

ARTS IMPACT LESSON PLAN

Theater/Media Arts and Social Justice Infused Lesson

Sense of Self: The Three Act Play

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Grade Level: K-5

Enduring Understanding

One can understand and celebrate one's own identity while understanding and celebrating the uniqueness of others.

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

By expressing themselves through art, the students are led to better understand who they are and how they identify in context with other students and society. They will learn that one's identity can be unique to them and celebrated while also celebrating the uniqueness of others. Through mirroring activities and creating statues of themselves to be embodied by others, students will learn more about various social structures, identities, and have opportunities to develop empathy through interactive activities.

Learning Targets and Assessment Criteria

Target: Holds a frozen position that represents a given word.

Criteria: Uses gesture, posture, and/or facial expressions in an active freeze embodying the meaning of a word.

Target: Mirrors the movements and feelings of a partner.

Criteria: Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner.

Target: Identifies thematic aspects of self-identity.

Criteria: Selects a word and develops a physical expression (statue) that represents that word.


Target: Understands self-identity while appreciating the identity of others.

Criteria: Creates own individual statues while also embodying the individual statues of classmates.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Action Empathy Identity</p> <p><u>Social Justice:</u> Community Family Self-identification</p> <p><u>Arts:</u> Gesture Freeze</p>	<p>Museum Artworks or Performance</p> <p>Materials Whiteboard and markers for word bank Class assessment worksheet</p>	<p>WA Arts Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k-12-learning-standards</p> <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine artistic work.</p> <p>Performing/Presenting/Producing Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>

<p>Movement Statues Tableau</p>		<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Responding Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Early Learning Guidelines, if applicable <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf (Age 5 and kindergarten) 2. Building relationships: Social behavior: Show understanding of others' feelings. Listen to viewpoints of others. (3rd grade) 6. Learning about my world: Arts: Create and perform movement, showing balance through concentration and muscle control. Show interest in developing skills in drama.</p> <p>WA Social Studies Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/social-studies/learning-standards SSS1.K.1 State and clarify one's point of view. SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school. SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p> <p>Teaching Tolerance and Social Justice Standards <i>For a full description of Social Justice Standards The Teaching Tolerance Anti-Bias Framework see:</i> https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf IDENTITY: 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people. DIVERSITY: 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p>
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ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Re-visit or create your classroom's COMMUNITY AGREEMENTS.

If creating a COMMUNITY AGREEMENT, the following is a recommendation of how to address individual and group actions/interactions while involved in the creative process:

- TAKE CARE OF YOURSELF
 - Make safe choices
 - Make appropriate choices
 - Manage your personal space
- TAKE CARE OF EACH OTHER
 - Be mindful of others as you move
 - Be kind and respectful
 - Manage yourself in general space
- TAKE CARE OF THE SPACE
 - Use furniture properly and safely

Lesson Steps Outline

1. Lead a warm-up: STATUES.

Criteria-based teacher checklist: Uses gesture, posture, and/or facial expressions in an active freeze embodying the meaning of a word.

2. Guide MIRRORED STATUES.

Criteria-based teacher checklist: Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner.

3. Generate a WORD BANK. Guide the students to choose three words they will develop statues for.

4. Facilitate creation of THE THREE ACT PLAYS (WHO AM I?).

Criteria-based teacher checklist: Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner. Selects a word and

develops a physical expression (statue) that represents that word. Creates own individual statues while also embodying the individual statues of classmates.

5. Direct PERFORMANCE.

- ☑ Criteria-based teacher checklist: Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner. Selects a word and develops a physical expression (statue) that represents that word. Creates own individual statues while also embodying the individual statues of classmates.

6. Lead REFLECTION.

- ☑ Criteria-based reflection: Reflects on similarities and differences discovered in the process of creating their own statues and embodying the individual statues of classmates.

LESSON STEPS

1. Lead a warm-up: STATUES. Guide students to move through the space in neutral. Lead them as they create active freezes, or statues.

- *Move to the beat of the drum. Listen closely, be mindful of your space, move toward the empty space. when the drum stops you stop. (Repeat at different tempos for varied lengths of time.)*
- *I'm going to give you the word; the word will drop into you like a seed and grow as you move. The word is _____. Imagine the word is growing inside of you like a seed until you figure out what statue you'll make.*
- *The word is _____. I will beat the drum three times and you will become the statue of the word. (3 hard beats, then the statue of the word)*
- *Repeat with the next word using varied tempos of movement.*

Criteria-based teacher checklist: Uses gesture, posture, and/or facial expressions in an active freeze embodying the meaning of a word.

2. Guide MIRRORED STATUES. Ask the students to work in pairs. Each pair decides on an "A" person and a "B" person. The "A's" will make a statue of a given word/phrase and the "B's" will mirror their statue back to them. Switch between "A" and "B" making the statues and mirroring them.

- *When you are mirroring the statue of your partner make sure to closely observe what they are doing with their body. Your job is to show them an accurate representation of what you see.*
- *You may need to verbally describe what you are doing in order to help your partner mirror what you are doing with your body.*
- *This activity will go on for a few minutes and then we'll come back together as a group.*

Criteria-based teacher checklist: Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner.

3. Generate a WORD BANK. Based on the theme of the lesson, (*see menu below or create your own*) guide students to work collaboratively to brainstorm a list of words (feelings, ideas, items or actions) that represent each part of the theme, for instance, if the theme is "past, present, and future self" they would pick several words that represent their past self. Then they would work on words that represent their present self and finally they would brainstorm words that could represent their future selves. Creating this word bank allows for students to share in the work of generating ideas. Put these words where they are visible throughout the lesson. After creating a group word bank, students can make specific individual lists of their own new words or pull words from the word bank.

- *We are going to use the brainstorm method to create a word bank. imagine_____ (theme). What does it look like? What items would be around you? How does it make you feel? What actions are connected to it?*
- *Remember in a brainstorm there are no bad ideas, it's okay to repeat ideas.*

Guide the students to choose three words they will develop statues for.

- *Now, I want you to pick three words from the list (or you can decide on words of your own) that best describe who you are.*

▣ For example: if the theme is “Past, Present and Future Self,” the student must pick one word for PAST, one for PRESENT, and one for FUTURE that best describes them.

4. Facilitate creation of THE THREE ACT PLAYS (WHO AM I?).

ACT ONE: After each student has selected three identifying words for themselves that describe the selected theme of identity. DIVIDE THE CLASS INTO TEAMS OF FOUR. Each student will generate a series of three statues that represent who they are. Each student will direct the other three students as actors to embody statues that represent the three words.

- *Take a moment and pick one word from your list to turn into a statue. For instance, if my word describing my PAST self is “baby” I might direct one of the actors in my group to make a statue that is crawling.*

ACT TWO

- *Once that first statue is created, repeat that process with the second word with another actor.*

ACT THREE

- *Now, repeat that with the third actor.*
- *Once you have all three statues created, have your actors present them simultaneously in a presentation that we are calling “The Three Act Play of ___(your name)_____.”*
- *You will present your play to the class.*

▣ Guide the students as each group plans and creates their individual “plays” for each member of the group.

Criteria-based teacher checklist: Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner. Selects a word and develops a physical expression (statue) that represents that word. Creates own individual statues while also embodying the individual statues of classmates.

5. Direct PERFORMANCE. The presentation of each individual’s “Three Act Play” could take place in a couple of ways: LIVE PERFORMANCE or A RECORDED VISUAL IMAGE (this option best for virtual teaching).

- *Remember our Community Agreements? We shall be respectful of the performers while they present. You need to be as good an audience for them as you wish them to be for you.*

- *As a performer, remember this is an opportunity to try something new and experiment with how you can express yourself.*
- *Remember that your truth is your truth and that someone else's truth is theirs—it may be similar to your truth, it may be different...which is okay...this space can hold all truths.*
- *When a performance is complete, I would like us to respond with (establish a norm of response):*
 - *"One, Two, Three..." (one communal clap)*
 - *One or Three quick finger snaps.*
 - *Everyone say, "Ashay Ashay."*

Criteria-based teacher checklist: Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner. Selects a word and develops a physical expression (statue) that represents that word. Creates own individual statues while also embodying the individual statues of classmates.

6. Lead REFLECTION. Guide the students in reflection on both how it felt to have other people embody aspects of yourself, AND, the feelings you felt for the person you were embodying.

- *How did it feel for you to have others "play" you? Was it easy to share that part of your identity? What were the challenges for you?*
- *How did it feel to "play" another person? How did it feel to be responsible for presenting another person's identity?*
- *How are you similar to your classmates? How are you different?*
- *How do you feel about the differences? How do you feel about the similarities?*

Criteria-based reflection: Reflects on similarities and differences discovered in the process of creating their own statues and embodying the individual statues of classmates.

SUGGESTED THEMES FOR EXPLORATIONS OF IDENTITY (feel free to expand on or use your own):

MY PAST, PRESENT, AND FUTURE SELVES (WHO AM I BECOMING?)

- "Where I'm from, where I am, where I'm going"
- "Ancient history, recent history, the here and now"

MY FAMILY (WHO AM I WITHIN MY FAMILY? / WHO IS MY FAMILY?)

- "The story of my name"
- "Three generations"

MY COMMUNITY (WHAT DOES MY COMMUNITY MEAN TO ME? / HOW WOULD I DESCRIBE MY COMMUNITY? WHAT ROLE DO I PLAY WITHIN MY COMMUNITY(IES)?)

- "Three elements of culture, surface, mid and deep"
- "Talking about my generation: commonalities based on age"

MY CREATIVITY (IN WHAT WAYS DO I PRACTICE CREATIVITY? / IN WHAT WAYS DOES MY CREATIVITY SHOW UP? IN WHAT WAYS AM I CREATIVE? / WHAT DOES CREATIVITY MEAN TO ME? / WHAT IS THE ROLE OF CREATIVITY IN MY LIFE?)

MY BODY (I FEEL MOST COMFORTABLE WHEN I AM... / I FEEL MOST "ME" WHEN...)

MY ABILITIES (WHAT IS SOMETHING I FIND EASY? / WHAT IS SOMETHING I FIND DIFFICULT? / WHAT IS SOMETHING THAT I KNOW ABOUT MYSELF THAT OTHERS DON'T?)

WHAT DO I APPRECIATE MOST ABOUT ME?

WHAT DO I CARE ABOUT THE MOST?

WHAT ARE MY TALENTS? WHAT AM I GOOD AT "NATURALLY"?

HOW DO I PERCEIVE MYSELF?

HOW DO OTHERS PERCEIVE ME?

HOW DO I WANT TO LIVE IN/CHANGE THE WORLD?

WHAT DO I NEED TO FEEL SAFE?

ARTS IMPACT LESSON PLAN Theater/Media Arts and Social Justice Infused Lesson

K-5: Sense of Self: The Three Act Play

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & SOCIAL JUSTICE	THEATER	THEATER & SOCIAL JUSTICE	THEATER & SOCIAL JUSTICE	Total
Concept	Statues	Mirrored Statues	Three Act Plays	Three Act Plays	4
Criteria Student Name	Uses gesture, posture, and/or facial expressions in an active freeze embodying the meaning of a word.	Uses gesture, posture and/or facial expressions to reflect exactly the statue of a partner.	Selects a word and develops a physical expression (statue) that represents that word.	Creates own individual statues while also embodying the individual statues of classmates.	
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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 arts discipline and subject area?

Teacher: _____

Date: _____

ARTS IMPACT FAMILY LETTER

ARTS AND SOCIAL JUSTICE INFUSED LESSON: *Sense of Self: The Three Act Play*

Dear Family:

Today your child participated in a **Theater** and **Social Justice** Infused lesson. We talked about celebrating our own unique identities and celebrating the uniqueness of others.

- We made our own statues and copied the statues of others.
- We chose three words that represented our past, present, and future selves.
- We created Three Act Plays with a small group with shapes that celebrated our individual identities.

At home, we encourage you to take turns with your child making and copying shapes that represent words like "thoughtful," "active," "hilarious," or other words that represent your personalities.

Enduring Understanding

One can understand and celebrate one's own identity while understanding and celebrating the uniqueness of others.