

ARTS IMPACT LESSON PLAN

Theater and Social Emotional Learning Infused Lesson

Expressing Emotional Range

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Grade Level: Primary

Enduring Understanding

Using and recognizing exaggeration can help deepen understanding of levels of emotion.

Lesson Description (Use for family communication and displaying student art)

Students work in pairs to use their bodies to demonstrate the difference between two similar emotions. They will make two tableaux together, one showing the emotion and the other the exaggerated emotion.

Learning Targets and Assessment Criteria

Target: Makes specific physical choices to convey two related emotions.

Criteria: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling.

Target: Collaborates with a partner.

Criteria: Shares ideas, listens to partner, and compromises.

Vocabulary

Arts:
Body Shape and
Gesture
Collaboration
Emotion
Exaggeration
Facial Expression
Statue
Tableau

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Children's Theatre
Book-It Repertory Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Self-Assessment Worksheets
Elements of Tableau Checklist
Class Assessment Worksheet

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Character
- 1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 3.2.1 Communicates for a Specific Purpose

Early Learning Guidelines

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

- (Age 5 and Kindergarten) 1. About me and my family and culture: Self management: Identify emotions and use words to describe them.
- (Grade 1) 1. About me and my family and culture: Self management: Understand how the body and face show different emotions.
- (Grade 2) 6. Learning about my world: Arts: Enjoy joining in creative dramatics, storytelling and readers' theatre activities; pay attention to performances, and describe them to others.
- (Grade 3) 6. Learning about my world: Arts: Show interest in developing skills in drama.

Social Emotional Learning

- 1. Self-Awareness – Individual has the ability to identify and name one's emotions and their influence on behavior.

ICON KEY:

-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

Pre-Teach

Teach *Expressive Body* and *Creating Tableau* lessons from Arts Impact Arts Foundations curriculum. <http://arts-impact.org/lessons/curricula/>

Lesson Steps Outline

Day One

1. Introduce concepts: emotions, levels of emotions, exaggeration, tableau, and collaboration.

2. Pair students and guide pairs to create emotional level tableaux.

Criteria-based teacher checklist: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

3. Facilitate pairs to perform their tableaux. Prompt audience and performers to reflect on the exaggerated emotions.

Criteria-based teacher checklist, self and peer assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

4. Guide final reflection and completion of self-assessment.

Criteria-based teacher checklist, self-assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

Day Two

Repeat lesson using different emotions and scenarios.

LESSON STEPS

Day One

1. Introduce concepts: emotions, levels of emotions, exaggeration, tableau, and collaboration.

▣ Display chart of criteria checklist and poster with discussion questions.

- *Today we're going to be showing emotions through our faces and bodies. Before we do that, let's talk about what some of our emotions mean.*
- *What does it mean to feel happy? What does it mean to feel excited?*

▣ Ask questions about the differences and similarities of these emotions.

▣ Review definition of Tableau and display Tableaux Checklist.

- *We'll be making tableaux of emotions today. What is a tableau? What makes a good tableau?*
- *Part of the work we will be engaging in today is around the concept of exaggeration. What does it mean to exaggerate?*

▣ Have students define "exaggeration." Demonstrate exaggeration.

- *Let's try to demonstrate the concept of exaggeration with our own bodies and faces.*
- *Show me a sitting statue of "happy."*
- *Next show me the emotion of "excited" by exaggerating your "happy" statue.*

▣ Review the concept of collaboration from previous lesson.

- *Remember that we used collaboration when we acted before. What do you remember about collaboration?*
- *What are the characteristics of an effective collaboration? (Sharing ideas, listening, and compromising.)*

▣ Define compromise.

2. Pair students and guide pairs to create emotional level tableaux.

- *You and your partner are going to be creating a pair of tableaux to show two levels of a related emotion. The scenario is that you are opening a present.*

▣ Give an example of a 5-point scale, e.g. 1-happy to 5-excited.

- *In your first tableaux, you are happy about the present. Get an idea in your head (you do not have to say it out loud) of a present that you would be happy about receiving.*
- *In the second, you will exaggerate that emotion by being really excited about the present. It's the best present you have ever gotten in your life.*

- *We will be looking at the pair of tableaux and noticing the exaggeration. In other words, we will be looking how your face and bodies change between emotions. How can you use the elements of tableau to support your change in emotion?*
- *Remember, you and your partner will need to collaborate to create your tableaux and I will be asking you to reflect on collaboration after the lesson. Through collaboration be sure that your levels of emotion match.*
- *You have two minutes to plan and rehearse your tableaux with your partner. When two minutes is up you will perform your tableau for the audience.*

Criteria-based teacher checklist: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

3. Facilitate pairs in performing their tableaux. Prompt audience and performers to reflect on the exaggerated emotions.

- *During the performance, I'm going to cue you using a "1,2,3, freeze" cue. When I cue "freeze," you will perform your first tableaux, "happy."*
- *Next, I will cue you again using "1, 2, 3, freeze" and you will perform your second tableau, "excited."*
- *Audience, as you are watching, notice how the actors' faces and bodies change between the two emotions. How can you tell which emotion they are showing us? What are the differences you noticed between the two emotions? What are the similarities?*
- *Actors, what differences or similarities did you feel when you were performing the two emotions?*
- *How did you compromise with your partner?*

Criteria-based teacher checklist, self and peer assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

4. Guide final reflection and completion of self-assessment.

Distribute Self-Assessment Worksheets.

- *Why is it sometimes hard in real life to identify the differences between similar emotions? Why is it important to be able to identify the difference between similar emotions? For example, when a person is annoyed and angry?*
- *How did you share your ideas with your partner when you were collaborating on your tableau?*
- *Were there times when you needed to compromise? What did you do?*

Criteria-based teacher checklist, self-assessment: Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling. Shares ideas, listens to partner, and compromises.

Day Two

Repeat lesson using different emotions and scenarios.

Emotions: Annoyed and Angry

Scenario: Playing a game together at school

Expressing Emotional Range Worksheet

Name: _____

Date: _____

Self-Assessment Checklist: Expressing Emotional Range

- How did I share my ideas with my partner?

- How did I listen to my partner?

- How did I compromise with my partner?

Use pictures or words to describe the difference between happy and excited.

Elements of Tableau Checklist

Statue: Individual facial expression and body shape/gesture

- Use whole face and body
- Show character
- Show action (body)
- Show emotion (face)

Levels and depth

- Low/medium/high
- Three dimensional use of stage or playing space: Left/right/center, downstage/upstage, near/far

Character and spatial relationships/connections

- Eye contact or point of focus
- Physical contact using positive or negative space (touching or not touching)
- Proximity or distance

Open to the audience (cheat out)

- Audience awareness
- Make sure all actors can be seen (no blocking—use levels & depth)

ARTS IMPACT LESSON PLAN Arts Infusion

Expressing Emotional Range

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER	THEATER 21ST CENTURY SKILL	Total 2
Concept	Statues Tableaux	Collaboration	
Criteria	Uses body shape, facial expression, and/or gesture to communicate a feeling and an exaggerated feeling.	Shares ideas, listens to partner, and compromises.	
Student Name			
1.			
2.			
3.			
4.			
5.			
6.			
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20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
Total			
Percentage			

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

How could I connect the concepts in this lesson with other disciplines?

Teacher: _____ Date: _____

THEATER LESSON: *Expressing Emotional Range*

Dear Family:

Today your child participated in an **Arts and Social Emotional Learning** Infused lesson. We talked about levels of emotions and how to show them through theater.

- We discovered how to use exaggeration to show levels of emotion.
- We created tableaux to demonstrate those levels, for example a tableau of "happy" and a tableau of "excited," or a tableau of "annoyed" and a tableau of "angry."

At home, you could notice and discuss the different ways people in your family show emotions.

Enduring Understanding

Using and recognizing exaggeration can help deepen understanding of levels of emotion.