



Arts Education Standards Instructional Resources – Theatre

 <p>THEATRE</p>	<p>THIS IS NOT A ...</p> <p>1st Grade</p> <p><i>In this lesson students will explore how theatre artists are able to transform objects using their imaginations to convey meaning.</i></p>
<p>Lesson Objective(s):</p>	<p>Student Friendly Standard Learning Statement(s):</p> <ul style="list-style-type: none"> • I am learning to explore multiple ways to use an object during drama by using my imagination during dramatic play with a prop.
<p>Arts Standard(s):</p>	<p>Artistic Process - Creating Anchor Standard 3 - Refine and complete artistic work.</p> <ul style="list-style-type: none"> ○ (TH.CR.3.1c) - Discuss multiple representations of a single object in a guided theatrical experience. (e.g. process drama, story drama, creative drama). <p>Artistic Process - Performing Anchor Standard 6 - Convey meaning through the presentation of artistic work.</p> <ul style="list-style-type: none"> ○ (TH.PR.6.1a) - With prompting and support, perform in dramatic play or a guided theatrical experience. (e.g. process drama, story drama, creative drama).
<p>Essential Question(s):</p>	<p><i>How do theatre artists transform and edit their initial ideas?</i> <i>What happens when theatre artists and audiences share a creative experience?</i></p>
<p>Vocabulary:</p>	<p>NCCAS: Prop: An object used by actors during a performance Dramatic Play: Make-believe where children naturally assign and accept roles, then act them out Non-Representational Materials: Objects which can be transformed into specific props through the imagination</p>
<p>Lesson Procedure: <i>(Approximately 50 Minutes)</i></p>	<ol style="list-style-type: none"> 1. Teacher shares the SFLV standard with students "I am learning to explore multiple ways to use an object during drama." Teacher shows students an object and asks "What is this?" Teacher explains that the object is what they say but today we are going to use our imaginations to pretend it is different things. <ol style="list-style-type: none"> a. Suggested object: Plastic Straw 2. Optional Read Aloud: Teacher reads aloud Not a Stick or Not a Box by Antoinette Portis 3. Teacher passes out objects (suggested object: plastic straws) to students and guides students by narrating pantomimed actions for 1-2 given scenarios. Suggested Scenarios: <ol style="list-style-type: none"> a. This is not a straw. This is a barbell in a weightlifting competition. b. This is not a straw. This is a drumstick for a drum solo. c. This is not a straw. This is a tool to fix a car. <p>Sample Narration for Scenario A - Barbell <i>"This is not a straw. This is a barbell in a weightlifting competition. Ok class we are going to prove we are the strongest humans in the world by lifting this very heavy barbell. Let's</i></p>

show off our huge muscles to the crowd watching. Ok now let's stretch our right arm across our body. That feels great! Now let's stretch our left arm across our body. We are ready to lift this weight and win the competition! Bend your knees everybody and prepare to lift the weight. You're going to have to use all your strength. Ready? Go! *Teacher pantomimes lifting weight and setting it down with a lot of effort.* We did it! Good job. You are all the strongest humans I know."

4. Extension: Spotlighting
 - a. After each narrative moment the teacher may choose to "spotlight" certain students. The teacher may use an actual flashlight or ask the student to stand up and share their action with the class if they are comfortable.
 - b. Reflection Questions: "What is the actor doing with their body that helps you know what object they are imagining? What other choices could the actor make?"
5. Teacher defines **Prop**: an object used by an actor during a performance. Today we will share performances using our imaginations and the **prop** we've been pretending with.
6. Teacher divides the class into 4-5 groups. Each group receives a scenario to act out onstage. (See resources for printable page) Teacher demonstrates the remaining scenario and gives an example of each grade on the performance rubric focusing on clarity of movement. (See assessments for potential rubric) Possible Scenarios:
 - a. Fishing Pole
 - b. Paintbrush
 - c. Violin
 - d. Sword
 - e. Tight Rope
 - f. Spoon
7. Teacher provides student groups 5 minutes to rehearse a performance of their given scenario.
8. Each group acts out their scenario for the class.
 - a. Reflection: "Was the object clear? What is the actor doing with their body that helps you know what object they are imagining? What other choices could the actor make?"

Assessments:

Checks for Understanding: Provide simultaneous verbal feedback on student physical pantomime during whole group interaction and rehearsal using verbal mapping strategies ("I see you tensing up your face to show how heavy the object is.") and questioning strategies ("What do you think a musician would do with the bow of their violin after they are finished performing?")

End of Lesson:

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Actor Conveys Meaning with a Prop	Actor's movements are highly detailed and tell a clear story to show	Actor's movements clearly show imaginative use of the prop.	Actor's movements are somewhat clear and somewhat show	Actor's movements are unclear and do not show imaginative use of the

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<p>Related Standards/ Competencies:</p>	<p><i>Kindergarten</i></p> <p>Creating Anchor Standard 3 - <i>Refine and complete artistic work.</i></p> <ul style="list-style-type: none"> ○ <i>TH.CR.3.Kc Identify single objects used in a guided theatrical experience. (e.g. sun/circle, bus/rectangle).</i> <p>Performing Anchor Standard 6 - <i>Convey meaning through the presentation of artistic work.</i></p> <ul style="list-style-type: none"> ○ <i>TH.PR.6.1a With prompting and support, perform in a guided theatrical experience. (e.g. process drama, story drama, creative drama).</i> <p><i>2nd Grade</i></p> <p>Creating Anchor Standard 3 - <i>Refine and complete artistic work.</i></p> <ul style="list-style-type: none"> ○ <i>TH.CR.3.2c Suggest multiple representations of a single object in a guided theatrical experience. (e.g. process drama, story drama, creative drama).</i> <p>Responding Anchor Standard 9 - <i>Apply criteria to artistic work.</i></p> <ul style="list-style-type: none"> ○ <i>TH.RE.9.2a Collaborate on a scene in a guided theatrical experience. (e.g. process drama, story drama, creative drama).</i> 						
<p>Resources:</p>	<p>Materials:</p> <p>Optional Read Alouds:</p> <ul style="list-style-type: none"> • Not a Box by Antoinette Portis or Not a Stick by Antoinette Portis • Suggested Props: <ul style="list-style-type: none"> ○ Plastic straws (1 for each student) <li style="text-align: center;">OR ○ Juggling scarves (1 for each student) • Scenarios with Pictures (Next Page) 						

	<p>Fishing Pole</p> 	<p>Violin Bow</p> 	<p>Paintbrush</p> 
	<p>Sword</p> 	<p>Tight Rope</p> 	<p>Spoon</p> 