ARTS IMPACT LESSON PLAN

Theater Lesson

Character’s State of Being

Authors: Don Noble with Dave Quicksall

Grade Level: Third

Enduring Understanding: Actors use physical and vocal choices to convey a character’s state of being.

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

Students explore how actors use their bodies and voices to create a character’s state of being. Students work in groups and perform scenes in front of an audience. As an audience member, each student analyzes the content of the scene.

Learning Targets and Assessment Criteria

Target: Identifies actions of a character.

Criteria: Uses specific movement and gesture to show what the character is doing.

Target: Communicates a character’s state of being.

Criteria: Uses physical and vocal choices to convey feelings.

Target: Analyzes the content of a scene.

Criteria: Records a character’s actions and state of being.

Vocabulary

Arts:

Action

Character

Dialogue

Feelings

Gesture

Movement

Physical Choice

Scene

State of Being

Statue

Vocal Choice

Materials

Museum Artworks or Performance

Book-It

Materials

Post-It notes; Reflection Sheet; Class Assessment Worksheet

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>

1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression, Exaggeration

1.2.2. Skills and Techniques: Voice, Projection

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, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

(3rd Grade) 6. Learning about my world: Arts: Show interest in developing skills in visual arts, dance, music and/or drama.

ICON KEY:

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Pre-Teach

Teach “Blending Body and Voice” Lesson.

Lesson Steps Outline

1. Warm up students with the Statues of Character activity.

🗹 Criteria-based process assessment: Uses specific movement and gesture to show what the character is doing. Uses physical and vocal choices to convey feelings.

2. Guide students as they brainstorm and practice their small scenes. Divide students into five groups. Ask each group to randomly draw a scenario that includes characters and a state of being.

🗹 Criteria-based process assessment: Uses specific movement and gesture to show what the character is doing. Uses physical and vocal choices to convey feelings.

3. Guide the groups as they present their scenes. Lead an audience reflection after each scene.

🗹 Criteria-based teacher checklist and peer assessment: Uses specific movement and gesture to show what the character is doing. Uses physical and vocal choices to convey feelings.

4. Guide a written reflection after the final group presents their scene.

🗹 Criteria-based teacher checklist and self-assessment: Records a character’s actions and state of being.

LESSON STEPS

1. Warm up students with the Statues of Character activity.

I want you to walk in the room in neutral. When I say “freeze,” freeze. And when I call a character, make a statue and move as that character.

Now I want you to move around the room as a king or queen. Go. (Students move through the class.)

What were some actions you found yourself doing as that character? (Students respond.)

Now make your statue again. I want you to add that you are proud. What does it look like when your character is proud? Now move through the room in a proud way. (Students will move through the room.)

Freeze. Now I am going to give you a line of dialogue a king or queen would say. They usually say “you are my loyal subject.” So now move through the room as a king or queen and say with your proudest voice, “you are my loyal subject.”

What happens to your body or voice when you are acting proud? (Kids respond.)

Being proud is a feeling/state of being.

🗏 Repeat again: Mail Carrier who is sneaky. A dog walker who is bored.

🗹 Criteria-based process assessment: Uses specific movement and gesture to show what the character is doing. Uses physical and vocal choices to convey feelings.

2. Guide students as they brainstorm and practice their small scenes. Divide students into five groups. Ask each group to randomly draw a scenario that includes characters and a state of being. (5-10 minutes)

🗏 See list of scenes at the end of lesson.

Figure out who’s playing which character. Remind them that there is a limited time to work and they need to decide quickly.

Think about your state of being. Figure out some actions and words your character should say to express that state of being.

If you are not the main character, decide what you are doing in the scene. If you want to add a state of being you can.

🗹 Criteria-based process assessment: Uses specific movement and gesture to show what the character is doing. Uses physical and vocal choices to convey feelings.

3. Guide the groups as they present their scenes. Lead an audience reflection after each scene.

Who was this main character? How did you know that? What were some actions you saw?”

How did the actors use their movement and gesture to show the action?

What was the main character’s state of being? How do you know that? How did their vocal and physical choices show you the feeling or state of being?

🗹 Criteria-based teacher checklist and peer assessment: Uses specific movement and gesture to show what the character is doing. Uses physical and vocal choices to convey feelings.

4. Guide a written reflection after the final group presents its scene.

🗏 Reflection form is at the end of the lesson.

Refer to character: Who are the characters?

What were some actions you saw the characters’ doing?

What was one character’s state of being? How do you know that?

🗹 Criteria-based teacher checklist and self-assessment: Records a character’s actions and state

of being.

ARTS IMPACT LESSON PLAN Arts Foundations Theater Lesson

Third Grade: Character’s State of Being

CLASS ASSESSMENT WORKSHEET

Disciplines: Theater; Theater; Theater

Concept: Character/Action; State of Being; Scene Analysis

Criteria: Uses specific movement and gesture to show what the character is doing; Uses physical and vocal choices to convey feelings; Records a character’s actions and state of being

Total 3

Student Name

1

2

3

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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?

Teacher

Date

List of Scenes:

Main character: Substitute teacher

State of Being: Hungry

Other characters: 2 students, principal

Main character: Firefighter

State of Being: Brave

Other characters: 2 people in peril, cat

Main character: Bus Driver

State of Being: Excited

Other characters: 3 students

Main character: Hairdresser/Barber

State of Being: Nervous

Other characters: 3 customers

Main character: Zookeeper

State of Being: Confused

Other characters: parent, child, monkey

Reflection Form

Name:

Who are the characters?

What were some actions you saw the characters doing?

What was one character’s state of being? How do you know that?

Name:

Who are the characters?

What were some actions you saw the characters doing?

What was one character’s state of being? How do you know that?

ARTS IMPACT FAMILY LETTER

ARTS LESSON: Character’s State of Being

Dear Family:

Today your child participated in a theater lesson. We talked about character and state of being.

We discovered how to use physical and vocal choices to convey actions and feelings.

We created short scenes that demonstrated how actors’ can show feelings and actions.

At home, you could act out scenes with characters and different feelings.

Enduring Understanding: Actors use physical and vocal choices to convey a character’s state of being.