**Lesson Plan Format – Expressive Arts**

**Name of Teacher:** Erin Zaideman, Ashley Valdes, Julia Lewis

**Grade Level:** 5th Grade

**Materials Needed For Lesson:**

Large random props:

* traffic cones
* pillows
* tires
* balloons
* boxes
* etc.

**Arts Areas:** Drama

**Curricular Areas:** Communication, Problem solving, and critical thinking

**Multiple Intelligences:**

Intrapersonal - Students will be interacting with others while using various items to create a scene.

Visual Spatial – Students will be visualizing how to incorporate a random object into an improv scene. They must be aware of how to appropriately use the object to satisfy what the theme of the lesson is.

Verbal Linguistic- Students will be verbally performing their improvisations.

Kinesthetic- Students will be moving to actively express, with their bodies, meaning.

**Objective / Standards**

**Objectives:**

**1.** Students will act out scenes to describe environmental themes.

**2.** Students will collaborate and use different props to find a ways to reuse that given item.

**3.** Students will critically think and problem solve, in an efficient manner, as they develop a theatrical scene to portray effective ways to reduce, reuse, and recycle items.

**Standards:**

**Iowa Core:** Language Arts 10. Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. (Improvisation)

**Presentation Of Knowledge And Ideas**

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**National Standards for Theater (K-8):**

Content Standard #1: Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.

Content Standard #2: Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes. ( Students will participate in an improvisation activity that will portray events, characters and resources of basic environmental themes.)

Content Standard #3: Designing by developing environments for improvised and scripted scenes (Students will create scenes involving props that will express the themes of reducing, reusing, and recycling to improve the environment).

**Academic Language**

**Vocabulary:**

Improvisation

Actors

Characters

Space

Audience

Conflict

Plot

Setting

Mood

Focus

Imagination

**Vocabulary Review:**

Recycle

Reduce

Reuse

**Differentiation Plan:**

1.Movement is incorporated into the lesson to engage students with attention difficulties. The activities are hands-on and are set for a short amount of time.

2.For students who have difficulties writing down their thoughts, we will have group discussions that will help share their ideas with the rest of the group.

**Anticipatory Set / Energizer**

1. Students will be introduced to the term Drama and what it means. During this time, students will be informed that they must use their minds to focus and visualise what they are doing while they act, their bodies to express what they are trying to communicate, and their voices to give life to what they are trying to express. As performed in class, students will touch their toes and say out loud: I use my body for expression. Next they will bring their hands up their body and touch their chest / shoulders and say: I use my voice for expression. Last they will touch their heads and say: and my mind for imagination!

2. Students will be introduced to the concept of a Tableau and told that a Tableau is a still form of drama that uses bodies to represent something. Students will be asked to think of a still introductory picture to represent recycling, reducing, and reusing. When the teacher claps, they will put their tableau into motion and act out recycling, reducing, and reusing using only themselves.

Time:(10 minutes)

**Teaching Presentation**

**Explore:** Students will be introduced to the concept of “Props.” We will show a short excerpt of how the game is played on the show “Whose Line is It Anyway.”

(Time 5 Minutes.)

**Explain:** During this time, I would like to teach the students about the guidelines of how this game is performed. Students will be in pairs and select a reusable item which they have 30 secs to create a scene with. After that the following groups will chose another item, and repeat what the the first group did.

**Independent Practice, Application, and Assessment**

**Elaborate :**As a group, our goal is for the students to recognize that random items can be used for more than just being a piece of trash.

**Evaluate:** Students will be evaluated on task completion, cooperation with the group, and in their individual performance. The performance will be taped so the students can also evaluate themselves for their own benefit.

**Assessment:** We will be using the attached rubric for assessment. We will also be videotaping the children’s performance.

**Closure:**

1. Bring students together and sit in a circle.

2. Discuss what the purpose of this activity was? (The purpose is to realize that everyday objects can be used in a variety of ways.)

3. Leave the students with the idea that they can use their creativity to find another purpose for many different materials. If they can find a way to reuse something, they are taking great steps to helping with the environment.

**Creativity / Student Motivation:**

Students will first use their creativity during the energizer by creating a Tableau to represent either “reduce,” “reuse,” or “recycle.” Students will use their creativity by finding different ways to reuse the materials during the improvisation skit.

Students will be motivated by hands on activities as well as working in partners.

**Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Always** | **Sometimes** | **Rarely / Never** |
| **Faces the Audience** |  |  |  |
| **Uses Appropriate Volume and Voice** |  |  |  |
| **Uses Body Appropriately to Express Meaning** |  |  |  |
| **Maintains Focus During Performance** |  |  |  |

**Sources**

Cornett, Claudia E.. *Creating meaning through literature and the arts: an integration resource for*

*classroom teachers*. 4th ed. Upper Saddle River, N.J.: Merrill/Prentice-Hall, 2011. Print.