ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Theatre

I Am Poem Analysis

Grade 6

Students will learn to transform and edit their ideas to refine the performance of an original* I Am *poem.

Lesson Objectives	**Student Friendly Standard Learning Statement(s):** • I am learning to discuss feedback with my classmates and improve an improvised or scripted theatrical work through repetition and reflection by writing, revising, and performing an *I Am* poem. • I am learning to recognize and discuss personal likes, opinions, and beliefs when I watch a theatrical work by giving feedback to my classmates during the rehearsal process.
Arts Standards	**Artistic Process: Creating** **Anchor Standard 3:** Refine and complete artistic work • (TH.6.Cr3.a) - Discuss and identify artistic choices to refine a devised or scripted theatrical work. **Artistic Process: Responding** **Anchor Standard 8:** Interpret intent and meaning in artistic work • (TH.6.Re8.c) - Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.
Essential Questions	*How do theatre artists transform and edit their original ideas?* *How can the same work of art communicate different messages to different people?*
Vocabulary Source: NCCAS Glossary	**Improvise -** The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed **Gesture -** An expressive and planned movement of the body or limbs **Vocal Elements -** Vocal qualities that change the meaning & interpretation of spoken word
Lesson Procedure Duration: Three 45 min. class periods	**Class 1 - 45 Minutes** 1. Teacher reviews the lesson objectives with students (5 Minutes) 2. Students complete the prompts from the *I Am* poem in their own words. Teacher provides a sample model (see *Resources* section for *I Am* Poem Template). (10 Minutes) 3. Teacher defines gesture and vocal elements (5 Minutes) a. Gesture- An expressive and planned movement of the body or limbs b. Vocal Elements- vocal qualities that change the meaning & interpretation of spoken words i. Pace - How fast or slow text is spoken ii. Emphasis - Which words the actor chooses to stress iii. Pitch - High or low qualities of the voice iv. Tone - Attitude

4. Students are given 10 minutes to rehearse 3 gestures and 3 strong vocal choices creating a small performance for their *I Am* poems. (10 Minutes)
5. Students will perform their individual poems for each other in small groups of 3 to 5. (15 Minutes)
    a. Group members will respond to each group member's individual poem performances using a plus/delta chart to share what worked and what changes they suggest (see *Assessments* Section for Plus/Delta Template).

Class 2 - 45 Minutes

1. Give students an opportunity to review the first round of classmate's feedback and revise their initial performances. (15 Minutes)
2. Divide students into new small groups of 3-5 and give them a chance to perform their poems out loud a second time. (15 Minutes)
    b. Group members will respond to each group member's individual poem performances using a plus/delta chart to share what worked and what changes they suggest (see *Assessments* Section for Plus/Delta Template).
3. Give students a final round of rehearsal time to review the second round of feedback and finalize their performance. Ask students to attempt to memorize their poem. (15 Minutes)

Class 3 - 45 Minutes

1. Give students time to rehearse and improve their presentation for a final performance. Encourage students to attempt to memorize the poem. (5 Minutes)
2. Ask each student to perform their poem for the class. (25 Minutes)
3. Ask students to complete a journal reflection as an exit ticket (see *Assessments* Section for Reflection Journal Rubric). (10 Minutes)
    a. What kind of feedback was helpful to the development of your piece?
    b. When during the process did you decide to edit your original ideas and why?

Assessment

Plus/Delta Template

Fill in the Plus/Delta chart to respond to your peer's performances.

Plus	Delta
"It was good how you_____."	"Next time, I suggest you_____."
1.	1.
2.	2.

Reflection Journal Rubric

4	3	2	1
Journal reflection answers prompts in a highly detailed and thoughtful way.	Journal reflection answers prompts in a detailed and thoughtful way.	Journal reflection somewhat answers prompts in a thoughtful way.	Journal reflection does not attempt to answer prompts.

Related Standards

- TH.6.Cr2.a Analyze original ideas and artistic choices to improve, refine, and evolve a devised or scripted theatrical work.
- TH.6.Cr2.b Contribute ideas and accept and incorporate the ideas of others in preparing or devising theatrical work.
- TH.6.Re7.a Describe and record personal reactions to artistic choices in a theatrical work.

Resources

I Am Poem Template

I am: (two special characteristics you have) _____

I wonder: (something you are curious about) _____

I hear: (a sound you imagine) _____

I see: (a sight you imagine) _____

I want: (something you want) _____

I am: (the first line of the poem repeated) _____

I pretend: (something you pretend to do) _____

I feel: (a feeling about something imaginary or real) _____

I touch: (something you imagine touching) _____

I worry: (something that really bothers you) _____

I cry: (something that makes you very sad) _____

I am: (the first line of the poem repeated) _____

I understand: (something you know is true) _____

I say: (something you believe in) _____

I dream: (something you dream about) _____

I try: (something you try to do) _____

I hope: (something you hope for) _____

I am: (the first line of the poem repeated) _____