

2015 Institute Scholar Implementation Plan

GRADE LEVEL: 5th grade Drama

UNIT PLAN DESCRIPTION: In three weeks, the students will create an original performance piece based on information they provide about themselves through answering written questions and interviewing a partner. The class meets twice a week for 55 minutes.

NATIONAL STANDARDS FOR THEATRE EDUCATION - GRADES 5-8

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

Achievement Standard:

- a) Students individually and in groups, create characters, environments, and actions that create tension and suspense
- b) Students refine and record dialogue and action.

Content Standard #2: Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Achievement Standard:

- a) Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- b) Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- c) Students in an ensemble, interact as the invented characters

EDUCATIONAL OBJECTIVES:

- Reflect on self in written form and verbally
- Conduct a peer interview
- Use reflections to write a short script
- Edit a peer's writing
- Create an ensemble performance

MATERIALS:

- Participant Information Background Questionnaire from Ping Chong + Company
- Writing utensil
- Paper
- Playwriting 101 document
- Event Evaluation document for performance

CALENDAR:

Day 1

- The teacher presents each student one page of the Participant Information Background Questionnaire from Ping Chong + Company to complete as best they can using class time.
- Once completed, students are asked to move around the room in accordance to their opinions of "I believe" statements. Examples:
 - "I believe in fate"
 - "I believe in love at first sight"
 - "I believe I can be President of the United States some day"
 - "I believe I can be famous some day"
- When students seem particularly engaged with a statement of belief, teacher asks them to sit down and consider a story from their lives that they associate with the belief.

Day 2

- The teacher randomly assigns partners and shares the questionnaire with the partner.
- Each partner shares their story about the belief from the last class.
- Partners write down information from these stories and interview their partner about the who, what, when, where, why, and how involved in the stories.
- Students begin organizing the information they received from their partners and from the questionnaire.

Day 3

- The teacher presents the students with Playwriting 101 and an example of a student-written short play.
- Students write their short plays in class. They must keep in mind that the plays must have characters development, a beginning, middle, and ending, and that they will be reviewed by their partners for accuracy.
- If students do not finish writing the play in class, they take them home to be completed for the next class.

Day 4

- The partners share their plays with each other and edit each other's work for accuracy, interesting storytelling, and appropriateness for the partner.
- Once all of the plays are edited, they are read out loud to the class.
- The partners decide how to cast the plays. They may use each other, or other members of the cast.

Day 5

- The class decides how to organize the plays and the students rehearse their parts.

Day 6

- The students perform the ensemble piece for each other and invited guests.
 - Once the play is over, the students reflect on their performances using the Event Evaluation document and orally as a group about the overall process of creating the performance piece.
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Participant Information – BACKGROUND QUESTIONNAIRE

Please answer these questions to the best of your knowledge. Do not worry if you do not know an answer, skip that question if necessary. Please use as much space as necessary.

What is your full name? Do you have a separate traditional or cultural name?

Does your name have any special meaning, and were you named for anyone?

What is your current occupation? This may include a job, studies, a career path, or other work.

Where and when were you born (Date, year, city, country)?

What time of day were you born and what season/time of year was it (rainy season, winter, harvest time)? Are there any special stories about the day you were born (you were born during a blizzard, in a taxi, on your mother's birthday, etc)?

What is your earliest memory?

Who raised you and who lived in your home(s) growing up?

Please share the names and some background of the people who raised you.

Do you have siblings? Did you grow up with your siblings?

What language did you speak growing up? What language(s) do you speak at home now?

Your name:

Event Evaluation

Name of event

Success(es)

Challenge(s)

Strategies for the future

2 drama skills explored