

Creative Action Unit Plan for Artist in Residence In the Classroom Programs

Teaching Artist Si Mon' Emmett School Saturday at the Center Age/Grade 5-7 yrs.

Unit/Activity Title Young Artist Troupe – Step into the Story Unit Dates January 14 – March 11

Frequency (Days a week, hours a day) 9 45 minute sessions

Activity Description:

(Describe what the unit is about. What is the big picture and purpose of the unit?)

This class will foster social and emotional development, improve confidence, and inspire innovation by bringing stories from various cultures to life through art and theatre. Young Artists will explore acting, create costumes, build props, and work as a team to create fun and imaginative performances and end with an original performance finale.

Artistic Medium(s):

(What type of class is this?)

Theatre/Art

Guiding Statements for the Unit: (3 per statement – one artistic, one SEL, one in other academic content)

After this unit the student will **know**

- **How art can illustrate feeling, action, and character**
- **The steps for organizing and sharing original artistic work**
- **The reason why working as a team/communication is vital to a successful and positive performing experience**

After this unit the students will **be able to**

- **Feel comfortable using their imagination to express ideas and perspectives**
- **Listen to and respond positively to the work of others**
- **Demonstrate an awareness of and respect for cultural differences**
- **Confidently speak and present in front of peers/parents**

After this unit the students will **appreciate**

- **The joy of sharing and celebrating story through art**
- **Collaboration and communication**
- **Learning more about themselves and the world around them**

Activity Description

<p>Lesson Objectives: Give a brief statement for each lesson’s objective. (What are the goals for the lessons? How can they scaffold and connect to the next lesson?)</p> <p>Next, help the teacher who is hosting you at their school and in their classroom understand how they can support and/or participate in your lessons by completing the statements below.</p> <p>Adjust the number of lessons as needed below.</p>		
<p>Lesson 1: Physical Dev. <i>Exploration & Play</i></p>	<p><u>Using imagination – Getting to know you</u></p> <p>Introducotion & class expectations “artistic last name” game Focus activity: find similarities Discussion: what is theatre?</p>	<p>Get the group excited about theatre, imagination, and play. This class is a celebration of getting to know one another.</p>
<p>Lesson 2: <i>Imagination</i></p>	<p><u>Imagination Adventures</u></p>	<p>Develop team building and community through theatre.</p> <p>Imagine you are a hero for a day. What are your super powers? Who do you want to help? What do you look like as a hero (draw images on large butcher paper or create simple costumes)? What is your daily life like as a super hero?</p> <p>Create a short narrative from these responses and share with parents.</p> <p>Continuing the conversation: Who is a hero in your every day life (at home, in school, in your neighborhood)?</p>
<p>Lesson 3: Emotional Dev. <i>Understaning emotion</i></p>	<p><u>Storybook Theatre</u></p>	<p>Choose a story with a lot of action and read it with the class. Make a basic costume piece craft and pantomime the sotry while narration is read.</p> <p>Invite parents to watch narration.</p>
<p>Lesson 4: <i>Listening and Responding</i></p>	<p><u>Basics of theatrical storytelling</u></p>	<p>Continue skill building by incorporating the fundamentals of theatre-making. Learn different cues and theatre vocabulary (onstage, backstage, stage right, places, etc.). Play a game to learn vocabulary and practice basic blocking exercises.</p>
<p>Lesson 5: Cognitive Dev.</p>	<p><u>Building a theatrical world</u></p>	<p>This class will narrow in on ways in which we bring a story from our imaginations to life! Pick an environment (ocean, jungle, desert, city, etc.) and create the world of</p>

	<i>Critical Thinking & Obstacles</i>		that environment in the classroom using lighting, artwork, soundscapes, and other elements. For our parent audience, tell a short story about this world and who/what might live in it.
	Lesson 6: <i>Making Connections</i>	<u>Character Development</u>	Identifying character traits of themselves and others. Trace each other on butcher paper and draw pictures of things that are important to us. Are there any similarities? Differences? Do a people parade in the hallway after class to show the butcher paper people.
	Lesson 7: Social Dev. <i>Collaboration</i>	<u>Working as a team – acting is reacting</u>	Create community through theatre. Complete group challenges and identify strengths of the group and work on listening, communication, and trust – all important elements of theatre! Create an Original Story Narration/Play & design an idea for a set (world of the play)
	Lesson 8: <i>Communication & Storytelling</i>	<u>Creating an original narrative</u>	Practice Original Story Narration/Play & work on any set elements
	Lesson 9: <i>Confidence</i>	<u>Sharing & Connecting</u>	Culmination Class – Perform Original Story Narration/Play
<p>Culminating Activity: <i>(What is the final closing event or lesson that connects the lessons of this activity/unit together and brings closure?)</i></p> <p>Students will be sharing with parents the new element of art/theatre learned by the end of almost every class. The final class sharing will be more cumulative, including a wider variety of theatrical elements learned. Class should scaffold up in risk and challenges for the student, eventually allowing them to take on individual leadership roles. Each class will have concrete lessons and fun sharing opportunities.</p>			
Materials & Resources	<p>Materials: <i>This is a complete list for all the lessons in this activity/unit including Technology Tools (computers, internet, gaming systems, etc)</i></p>		<p>Unit Resources/Partnerships: <i>(What organizations/people could you partner with to achieve your unit goals?)</i></p>

School Day & Family Connection	<p>After School Connection: <i>(In what ways could you connect to campus after-school activities, initiatives, and teachers?)</i></p>	<p>Family Connections: <i>(What types of themes/activities will generate family involvement? How can parent/families participate in your unit?)</i></p>
Reflections	<p>Activity Reflections: Please fill out after the last lesson of this activity/unit. <i>What are some modifications you made along the way? How did you know students learned? How did you know parents/families learned or were engaged? How would you assess student/parent/family impact on the community or results of this (service-learning) activity? What are some things you would do differently?</i></p> <p>Student Voice: <i>It is important to get student reflections and ask them about their thoughts. Ask your students: What things did they like/dislike? How would they change this activity (to make it better)? What are possibilities for this activity to extend it? How can parents/families be brought into it more?</i></p>	

4C Student Growth Expectations & Reflection

At the beginning of the unit : check at least **two** outcomes for each 4C. These are the outcomes you intend your unit will focus on.

At the end of the unit: write a short description for each 4C of what you did to focus on that outcome, and/or how you saw growth within your students in that area.

Creative Artists

- Learns artistic skills
- Works on creative projects in a group
- Experiences a variety of art forms
- Can express their thoughts and feelings through creative projects
- Works on creative projects alone
- Develops an appreciation of art

Courageous Ally

- Recognizes injustice, hate, and discrimination and decides to do something—large or small—about it.
- Reaches out to others and helps everyone feel welcome.
- Empathizes with others who are targeted for being different.
- Believes all people have equal rights.
- Shows respect for all.

4C Student Growth Expectations & Reflection

Critical Thinkers

- Thinks through problems to find solutions
- Analyzes text and media for greater meaning
- Is able to reflect upon experiences and incorporate lessons learned
- Is curious and actively questions and engages in their world to understand diverse perspectives

Confident Leaders

- Step up to help others accomplish work. (Doesn't sit back and let others do the work alone)
- Understands when to lead and when to step back and encourage others
- Listen attentively and communicates ideas clearly
- Learns from making mistakes
- Sets goals, anticipates and adjusts for obstacles and recognizes accomplishments