

ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN

Theater and STEM Infused PBL Unit

PAWS, the MOVIE

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Grade Level: 2nd

Project Idea:

Students create a PAWS (Prompt and Prepared, Always Respectful, Working Hard, and Safe) video to teach the school about how to apply PAWS at school and in the real world.

Driving Question:

How can I apply PAWS at school and in the real world?

Unit Summary (Completed at end of project. Use for sharing out public product.)

The students explored the concepts behind the acronym PAWS. (P: Prompt & Prepared, A: Always Respectful, W: Working Hard, S: Safe)

Students use either tableaux or short scenes to demonstrate the actions of PAWS in a school setting and a real world setting. The students generate ideas through graphic organizers and improvisation. The students rehearse, refine, and performed their work. The tableaux and scenes are videoed by the Teaching Artist. Each video is edited, with the input of the students, using Adobe Spark software. The resulting videos will be used in the school to show other students how PAWS works.

Learning Targets and Assessment Criteria

Target: Demonstrates understanding of PAWS (Prompt and Prepared, Always Respectful, Working Hard, and Safe).

Criteria: Uses movement, gestures, and/or facial expressions that show positive social skills in action.

Target: Expresses applying positive behavior to real life situations.

Criteria: Creates a tableau or short scene which demonstrates socially acceptable norms.

Target: Communicates how to use positive social skills.

Criteria: Utilizes video technology to present knowledge to a school audience of how to use PAWS at school AND in the real world.

Vocabulary

Arts:

Action
Facial Expressions
Gestures and Movement

Arts Infused:

Behavior and Choices

STEM:

Film and Video Technology

English Language Arts:

Scripts

Social Emotional Learning:

P: Prompt & Prepared
A: Always Respectful
W: Working Hard
S: Safe
Responsibility
Social Skills

21st Century Skills:

Creative Thinking
Critical Thinking
Collaboration

Materials

Resources (Websites, experts, texts)

Adobe Spark
PAWS Matrix

Museum Artworks or Performance

The Little Prince, Seattle Children's Theatre, 1/23/2018

Materials

iPads
Anchor Chart
Graphic Organizers
Paper and pencils
Class Assessment Worksheet

Standards to Drive the Inquiry

Arts

WA Arts Learning Standards

For the full description of each anchor standard and the grade level performance standards, see:

<http://www.k12.wa.us/Arts/Standards>

Anchor Standard 2: Organize and develop artistic work.

Performance Standard (TH:Cr2.1.2): a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 3: Refine and complete artistic work.

Performance Standard (TH:Cr3.1.2): b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Performance Standard (TH:Pr6.1.2): a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Performance Standard (TH:Re9.1.2): a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 10: Synthesize/relate knowledge and personal experience to make art:

Performance Standard (TH:Cn10.1.2): a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

English Language Arts

Common Core State Standards in ELA

For a full description of CCSS Standards by grade level see: <http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Social and Emotional Standards

1. Self-Awareness – Individual has the ability to identify and name one’s emotions and their influence on behavior.
2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.
3. Self-Efficacy – Individual has the ability to motivate oneself, persevere, and see oneself as capable.
4. Social Awareness – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
5. Social Management – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
6. Social Engagement – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

21st Century Skills

<http://www.p21.org/our-work/resources/for-educators>

- Creative Thinking: *Gathers ideas; considers and tries multiple solutions; makes artistic choices*
- Critical Thinking: *Asks clarifying questions; uses evidence to question or explain creative choices; constructs meaning*
- Communication: *Actively listens; expresses ideas – visually/physically/verbally; responds to others*
- Collaboration: *Communicates ideas to others; makes compromises; and incorporates input/feedback*

Teacher Project Planning

(Questions for teachers.)

1. *What will the entry event be to launch this unit?*

Secretly video taping student reactions as they enter the unprepared classroom. The students show up in the morning and the teachers are not following PAWS. Examples: sleeping in a sleeping bag, pajamas, lazy, bathrobe, etc. Teacher is: unprepared, disrespectful, lazy, unsafe.

Rewind: "Now I'm prepared." Students help teacher follow PAWS.

Videotape all the students walking in following PAWS.

Watch the two videos and discuss the differences between following PAWS (and not). Then, introduce PBL. Students will be actors making movies for the school audience about applying PAWS at school and in the real world. Talk about how when they are acting they can be uncomfortable and brave. Some of the unit will be whole class and some small group. Everyone will have a voice, and treat each other with love and respect.

2. *What resources might we need?*

(Experts, fieldtrips, texts, websites, data, equipment, materials)

PAWS matrix

iPads with Adobe Spark software installed.

Scripts

3. *What is the duration of this unit?*

October-November

4. *What will be group work?*

Guide students to come up with ideas for examples of PAWS in school and real world. Break students into 4 groups (P-A-W-S).

5. *What will each individual student do?*

All students will generate ideas and participate in group work.

6. *What will the formative assessments/moments for reflection be?*

(Journal entries, plans, outlines, rough drafts, sketches, turn and talk, physical brainstorm, idea mapping, diagramming)

Anchor chart, graphic organizers for tableau, or scene ideas

7. *What will the summative assessment/public product be?*

(Performance, exhibition, publication, public presentation, website, installation)

Presentation of videos that show how to use PAWS at school and in the real world

Facilitating Student Understanding of the Problem

(Questions to guide student inquiry.)

1. *What do we know about this problem before we begin?*
2. *What do we need to learn in order to solve it?*
3. *Where will we look for resources?*
4. *Who is our audience? Who will be helped by our solution?*
5. *How will we share our solution?*
6. *How will we assess our own learning?*

PBL Unit Outline of Inquiry

(Begin each step with a question. Follow that with a brief description of what students do to address the question.)

Day One

1. *How can we use our facial expression, gestures, and movement to create a scene that shows an aspect of PAWS in school?*

- The students generate ideas that demonstrate PAWS (Prompt and Prepared, Always Respectful, Working Hard, Safe) in the classroom and the real world. Ideas will be recorded on an anchor chart.
- Students will divide into four groups and each group will be assigned one component of PAWS to create one scene that demonstrates their component in a school situation.
- Each group will videotape its scene and share it with the class. There will be a reflection by students after each video of what actions they saw that demonstrate PAWS at work.

Student reflection and assessment: Contributes to an anchor chart of school and real world examples of PAWS. Uses movement, gestures, and facial expressions that show positive social skills in action. Plays a part in a first draft video which demonstrates socially acceptable norms in school.

Day Two

2. *How can we plan and act in a scene or tableau that shows how to use PAWS at school and in the real world?*

Two different approaches:

LISA'S CLASS:

- In four groups, the students are assigned one of the letters P-A-W-S.

- Model graphic organizer which students will use to create at least two tableaux with their group: one of PAWS at work in the school, the other in the real world.
- Working in groups, the students will create 2-4 tableaux demonstrating their particular part of PAWS at school and in the real world.
- Teacher will video the tableaux for a short film.

LINDSEY'S CLASS:

- Teacher (with the help of an assistant) models creating a short improvisational scene to demonstrate PAWS in action.
- In four groups, the students are assigned one of the letters P-A-W-S.
- The groups generate ideas for a short scene that demonstrates their part of PAWS in a real world situation.
- The students rehearse and refine their scenes with teacher assistance.
- The students perform their scenes for the class while the teacher videos the scenes for a short film.

Student reflection and assessment: Uses movement, gestures and/or facial expressions that show positive social skills in action. Creates a tableau or short scene which demonstrates socially acceptable norms.

Day Three

3. *How can we create a persuasive video from our raw footage?*

- The students view a short tutorial of Adobe Spark video.
- The student groups edit and revise their videos with teacher guidance.

Student reflection and assessment: Participates in creating a video which demonstrates socially acceptable norms. (Works with teacher to edit and revise video using Adobe Spark software.)

Day Four

4. *How do we educate our community about how to use PAWS at school and in the real world?*

- The students share their videos with the school.

- After the presentations, students have a reflective discussion about the process of creating the videos, showing the videos, and the anticipated result.

Student reflection and assessment: Utilizes video technology to present knowledge to a school audience of how to use PAWS at school AND in the real world.

Public Product/Sharing

Who is our audience?

West Seattle Elementary students, Younger grades
Assembly, or Curriculum night

Begin with a question, followed by the description of the culminating event that shares the learning from the PBL unit.

How do we educate our community about how to use PAWS at school and in the real world?

The students present the videos they have created to individual classrooms, at an assembly, and/or to the community at a curriculum night.

ARTS IMPACT LESSON PLAN Theater and STEM Infused PBL Unit

Second Grade: *PAWS, the MOVIE*

CLASS ASSESSMENT WORKSHEET

The following assessment checklist can be used along with other assessment tools developed by teachers and students.

Disciplines	THEATER/SEL	THEATER/SEL/ELA	THEATER/SEL	Total 3
Concept	Social Skills	Production	Presentation	
Criteria	Uses movement, gestures, and/or facial expressions that show positive social skills in action.	Creates a tableau or short scene which demonstrates socially acceptable norms.	Utilizes video technology to present knowledge to a school audience of how to use PAWS at school AND in the real world.	
Student Name				
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27.				
28.				
29.				
30.				
Total				
Percentage				

What was effective in the unit? Why?

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

What were the strongest connections between arts discipline and STEM?

Teacher: _____

Date: _____

Dear Family:

We are engaged in a **theater-infused project based learning** unit in which we are trying to solve this challenge:

Driving Question:

How can I apply PAWS at school and in the real world?

- We brainstormed ideas that demonstrate PAWS (Prompt and Prepared, Always Respectful, Working Hard, Safe) in the classroom and the real world.
- We discovered that we could develop our skills as actors when we created tableaux and scenes that demonstrated using an aspect of PAWS in the school setting and in the real world.
- We experienced acting for the camera as our tableaux/scenes were videoed.
- We learned about editing and revising video footage into a short film.
- We presented our videos to the school community.

At home, you could extend the learning by talking about how to apply PAWS at home. Choose one of your ideas and act it out for each other.