

Lesson Sample: Grade 4, Create and Respond Domains

Demonstrating and Evaluating Visual Details in a Theatrical Work is a basic lesson plan designed to work in an upper elementary-level introductory theatre course. This plan is written with adaptability in mind, and should be used as a framework around which to design individual lesson plans based on the specific student group being taught.

Title:	Demonstrating and Evaluating Visual Details in a Theatrical Work
Length of Class:	Approximately two 45-minute class periods
Skill Level:	Beginner, adaptable for all levels
Domains:	Create and Respond
Standards:	<p>4.T.Cr1.A: Articulate and/or demonstrate the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.</p> <p>4.T.R3.A: Propose a plan to evaluate theatrical work.</p>
Objectives: A. Know B. Understand C. Do	<p>A. Students will know which details in a story are important to the plot and therefore should be articulated and/or demonstrated.</p> <p>B. Students will understand how the visual details work together in the story and how they should be represented.</p> <p>C. Students will demonstrate the visual details necessary to tell the story by explaining which details are necessary and then drawing them, and then will evaluate the demonstration.</p>
Instruction:	<p>Activating Strategy:</p> <p>Invite students to close their eyes while you either read or improvise a brief story that relies heavily on descriptive details. For example, you might tell a story about a young girl who goes to the theatre for the first time and is awestruck by the glittering chandelier in the sparkling lobby, the rows and rows of chairs covered in soft red velvet, and the huge stage with its massive bright red curtain. Whatever scene you pick, have students work on</p>

visualizing the scene you describe. When you finish, have students open their eyes and share what they “saw.” **(Higher Order Thinking Questions [HOT]: What words were used to describe the story? What did you picture in your head while the story was read? Does this remind you of any place you’ve seen in real life?)**

Activity 1:

(It would be best to coordinate this lesson with an English Language Arts and/or reading class to help reinforce what students are already studying, however, any story can be used.) Tell students they will be working on creating a “world” like the one they just imagined, but will be doing so using evidence from their class text. Read a previously selected section of the text (preferably a section students are already a bit familiar with), and as you read have students again close their eyes and imagine the visual details of the story. When you are done reading, discuss the details. **(HOT: What did you “see” as I read? What details stood out to you? What might be important here? Why might it be important?)** After the discussion, again read the same section of the text, but this time have students jot down words or doodle pictures of the visual details that stand out in the story. Discuss their findings.

Activity 2:

Either as a whole class or in small groups, guide students through identifying the most important visual details of the story. Depending upon which story is chosen, the visual details may include the setting, props, costumes, or even characters. **(HOT: Which details are important? How do you know? Is ____ more important than ____? Why or why not?)** List the important visual details for students to refer back to.

Activity 3:

Once the important visual details have been identified and recorded, tell students they will be illustrating these details. However, before they can begin drawing, they need to make sure they include all the details they've just discussed. Briefly talk about what it means to evaluate something. Relate this evaluation to others such as report cards and test grades. **(HOT: What does "evaluate" mean? Have you ever evaluated something? What are ways you can know when you've done something correctly?)** With this in mind, guide students through brainstorming ideas for how to evaluate their demonstrations. Students may not know terms such as "rubric" but they may be familiar with terms like "checklist," so it may be best to refer them back to the list from Activity 2.

Activity 4:

After a method of evaluation has been established, have students illustrate the story using the list of visual details they created in Activity 2. This can be done in a variety of ways depending upon class size, group dynamics, resources, time and other factors. Some suggestions are as follows:

- Have students work together as a class to illustrate the important visual details on a large sheet of butcher paper. Assign students certain details, which they are responsible for drawing.
- Have students work in small groups, with each group working to illustrate the important details on sheets of newsprint or butcher paper.
- Have students work individually to illustrate the important details on blank sheets of printer paper.

Once students have successfully illustrated the visual details of the story, use their evaluation method to evaluate the drawings.

Assessment:

Use students' own evaluation method or the checklist from Activity

	2 to assess whether or not all important visual details are represented appropriately.
Materials:	<ul style="list-style-type: none">• A short scene for the Activating Strategy• A section of text either from a class text or other previously selected, grade-appropriate story• Butcher paper and/or blank printer paper• Crayons and/or markers

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