





This unit will allow students to make connections between literature and drama. Students will explore how feelings can be communicated using written words and literary devices in poetry. At the same time, they will understand how feelings can be communicated through movement and expression. Through drama, students will come to a better understanding of characterization.

**Anticipated process & Learning experience:** How will students explore these connections? How does integrating these standards with this art form create a richer learning experience for students? Why do students learn more by doing it this way?

Students will begin to understand perspective as they express the emotion of a particular character. They will also develop bodily awareness as they see how their own movements and facial expressions can communicate how they are feeling, or how the character they are portraying is feeling. Students will gain a richer understanding of literary devices, such as imagery and personification, as they dramatize the words of the poet being studied.

**Art form/anticipated learning artifacts:** (photos, recordings, reflections of the learning process)

Students will play theatre games and improvise as a reflection of their learning. In addition, they will create written reflections to communicate feelings. Photos and video recordings of the learning process will be used as well.

**Unit activities ideas:** Describe both artist and teacher activities:

**Preliminary knowledge:** Frontloading: How will you activate student curiosity, prior knowledge, memories and emotions so that students make strong connections and get the most learning during the unit?

The class will have read various poems, particularly those by Shel Silverstein. The teacher will have instructed students on the elements of poetry (i.e. rhyme, rhythm, repetition) and other literary devices, such as personification, imagery, simile, and metaphor. The class will have memorized Shel Silverstein's poem, "Invitation."

**Beginning:** How will the unit start? What resources will be needed?

The artist will introduce drama and explain some of the connections between poetry and personal feeling. The artist will also explain how actors use feelings and emotions to express characters in a scene. Basic drama terminology will be introduced and defined (i.e. drama, actor, director, stage, audience). Finally, connections will be made incorporating the comparisons of theatre and dramatic media (such as film, television, and electronic media.)

**Middle:** How will the unit proceed?

The students will continue to learn theatre terms and practice dramatization and vocalization. The students will each select a short poem by Shel Silverstein with which they can connect in order to express the feelings of a particular character. They will rehearse with props and simple costumes.

**End:** How will the unit conclude?

The students will perform a dramatized version of their poem before their peers, and possible other staff members and their parents.

**Personal/Social connections:** How will you use the inquiry question to help students make personal connections with the content area? With the art form? How will you continue to explore these connections throughout the unit?

Students will be guided to an understanding of how words can communicate feelings as they explore improvisation and practice role-playing within the context of a script (i.e. Shel Silverstein poetry ) They will develop bodily awareness as they explore a particular character. Ultimately, students will learn to apply this awareness to their own situations in order to become better communicators.

**Answering the inquiry question:** How will you create experiences in each session that allow students to answer the inquiry question in deeper, more comprehensive ways? What aspects or sub questions of the inquiry question will you explore?

The teacher and artist will ask questions which ask students to think from the perspective of the characters in the poem. They will also challenge the students to make personal connections with the poetry. The following sub questions will be explored within the inquiry question: How can poetry communicate feelings?

- How does the poem “Invitation” make you feel?
- How do I communicate my feelings with my face?
- How do I communicate my feelings with my body and the actions I do?
- How can I communicate my feelings with my voice?
- When I pretend how does that make me feel?

In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)  
Students will respond through journal writing, discussion, theatre games, vocal exercises and expression, creative movement, character improvisation, and visual art.

How will you use this information to inform future session and progress of the unit?

The artist and teacher will evaluate student understanding after each lesson and adjust instruction as needed.

**Unit Support** (*Questions to consider/discuss*)

Artist: What can the teacher do to best help you with the unit? (*Preparation, behavior management, support during and after the unit, etc.*)

Teacher will frontload, assist in class management, and participate on all activities.

Teacher: What will you do during the artist sessions? What will you do to prepare for the artist sessions and how will you continue to support the inquiry on non-artist days?

I will prepare for the artist sessions by frontloading prior to the unit, and continuing to help students make connections to the unit on days the artist is not scheduled to attend. During the artist sessions I will encourage and monitor student participation. I will also assist with discussion questions and reflection.



**Assessment: indicators of learning:** What formative assessment strategies will you use throughout the unit to inform your teaching?

I will use journal writing and discussion questions, along with direct observation of drama, movement, and visual art reflections. I will also have ongoing discussion and assessment with the artist as well.

What summative assessment will you use at the end of your unit to assess overall student learning? If using a rubric(s), please provide an electronic copy.

Students will be videotaped during rehearsals and the final performance of their poems.

See rubric attached.

**Schedule of Artist Sessions – Please notify Elizabeth of any changes**

<b>Session Dates &amp; Times</b> <i>(indicate exact times you will be in classroom)</i>	<b>Activity(s)</b> <i>(describe the activities designed for each session)</i>	<b>Role of Teacher</b>	<b>Role of Artist</b>	<b>Reflection &amp; Meaning Making</b> <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
<b>1</b> Date: 11-2-09 Time: <u>9:10-10:10</u>	Artist's introduction to theatre and connection to poetry; theatre terms; vocal warm-ups and "emotion"; Class recites "Invitation"	Frontloading activities; help students select a poem	Lead the activities	Tableaux for "Invitation"
<b>2</b> Date: 11-4-09 Time: <u>9:10-10:10</u>	Review of theatre terms; warm-ups (physical and vocal); using facial expression; students recite poem for artist	Assist with processes	Lead the activities	Journal entry: How is the character in your poem feeling?
<b>3</b> Date: 11-6-09 Time: <u>9:10-10:10</u>	Introduce staging terms; warm-ups; recite "Invitation"; physical actions (i.e. pantomime); Students rehearse poems	Assist with processes and rehearsal of poems	Lead the activities	Journal entry: When do you feel like the character in your poem?
<b>4</b> Date: 11-9-09 Time: <u>9:10-10:10</u>	Review and warm-ups; instruct on staging and blocking; rehearse poems	Assist with processes and rehearsal of poems	Lead the activities	Painting: What colors and shapes express how your character is feeling?
<b>5</b> Date: 11-11-09 Time: <u>9:10-10:10</u>	Review and warm-ups; theatre game; improvisation, playing outside; block the entire process	Assist with processes and rehearsal of poems	Lead the activities	Tableaux to represent an outdoor situation
<b>6</b> Date: 11-13-09 Time: <u>9:10-10:10</u>	Review and warm-up; work on costume, props, and set; recite poems	Assist with, poem, props costumes, and set	Lead the activities	Discussion: How can I communicate feelings with my face, body, and voice?
<b>7</b> Date: 11-16-09 Time: <u>9:10-10:10</u>	Dress rehearsal	Assist with, poem, props costumes, and set	Lead the rehearsal	When I pretend, how does that make me feel?
<b>8</b> Date: 11-18-09 Time: <u>9:10-10:10</u>	Perform poems	Assist with performance	Lead the performance	-Discussion & journal: How does poetry communicate feelings?

**Process Documentation:** How will you work together to document the process throughout the unit? What types of documentation are meaningful for this unit? Consider who will document during different activities.

The teacher will primarily video and photograph students. The teacher will collect samples of student reflections.

How will you use this documentation to enhance student reflection and learning?

The students will develop more self-awareness of their bodily and vocal expression by watching video recordings of themselves. They will gain even more perspective of characters by observing their peers' dramatizations as well.

**Vocabulary:** What vocabulary will be introduced? Include vocabulary for content area, art form and any other new vocabulary introduced in this unit.

ELA terms will be frontloaded- Simile, metaphor, personification, imagery.

Theatre terms will be introduced- Drama, Actor, Director, Stage, Audience, Pantomime, Diction, Volume, Diction, Volume, Tempo, Pitch, Emphasis, Character, Stage directions, Blocking, Improvisation, Props, Costume, Rehearsal, Dress Rehearsal

**Materials:** What materials or supplies will you need for this unit? (Please include details on page 3)

Stage blocks \_\_\_\_\_

**Teacher Learning:**

What will the teacher learn during this unit that will add tools to his/her teaching toolbox? Be specific. (ex: specific activity, element of art form, printed resources, introduction to a piece of art, how to access and encourage student creativity)

The teacher will learn theatre terms and how to better integrate drama and language arts. She will also gain a better understanding of how to use student reflection in response to learning.

How will you work together to ensure that teacher comfort and confidence in these skills are growing throughout the unit?

Both teacher and artist will help the students interpret their poems and the feelings behind the poems. They will both assist in applying these feelings to the students and their own personal lives. Practically, both teacher and artist will assist in classroom activities and assess together the progress students are making during the unit