## ARTS IMPACT LESSON PLAN

### Theater and Social Emotional Learning Infused Lesson

**Expressing Emotional Range**
Authors: Nicole Albertson with Rachel Atkins  
Grade Level: Primary

### Enduring Understanding
Using and recognizing exaggeration can help deepen understanding of levels of emotion.

### Lesson Description (Use for family communication and displaying student art)
*Students work in pairs to use their bodies to demonstrate the difference between two similar emotions. They will make two tableaux together, one showing the emotion and the other the exaggerated emotion.*

### Learning Targets and Assessment Criteria

#### Target: Makes specific physical choices to convey two related emotions.
**Criteria:** Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling.

#### Target: Collaborates with a partner.
**Criteria:** Shares ideas, listens to partner, and compromises.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Materials</th>
<th>Learning Standards</th>
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</table>
| Arts: Body Shape and Gesture  
Collaboration  
Emotion  
Exaggeration  
Facial Expression  
Statue  
Tableau | **Museum Artworks or Performance**  
Seattle, WA  
Seattle Children’s Theatre  
Book-It Repertory Theatre  
Tacoma, WA  
Broadway Center for the Performing Arts | **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 Elements: Character  
1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression  
1.4.1 Audience Skills  
2.1.1 Creative Process  
2.2.1 Performance Process  
2.3.1 Responding Process  
3.2.1 Communicates for a Specific Purpose | **Early Learning Guidelines**  
For a full description of Washington State Early Learning and Child Development Guidelines see:  
http://www.k12.wa.us/EarlyLearning/guidelines.aspx  
(Age 5 and Kindergarten) 1. About me and my family and culture: Self management: Identify emotions and use words to describe them.  
(Grade 1) 1. About me and my family and culture: Self management: Understand how the body and face show different emotions.  
(Grade 2) 6. Learning about my world: Arts: Enjoy joining in creative dramatics, storytelling and readers’ theatre activities; pay attention to performances, and describe them to others.  
(Grade 3) 6. Learning about my world: Arts: Show interest in developing skills in drama. | **Social Emotional Learning**  
1. Self-Awareness – Individual has the ability to identify and name one’s emotions and their influence on behavior.
### Pre-Teach


### Lesson Steps Outline

#### Day One

1. Introduce concepts: emotions, levels of emotions, exaggeration, tableau, and collaboration.

2. Pair students and guide pairs to create emotional level tableaux.

   - Criteria-based teacher checklist: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

3. Facilitate pairs to perform their tableaux. Prompt audience and performers to reflect on the exaggerated emotions.

   - Criteria-based teacher checklist, self and peer assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.


   - Criteria-based teacher checklist, self-assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.
Day Two
Repeat lesson using different emotions and scenarios.
LESSON STEPS

Day One

1. Introduce concepts: emotions, levels of emotions, exaggeration, tableau, and collaboration.
   • Display chart of criteria checklist and poster with discussion questions.
     - Today we’re going to be showing emotions through our faces and bodies. Before we do that, let’s talk about what some of our emotions mean.
     - What does it mean to feel happy? What does it mean to feel excited?
   • Ask questions about the differences and similarities of these emotions.
   • Review definition of Tableau and display Tableaux Checklist.
     - We’ll be making tableaux of emotions today. What is a tableau? What makes a good tableau?
     - Part of the work we will be engaging in today is around the concept of exaggeration. What does it mean to exaggerate?
   • Have students define “exaggeration.” Demonstrate exaggeration.
     - Let’s try to demonstrate the concept of exaggeration with our own bodies and faces.
     - Show me a sitting statue of “happy.”
     - Next show me the emotion of “excited” by exaggerating your “happy” statue.
   • Review the concept of collaboration from previous lesson.
     - Remember that we used collaboration when we acted before. What do you remember about collaboration?
     - What are the characteristics of an effective collaboration? (Sharing ideas, listening, and compromising.)
   • Define compromise.

2. Pair students and guide pairs to create emotional level tableaux.
   • You and your partner are going to be creating a pair of tableaux to show two levels of a related emotion. The scenario is that you are opening a present.
   • Give an example of a 5-point scale, e.g. 1-happy to 5-excited.
     - In your first tableaux, you are happy about the present. Get an idea in your head (you do not have to say it out loud) of a present that you would be happy about receiving.
     - In the second, you will exaggerate that emotion by being really excited about the present. It’s the best present you have ever gotten in your life.
• We will be looking at the pair of tableaux and noticing the exaggeration. In other words, we will be looking how your face and bodies change between emotions. How can you use the elements of tableau to support your change in emotion?

• Remember, you and your partner will need to collaborate to create your tableaux and I will be asking you to reflect on collaboration after the lesson. Through collaboration be sure that your levels of emotion match.

• You have two minutes to plan and rehearse your tableaux with your partner. When two minutes is up you will perform your tableau for the audience.

☐ Criteria-based teacher checklist: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

3. Facilitate pairs in performing their tableaux. Prompt audience and performers to reflect on the exaggerated emotions.

• During the performance, I’m going to cue you using a “1,2,3, freeze” cue. When I cue “freeze,” you will perform your first tableau, “happy.”

• Next, I will cue you again using “1, 2, 3, freeze” and you will perform your second tableau, “excited.”

• Audience, as you are watching, notice how the actors’ faces and bodies change between the two emotions. How can you tell which emotion they are showing us? What are the differences you noticed between the two emotions? What are the similarities?

• Actors, what differences or similarities did you feel when you were performing the two emotions?

• How did you compromise with your partner?

☐ Criteria-based teacher checklist, self and peer assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.


☐ Distribute Self-Assessment Worksheets.

• Why is it sometimes hard in real life to identify the differences between similar emotions? Why is it important to be able to identify the difference between similar emotions? For example, when a person is annoyed and angry?

• How did you share your ideas with your partner when you were collaborating on your tableau?

• Were there times when you needed to compromise? What did you do?

☐ Criteria-based teacher checklist, self-assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.
Day Two

**Repeat lesson using different emotions and scenarios.**

Emotions: Annoyed and Angry

Scenario: Playing a game together at school
Expressing Emotional Range Worksheet

Name: ____________________________ Date: ________

Self-Assessment Checklist: Expressing Emotional Range

- How did I share my ideas with my partner?
  __________________________________________________________________________
  __________________________________________________________________________

- How did I listen to my partner?
  __________________________________________________________________________
  __________________________________________________________________________

- How did I compromise with my partner?
  __________________________________________________________________________
  __________________________________________________________________________

Use pictures or words to describe the difference between happy and excited.
Elements of Tableau Checklist

**Statue: Individual facial expression and body shape/gesture**
- Use whole face and body
- Show character
- Show action (body)
- Show emotion (face)

**Levels and depth**
- Low/medium/high
- Three dimensional use of stage or playing space: Left/right/center, downstage/upstage, near/far

**Character and spatial relationships/connections**
- Eye contact or point of focus
- Physical contact using positive or negative space (touching or not touching)
- Proximity or distance

**Open to the audience (cheat out)**
- Audience awareness
- Make sure all actors can be seen (no blocking—use levels & depth)
**CLASS ASSESSMENT WORKSHEET**

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<th>Disciplines</th>
<th>THEATER</th>
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**What was effective in the lesson? Why?**

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

**How could I connect the concepts in this lesson with other disciplines?**
Dear Family:

Today your child participated in an Arts and Social Emotional Learning Infused lesson. We talked about levels of emotions and how to show them through theater.

- We discovered how to use exaggeration to show levels of emotion.
- We created tableaux to demonstrate those levels, for example a tableau of “happy” and a tableau of “excited,” or a tableau of “annoyed” and a tableau of “angry.”

At home, you could notice and discuss the different ways people in your family show emotions.

**Enduring Understanding**

| Using and recognizing exaggeration can help deepen understanding of levels of emotion. |