – high and low; volume—loud and soft; quality—whispery, rough, squeaky, slow, fast, etc. Guide the students in transforming their voices.

Criteria-based teacher checklist—reverse checklist; reflection: Uses voice quality (timbre), pitch, and volume that reflect character attributes.

4. Facilitate generating ideas for a line of dialogue for the character.

5. Guide students as they put their physical and vocal choices together to present their characterization to the class.

Criteria-based teacher checklist; group reflection: Simultaneously uses posture/movement choices with voice quality, pitch, and volume choices while presenting character.

6. Guide students in copying down action words from the board and creating simple sentences with those words.

Criteria-based teacher checklist: written words and sentences: Writes two sentences each of which uses a different verb in context.

7. Guide reflection.

Criteria-based reflection.

LESSON STEPS

▣ LESSON PREP: Establish the DRAMA WORD WALL to compile the different action words and descriptive words that the students come up with during the course of brainstorming ideas.

▣ Pre-determine how the room will be set-up for students to move through space – desks moved to the side or students moving among the desks.

1. WARM UP. Guide students in changing their body shapes as they move through the room.

▣ When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a “0” where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later and give those who have met criteria a “1.” This information will let you know who needs more practice to guide your future instruction.

- *Walk in neutral (remember that neutral means being yourself).*
- *Freeze! Now, make your body as high as it can go.*
- *Now, keeping your body high, move through the room.*
- *Freeze. Now, make your body as low as you can.*
- *Move through the room keeping your body low.*
- *Freeze! Now, make your body as twisted as you can.*

Repeat the sequence. Makes combination of shapes (high/twisted, etc.).

☑ Criteria-based teacher checklist: reverse checklist: Changes from high to low and changes shape from neutral.

2. Guide the students in transforming their walks from *neutral* to that of the character. Instruct students to make a statue of a character (human or animal) not from the specific story but one they would be familiar with (e.g. pirate, fireman, lion, snake, spaceman, etc.). Lead a **self-reflection on the physical choices that were made and write any **VIVID VERBS** and **DESCRIPTIVE WORDS** on the board—separating them out in two columns. **NOTE: If an animal character is used, instruct the students to stay on two feet—no crawling on all fours.****

📖 mini-lesson, using schema, looking closely – labeling and listing

- *We’re going to be actors and writers. Actors and writers often think and work the same. We’ll be learning ways in which actors and writers generate their ideas, construct meaning and reflect.*
- *When I say “go,” I want you to move through the room as a _____ (character).*
- *Let’s reflect. How does a bear walk? How does a fireman walk?*
- *How is the character’s walk different from yours?*

- *What actions did you use as _____ (character)?*

Criteria-based teacher checklist—room scan, reverse checklist; self-reflection: Uses posture, gesture, and movements that reflect character attributes.

3. Review the concepts of vocal choices from the previous lesson (SUPER EXPRESSIVE VOICE): PITCH – high and low; VOLUME—loud and soft; QUALITY—whispery, rough, squeaky, slow, fast, etc. Guide the students in transforming their voices to that of a character from step #2.

 using schema, looking closely – observing, labeling, and listing, sharing – turn and talk

- *We are now going to generate ideas on how we might use our voice to talk like a character. Just like actors, we will be using our BACKGROUND KNOWLEDGE to help us brainstorm.*
- *What does the voice of a _____ (character) sound like?*
- *How does a _____ talk?*
- *How is the character’s voice different from yours, is it higher, lower, more gruff, softer?*
- *We can change the loudness (volume), talk in high or low voices (pitch), or change our vocal quality.*
- *Turn to your neighbor and tell them what you had for breakfast in your best _____ (character) voice.*

Lead a **self/group-reflection** on how they changed their voices and writes the descriptive words on the board.

- *When you were talking to your neighbor you constructed meaning by making vocal choices.*
- *How did you change your voice? What qualities did you hear from your neighbor?*

Criteria-based teacher checklist—reverse checklist; reflection: Uses voice quality (timbre), pitch, and volume that reflect character attributes.

4. Facilitate **generating ideas for a line of dialogue for the character. Write several examples on the board.**

 using schema

- *What is something this character might say to another character? We need to come up with one line of dialogue that we will use.*
 - *What is dialogue? It is the words that one character speaks to another.*
 - *Let’s generate some ideas on a line of dialogue this character might say.*
-

5. Guide students as they put their physical and vocal choices together to present their characterization to the class. Divide the class in half: audience and performers.

📖 using schema, looking closely – observing, labeling, and listing

- *We will now construct meaning by acting out both out physical and vocal choices for this character.*
- *Half the class will show the character with their bodies and their voices, the other half will watch! As we are watching, remember to use your best audience skills. What are our audience skills?*
- *As our friends are performing let's watch for different physical choices and vocal choices.*

Students present their characters. Lead a **group reflection** after each group; write any new words on the board.

- *What were some physical choices that you saw? Use your descriptive words!*
- *What vocal choices did you hear?*

Criteria-based teacher checklist; group reflection: Simultaneously uses posture/movement choices with voice quality, pitch, and volume choices while presenting character.

6. Guide students in copying down action words from the board and creating simple sentences with those words.

📖 Independent writing, conferring

Students choose verbs and copy them down.

- *Copy down any five (exact number at teacher's discretion) of these action words (verbs) that we generated during this lesson into your notebook.*
- *Now, we are going to write two sentences. Each sentence must use one of the five words you just copied down.*
- *Underline the action word you choose in the sentence.*
- *Let's do one together first. Let's pick the word "crawled." Our character was a fireman, what sentence could we write using the action word "crawled?"*

Solicit ideas.

- *Great ideas! Let's go with this sentence: "The fireman crawled out of the burning building." Notice that I underlined the word "crawled" because that is the special action word I am using.*
- *Go ahead! I am here to help whoever needs it.*

Criteria-based teacher checklist: Writes two sentences each of which uses a different verb in context.

7. Guide reflection.

- *Was it difficult/easy to create a line of dialogue for your character? Why?*
 - *Did the vocal choice you made for your character effect the way your character felt? Why? Why not?*
 - *What physical choices did you make to portray your character? Why did you make those choices?*
-

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Second Grade Lesson Three: *Creating a Character*

STUDENT SELF-ASSESSMENT WORKSHEET

Teachers may choose to use or adapt the following self-assessment tool.

| Disciplines | THEATER | | | | WRITING | Total 5 |
|--------------|---------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------|
| Concept | BODY | BODY | VOICE | BODY/VOICE | VERBS | |
| Criteria | Changes from high to low and changes shape from neutral | Uses posture, gesture and movements that reflect character attributes | Uses voice quality, pitch, and volume that reflect character attributes | Simultaneously uses posture/movement choices with voice quality, pitch and volume choices while presenting character | Writes two sentences each of which uses a different verb in context | |
| Student Name | | | | | | |
| | | | | | | |

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Second Grade Lesson Three: *Creating a Character*

CLASS ASSESSMENT WORKSHEET

| Disciplines | THEATER | | | | WRITING | Total 5 |
|--------------|---------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------|
| Concept | BODY | BODY | VOICE | BODY/VOICE | VERBS | |
| Criteria | Changes from high to low and changes shape from neutral | Uses posture, gesture and movements that reflect character attributes | Uses voice quality, pitch, and volume that reflect character attributes | Simultaneously uses posture/movement choices with voice quality, pitch and volume choices while presenting character | Writes two sentences that each of which uses a different verb in context | |
| Student Name | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| 16. | | | | | | |
| 17. | | | | | | |
| 18. | | | | | | |
| 19. | | | | | | |
| 20. | | | | | | |
| 21. | | | | | | |
| 22. | | | | | | |
| 23. | | | | | | |
| 24. | | | | | | |
| 25. | | | | | | |
| 26. | | | | | | |
| 27. | | | | | | |
| 28. | | | | | | |
| 29. | | | | | | |
| 30. | | | | | | |
| Total | | | | | | |
| Percentage | | | | | | |

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between theater and writing?

Teacher: _____ Date: _____

ARTS AND WRITING LESSON: *Creating a Character*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how an actor makes physical and vocal choices when creating a character.

- We transformed actor neutral into character by considering a specific character’s attributes.
- We changed our posture and movement to represent a specific character: made physical choices.
- We changed our voices, voice quality (timbre), pitch, and volume, to represent a specific character: made vocal choices.
- We combined our physical and vocal choices to represent a specific character and presented our creation to the class.
- We wrote sentences describing our characters using verbs in context that we chose from a list created by the class.

You could consider the posture, movements, and vocal qualities of some of your favorite characters from your favorite books—how would you act them out?

Enduring Understanding

Combining specific gestures/body movements with vocal choices contributes to the understanding and creation of a character.