

**David Orace Kelly: 6<sup>th</sup> grade Drama (6.5.1)**

<b>Explorer West Middle School</b>
<b>6<sup>th</sup> grade</b>
<b>Theatre Arts – One Act Play Showcase</b>

	<b>6A</b>	<b>6B</b>
<b>Number of Students in your class: Male</b>	<b>9</b>	<b>9</b>
<b>Female</b>	<b>5</b>	<b>5</b>
<b>Number of students with Individualized Education Plans (IEPs)</b>	<b>0</b>	<b>1</b>
<b>Number of students with 504 plans</b>	<b>0</b>	<b>0</b>

<b>Student</b>	<b>Issue or Concern (IEP, 504)</b>	<b>Proposed Accommodations</b>
D.C.	ELL, no formal schooling prior to 5 <sup>th</sup> grade, D.C. was in an orphanage and did not attend any classes.	Sidebar language definitions, homework support emailed home, and in-class reminders to follow directions.

<b>ABILITY GROUPING</b>
<i>There is no ability grouping. However, student abilities range from novice to experienced. Based on past evaluations of monologue performances, students are working at 6<sup>th</sup> to 7<sup>th</sup> grade level expectations.</i>
<b>STUDENT BACKGROUNDS</b>
<i>One third of all students are on financial aid. The remaining 2/3 pay full tuition. Students that are on financial aid are not identified to the faculty.</i>
<b>RACIAL / ETHNIC COMPOSITION</b>
<i>One third of all students are people of color. These students are self-identified. The instruction is culturally responsive because it embraces the diverse backgrounds of each student by integrating the ideas of every person in the class. Cultural responsiveness is also extended to the multiple students with multiple family structures and economic status. In addition to the 1/3 of families that are on financial aid, many students are adopted, have multiple parent figures in their lives, have single parent figures in their lives, and have same-gendered parent figures in their lives. All of these perspectives are welcomed through open-ended questions and a student-centered emphasis. In this lesson specifically, the open-ended questions of Uta Hagen's nine questions allow for a diverse range of student responses. Students are encouraged to bring their authentic experience into the creative and analytical work of this unit.</i>
<b>PRIOR KNOWLEDGE</b>
<i>This is an introductory class. Many students have never taken drama in previous schooling. Based on the past project, monologue performances, students have been assessed to be working at sixth to seventh grade level standards for performance techniques. The most instructional emphasis has been put on five essential areas of acting: voice, speech, physicality, objectives, and analysis. Prior to this unit, students will have read all of the one-act plays used in this lesson and established a general understanding of the plot and characters in each of the plays. Students will also have been cast in the plays that they are working on in this unit.</i>

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**STANDARDS**

<b>Title</b>	<b>Eight Part Story Identification (6.5.1)</b>
<b>Artistic Process</b>	Connecting
<b>Standard</b>	National Arts Anchor #7 - Perceive and analyze artistic work. - Describe and record personal reactions to artistic choices in a drama/theatre work.
<b>Learning Target(s)</b>	I can analyze [LF] the parts of my selected one-act play using the eight-part [S] [V] story format (1. Once Upon a Time, 2. And every day, 3. Until One day, 4. And because of this, 5. And because of that. 6. And because of this, 7. Until finally. 8. And ever since that day).

**TEACHING PLAN**

Provide an Estimate of <b>Time</b>	List in sequence the various <b>Learning Activities</b>	Explain for each activity its specific <b>Purpose</b>
5 Minutes	<p align="center"><b>REVIEW/HOOK:</b></p> <p>DO: Read, the eight part story out loud. Demonstrate for the students a sample version of the eight-part story format.</p> <p align="center"><i>“Once upon a time there was a family of three pigs that lived in fear of a wolf. And every day the mother of the three pigs would nag them to get their own homes. Until one day the mother of the three pigs kicked them out of the house. And because of this the pigs built three homes made of three different materials, one straw, one sticks, one brick. And because of that the wolf was able to blow down the straw and the stick homes. And because of this the first two pigs ran to the pig in the brick house, that the wolf could not blow down. Until finally, the wolf climbed into the chimney of the house and ate the pigs. And ever since that day the wolf used chimneys to enter the homes of pigs.”</i></p> <p>SAY: Review the eight part story format, posted on the board. Pair/share with the students next to you. WHAT is another way this story could have gone? Use your workbook to write out your answer.</p> <p><i>After Pair/share call on two to four students to share their answers with the class.</i></p>	<p><i>Review and Hook. Students should engage with prior knowledge in this segment. This activity was previously completed earlier in the year and should activate their prior learning.</i></p>

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	STUDENTS: Students share answers with each other and write on the lesson workbook.	
15 Minutes	<p align="center"><b>1) Play Reading</b></p> <p align="center"><i>Mini LT: I can identify parts of the eight part story in a read through of the play.</i></p> <p>SAY: Based on your cast list, sit with the students that are in the same play: read your play aloud. As you read, take note of how the play fits into the eight part story structure. Assistant Directors, you should take notes on the eight part story format as the cast reads – you should also read the stage directions. When you are done reading, please discuss and take note of the eight part story structure in your play.</p> <p>DO: Facilitate student groupings in separate areas of the room. Hover, listen, and observe student work. ALSO – write out the eight step prompts on the board for each group.</p> <p>STUDENTS: Read their plays, Asst. Directors take note and use workbook to document eight-part story choices.</p>	<p><i>APPLICATIONS and INFORMATION PROCESSING: Students apply the information of the eight part story to their particular play.</i></p>
5 Minutes	<p align="center"><b>1A) Informal Assessment</b></p> <p>INFORMAL ASSESSMENT – SAY: Assistant Directors, check in with your group and then give me a fist of five to tell me how complete your eight part story format is. Five is fully done ready to move on. Three is half way there.</p> <p>INFORMAL ASSESSMENT – STUDENTS: Check in with their student Assistant Directors and then the Assistant Directors volunteer a fist of five.</p>	<p><i>Check for completion and understanding.</i></p>
15 Minutes	<p align="center"><b>2) Eight Part Story Identification</b></p> <p align="center"><i>Mini LT: I can analyze my one-act play and identify the eight parts of the eight part story format.</i></p> <p>SAY: Based on your observations, share the eight part story with the class by writing it up on the board.</p> <p>DO: Give markers to Asst. Directors to write up their eight-part story on the board.</p> <p>STUDENTS: Check their work against that of the Asst.</p>	<p><i>APPLICATIONS and INFORMATION PROCESSING: Students apply the information of the eight part story to their particular play.</i></p>

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	<p>Director.</p> <p>INFORMAL ASSESSMENT – SAY: Read over the choices you made for the eight part story. Make sure each step logically leads to the next one.</p> <p>ASK: Can you explain the sequence of your choices to the class?</p> <p>INFORMAL ASSESSMENT – STUDENTS: Students should offer a logical sequence and be able to explain their choices.</p>	
5 Minutes	<p align="center"><b>3) SELF-ASSESSMENT and STUDENT VOICE</b></p> <p>SAY: Fill out the exit ticket in your workbook, that will</p> <ol style="list-style-type: none"> <li>1) Rate yourself on the LT for today. 1 out of 5.</li> <li>2) Include one example of your learning today</li> <li>3) Add one statement about what you can do to get help.</li> </ol> <p>STUDENTS: Self score and report on exit ticket.</p>	Check for understanding.

**DEMONSTRATION OF LEARNING:**

<u>Formative</u> Assessment Activity	Evaluative Criteria	What the assessment is designed to assess	Feedback to students
1) Each group, discusses the play, as it relates to the eight part structure, and shares their responses with the group.	1) Students should: Students should offer a logical case for their eight part story, one step should lead to the next.	1) Progress made toward, understanding of, and application of part one of the learning target: I can identify the genre of the play based on the eight part story format.	<p><i>Potential responses:</i></p> <p><i>HIGH: Is there a way to integrate the sub plot or other characters into the structure?</i></p> <p><i>MED: Have you identified the conflict and complications that lead to the climax of the play?</i></p> <p><i>LOW: Do your choices offer a logical sequence of events, one step leading to the next?</i></p>
<u>Summative</u>	Evaluative Criteria	What the assessment is	Feedback to students

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Assessment Activity		designed to assess	
<p>Workbooks will be graded for completeness and understanding.</p> <p>The eight-parts that each student identified for their play will be graded out of 5 points.</p> <p><i>RUBRIC:</i></p> <p><i>5 – Accomplished</i> <i>Understanding, understands the most important events that lead to the climax.</i></p> <p><i>4 – Advanced</i> <i>Application, clearly understands the logical progression of one step to the next.</i></p> <p><i>3- Proficient</i> <i>Application, misses one or two logical steps in the eight part story structure.</i></p> <p><i>2 – Below Standards,</i> <i>misses three or more logical connections from one step to the next.</i></p> <p><i>1 – Lacking Effort,</i> <i>steps are left blank or have no relationship to the play.</i></p>	<p>Students will respond throughout the lesson in their workbooks. The responses should be in line with the content and discussion of class.</p>	<p>Students should demonstrate competency with the learning target through their responses in their workbooks.</p>	<p>Potential feedback to students:</p> <p>Score of 5 – Clearly you understand how to pick apart a play into the eight parts. Now, how can you integrate parts of the play that are not included in this eight-part structure?</p> <p>Score of 4 – Based on your understanding of the structure, have you identified the most important complications that lead to the climax?</p> <p>Score of 3 – How can you be sure to make each step logically progress to the next one?</p> <p>Score of 1 or 2 – Clearly, you were confused in class. Let's meet outside of class at lunch or break to review.</p>

**Section 5: Language, Support, & Voice**

**Academic Language is referenced in the learning target.**

Vocabulary = [V], Language Function = [LF], Language Demand = [LD], Syntax = [S], Discourse = Demonstrated through the Review Activities, Informal Assessments, Student Voice, and Workbook activities.

**Supporting Students**

*Students with low abilities, ELL for example, will be assisted with additional learning supports such as*

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*pre and post class vocabulary supports – teaching questions would include “what is the first step of the eight part story structure,” “can you recall what a logical progression is” and “Which words help to create a logical progression from one step to the next.” The goal would be to have students personalize the information through clarification and direct instruction that defines vocabulary. Exit ticket activities will allow the identification of students that require additional assistance, remediation, and content advancement for exceptional learners. Exceptional learners will have the opportunity to work on “challenge” assignments included in the workbook.*

*Students will identify the potential learning resources on exit tickets that are completed at the conclusion of each lesson. These resources include, talking to the teacher outside of class time, checking in with another student, and reviewing the workbook materials.*

#### **Student Voice**

*In part 1 each student will have the opportunity to discuss the learning target with each other and with the teacher in an informal setting.*

*In part 2, students will address the class and demonstrate their learning through a presentation. The presentation is directly related to the learning target.*

*In part 3, each student will self-assess their progress with the learning target. They will articulate their understanding with both qualitative and quantitative measures. They will also have the opportunity to identify additional supports for the continuation of their learning.*

*Students will build on their understanding of the eight-part story in the second lesson as they identify the climax and genre of their plays. In doing so, they will continue to interact with content from this lesson as well. Any student, may choose to advance their understanding by completing the challenge activity for lesson one in the workbook.*

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**STANDARDS**

Title	Climax and and Genre (6.5.2)
Artistic Process	Connecting
Standard	National Arts Achor #7 - Perceive and analyze artistic work. - Describe and record personal reactions to artistic choices in a drama/theatre work.
Learning Target(s)	I can analyze [LF] the climax [V] and genre [V] of a one-act play [V] using the eight part story format [S] [V] (1. Once Upon a Time, 2. And every day, 3. Until One day, 4. And because of this, 5. And because of that. 6. And because of this, 7. Until finally (CLIMAX). 8. And ever since that day (GENRE)).

**TEACHING PLAN**

Provide an Estimate of <b>Time</b>	List in sequence the various <b>Learning Activities</b>	Explain for each activity its specific <b>Purpose</b>
5 Minutes	<p align="center"><b>REVIEW/HOOK:</b></p> <p>SAY: Review your work from the previous lesson. Working with the person next to you, please take a guess about which step in the eight-part story represents the climax of the play and which step can help you identify the genre of the play. Once you have your guesses, please write out your response on the board. Do not write in your workbook yet.</p> <p>DO: Pass out white boards to each grouping and demonstrate the layout.</p> <p align="center"><i>Climax = step #X</i> <i>Genre = step # Y</i></p> <p>STUDENTS: Work together and write out their responses on their mini-white boards.</p> <p>SAY: When you are done, show your answers to the class.</p> <p><i>Pick one pairing to explain their answer for climax and one pairing to explain their answer for genre. Students should come up with:</i> <i>Climax is Step 7 – because it is the last step with complications.</i> <i>Genre is Step 8 – because how a play ends informs the genre identification.</i></p>	<p><i>Review and Hook. Students should engage with prior knowledge from the previous lesson. This should also engage their curiosity about the lesson to come.</i></p>

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	<p>SAY: Now in your workbook, fill out the review activity where you identify the steps that correspond with the climax and genre. Please also fill out the definitions of climax and genre.</p> <p><i>Climax – The most dramatic tension in the play, immediately following the climax there is a resolution or release of tension.</i></p> <p><i>Genre – Comedic, all ends well for the main characters. Tragic, the main character(s) meet an unfortunate end.</i></p>	
10 Minutes	<p align="center"><b>1) Genre Identification</b></p> <p align="center"><i>Mini LT: I can identify the genre of the play based on the eight part story format</i></p> <p>SAY: Based on your cast list, sit with the students that are in the same play. Looking at the eight part story of your play, discuss with your group if the ending of the play is happy or sad. If the play ends happily for the main character, we will categorize it as a comedy. If the play does not we will categorize it as a tragedy/drama. You can find this in step eight. Ask each other if your conclusion is supported by the other steps in the play.</p> <p>DO: Facilitate student groupings in separate areas of the room. Observe, and hover from group to group.</p> <p>STUDENTS: Students discuss and share their opinions of their plays and decide as a group if they have a happy or sad ending.</p>	<p><i>APPLICATIONS and INFORMATION</i></p> <p><i>PROCESSING: Students apply the information of the eight part story to their particular play so that they can identify the genre of their play.</i></p>
5 Minutes	<p align="center"><b>1A) Informal Assessment</b></p> <p>INFORMAL ASSESSMENT – SAY: Each group, discuss your play, especially the ending of the play, and the genre that your selected based on that ending.</p> <p>INFORMAL ASSESSMENT – STUDENTS: In a</p>	<p><i>Check for completion and understanding.</i></p>



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	group discussion, students should offer a logical case for their selected genre (happy ending = comedy; sad ending = tragedy). Students can reference their work from the previous lesson.	
10 Minutes	<p align="center"><b>2) Climax Identification</b></p> <p align="center"><i>Mini LT: I can identify the climax of the play, based on the eight part story format.</i></p> <p>SAY: Looking at step seven, determine if that is the height of the tension. Then identify the complications that lead up to the climax. If you need revise your eight part story from lesson one, you may.</p> <p>Next, identify the scene that contains the climax of the play. When you are done, complete the prompts in your workbook that ask for the events leading up to the climax and the scene number that contains the climax of the play.</p> <p>DO: Facilitate student groupings in separate areas of the room. Observe and hover.</p> <p>STUDENTS: Students should discuss and share the climax along with the events in the play that lead up to the climax.</p> <p>INFORMAL ASSESSMENT - SAY: Each group should share the climax of their play and the events that lead up to the climax.</p> <p>INFORMAL ASSESSMENT – STUDENTS: Students should share the climax (step seven) and the events that lead up to the climax (steps 3 - 6).</p>	<p><i>APPLICATIONS and INFORMATION</i></p> <p><i>PROCESSING: Students apply the information of the eight part story to their particular play so that they can identify the climax of their play.</i></p>
5 Minutes	<p align="center"><b>2A) Informal Assessment</b></p> <p align="center"><i>Mini LT: I can identify the climax of the play, based on the eight part story format.</i></p> <p>INFORMAL ASSESSMENT - SAY: Each group should share the climax of their play and the events that lead up to the climax. Assistant Directors, please speak for your group.</p> <p>INFORMAL ASSESSMENT – STUDENTS:</p>	<p><i>Check for completion and understanding.</i></p>

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	Students should share the climax (step seven) and the events that lead up to the climax (steps 3 - 6).	
5 Minutes	<p align="center"><b>3) SELF-ASSESSMENT and STUDENT VOICE</b></p> <p>SAY: Fill out the exit ticket in your workbook, that will</p> <ol style="list-style-type: none"> <li>1) Rate yourself on the LT for today. 1 out of 5.</li> <li>2) Include one example of your learning today</li> <li>3) Add one statement about what you can do to get help.</li> </ol> <p>STUDENTS: Self score and report on exit ticket.</p>	Check for understanding.

**DEMONSTRATION OF LEARNING**

Formative Assessment Activity	Evaluative Criteria	What the assessment is designed to assess	Feedback to students
1) Each group discusses the genre and climax in turn based on their understanding of the eight-part structure.	1) Students should offer a logical case for their selected genre (happy ending, sad ending) and demonstrate an understanding of the climax based on an explanation of the events that lead up to the climax.	1) Progress made toward the learning target I can analyze the climax and genre of a one-act play using the eight-part story format.	<p><b>HIGH:</b> Genre: Is your selection purely comedy or tragedy. Is there a more complex answer? Climax: Could you make a case for another scene in the play to be the climax?</p> <p><b>MED:</b> Genre: Based on your selection, how should the audience feel at the conclusion of the play? Climax: Does your selected scene include the entire climax, or is there part of the climax contained in another scene?</p> <p><b>LOW:</b> Genre: Does a comedy need to be</p>

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			<i>funny? Does a tragedy need to end with a death?</i> <i>Climax: Is there any more dramatic tension that follows your selection?</i>
<u>Summative</u> Assessment Activity	Evaluative Criteria	What the assessment is designed to assess	Feedback to students
<p>Workbooks will be graded for completeness and understanding. The climax and genre that each student identified for their play will be graded out of 5 points for climax and 5 points for genre.</p> <p>RUBRIC:</p> <p>5 – Accomplished Understanding, genre/climax is clearly explained with evidence and analysis that support the selections.</p> <p>4 – Advanced Application, Genre/climax is correctly identified and some analysis or evidence is offered (but not both).</p> <p>3- Proficient Application, genre/climax is correctly identified but the reasoning is minimal or</p>	<p>Students will respond throughout the lesson in their workbooks. The responses should be in line with the content and discussion of class.</p>	<p>Students should demonstrate competency with the learning target through their responses in their workbooks.</p>	<p>Potential feedback to students:</p> <p>Score of 5 – Clearly you understand how to identify the genre/climax, Now, how could your play genre/climax change because of which character was determined to be the central character?</p> <p>Score of 4 – Based on your understanding of the genre/climax have you considered other choices and does your evidence and analysis support your choice?</p> <p>Score of 3 – How can you support your selection with evidence or analysis?</p> <p>Score of 1 or 2 – Clearly, you were confused in class. Let's meet outside of class at lunch or break to review.</p>

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<p>non-existent.</p> <p>2 – Below Standards, Genre/Climax is not correctly identified.</p> <p>1 – Lacking Effort, steps are left blank or have no relationship to the genre/climax.</p>			
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### Section 5: Language, Support, & Voice

**Academic Language is referenced in the learning target.**

Vocabulary = [V], Language Function = [LF], Language Demand = [LD], Syntax = [S], Discourse =  
Demonstrated through the Review Activities, Informal Assessments, Student Voice, and Workbook activities.

### Supporting Students

*Students with low abilities, ELL for example, will be assisted with additional learning supports such as pre and post class vocabulary supports – teaching questions would include “which step can be used to identify the climax,” “can you re-state and re-word the definition of comedy/tragedy” and “Which words help to identify the genre.” The goal would be to have students personalize the information through clarification and direct instruction that defines vocabulary. Exit ticket activities will allow the identification of students that require additional assistance, remediation, and content advancement for exceptional learners. Exceptional learners will have the opportunity to work on “challenge” assignments included in the workbook.*

*Students will identify the potential learning resources on exit tickets that are completed at the conclusion of each lesson. These resources include, talking to the teacher outside of class time, checking in with another student, and reviewing the workbook materials.*

### Student Voice

*In parts 1 and 2 each student will have the opportunity to discuss the learning target with each other and with the teacher in an informal setting.*

*In part 2, students will address the class and demonstrate their learning through a presentation. The presentation is directly related to the learning target.*

*In part 3, each student will self-assess their progress with the learning target. They will articulate their understanding with both qualitative and quantitative measures. They will also have the opportunity to identify additional supports for the continuation of their learning.*

*Students will build on their understanding of the genre and climax in the third lesson as they work to identify the external environment of the scene through Uta Hagen’s questions. In doing so, they will continue to interact with content from this lesson as well. Any student, may choose to advance their understanding by completing the challenge activity for lesson one in the workbook.*

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**STANDARDS**

<b>Title</b>	<b>First Five Hagen - Costume (6.5.2)</b>
<b>Artistic Process</b>	Responding
<b>Standard</b>	Perceive and analyze artistic work. - Apply criteria to the evaluation of artistic choices in a drama/theatre work.
<b>Learning Target(s)</b>	Using the first five of Uta Hagen's nine questions [S] [V] (who am I, what time is it, where am I, what surrounds me, and what are the given circumstances) [LD], I can describe [LF] the outer life [V] of a character [V] from a one-act play.

**TEACHING PLAN**

Provide an Estimate of <b>Time</b>	List in sequence the various <b>Learning Activities</b>	Explain for each activity its specific <b>Purpose</b>
15 Minutes	<p align="center"><b>REVIEW:</b></p> <p><i>SAY: Pair up with the students next to you and define, in one sentence, what you think outer life means. Write your response on the mini-white board. After we share, write your official response in your packet.</i></p> <p><i>DO: Hand out white boards and markers for students to write their answers out.</i></p> <p><i>STUDENTS: Students pair/share, write out their definition, and observe other groups definitions, then decide on the one that works best.</i></p>	
10 Minutes	<p align="center"><b>1) First Five Questions</b></p> <p><i>Mini LT: I can use Hagen's first five questions to describe the outer life of a character.</i></p> <p><i>SAY: Consider the outer life of your character. Answer the first five questions from Uta Hagen, famed acting teacher, in your packet. Examine and analyze your answers so that they make sense to you and with the rest of the play.</i></p> <p><i>DO: Observe students working. Assist with clarifications.</i></p> <p><i>STUDENTS: Students write out their responses to each of the five questions.</i></p> <p><i>INFORMAL ASSESSMENT – SAY: Ask students, do your answers make sense with each other; Are you describing the outer life of the character; are your responses based on information from the script?</i></p> <p><i>INFORMAL ASSESSMENT – STUDENTS: Students respond to teacher questions and adjust</i></p>	<i>CREATING/CONSTRUCTIVIST</i>

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	their answers accordingly.	
15 Minutes	<p align="center"><b>2) Costume Choices</b></p> <p align="center"><i>Mini LT: I can analyze the outer life of a character and create a costume design that represents that outer life.</i></p> <p>SAY: As you consider the responses you have in the first five questions, write down your ideas in your workbook for the character's costume. Is there a general theme that presents itself? Are there practical considerations for a costume such as the environment or occupation that the character has? Is there an archetype that you need to highlight? How would you use color to demonstrate the character? Is there a mood you want to convey? (Each Question has a slide in a PPT presentation.)</p> <p>DO: Run slide show.</p> <p>STUDENTS: Students take notes on their ideas for costume.</p> <p>INFORMAL ASSESSMENT - SAY:</p> <p>INFORMAL ASSESSMENT – STUDENTS:</p>	CREATING/CONSTRUCTIVIST
5 Minutes	<p align="center"><b>3) SELF-ASSESSMENT and STUDENT VOICE</b></p> <p>SAY: Make an exit ticket, that will 1) Rate yourself on the LT for today. 1 out of 5. 2) Include one example of your learning today and 3) Add one statement about what you can do to get help.</p> <p>DO: Create exit tickets and turn in.</p> <p>STUDENTS: Self score and report on exit ticket.</p>	INFORMAL ASSESSMENT
5 Minutes	<p align="center"><b>HOMEWORK</b></p> <p><i>Based on my description of the outer life of the character, I can create a costume design (drawing, description, and physical manifestation) that represents that outer life of the character.</i></p>	

**DEMONSTRATION OF LEARNING**

Formative Assessment Activity	Evaluative Criteria	What the assessment is designed to assess	Feedback to students
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1) Ask students, do your answers make sense with each other; Are you describing the outer life of the character; are your responses based on information from the script?	1) Students should: Students respond to teacher questions and adjust their answers accordingly.	1) Progress made toward, understanding of, and application of part one of the learning target: I can use Hagen's first five questions to describe the outer life of a character..	HIGH: MED: LOW:
2) Ask students, do your answers make sense with each other; Are you describing the outer life of the character; are your responses based on information from the script?	2) Students should:	2) Progress made toward, understanding of, and application of part two of the learning target: I can analyze the outer life of a character and create a costume design that represents that outer life..	HIGH: MED: LOW:
<b><u>Summative</u> Assessment Activity</b>	<b>Evaluative Criteria</b>	<b>What the assessment is designed to assess</b>	<b>Feedback to students</b>
<i>Make an exit ticket, that will 1) Rate yourself on the LT for today. 1 out of 5. 2) Include one example of your learning today and 3) Add one statement about what you can do to get help..</i>	Students will respond throughout the lesson in their workbooks. The responses should be in line with the content and discussion of class.	Students should demonstrate competency with the learning target through their responses in their workbooks.	Feedback will be individualized based on student participation, interest, and capacity.

**Section 5: Language, Support, & Voice**

**Academic Language is referenced in the learning target.**

Vocabulary = [V], Language Function = [LF], Language Demand = [LD], Syntax = [S], Discourse = Demonstrated through the Review Activities, Informal Assessments, Student Voice, and Workbook activities.

**Supporting Students**

*Students with low abilities, ELL for example, will be assisted with additional learning supports such as pre and post class clarification and direct instruction that defines academic language and directs outside of class learning. Exit ticket activities will allow the identification of students that require additional assistance, remediation, and content advancement for exceptional learners.*

**David Orace Kelly: 6<sup>th</sup> grade Drama (6.5.1)**

*Students will identify the potential learning resources on exit tickets that are completed at the conclusion of each lesson.*

**Student Voice**

*Student voice is articulated throughout the lesson. See parts #1, 2, and 3.*

*Students will have a second-class period for each lesson to continue their interaction with the content in a constructivist/self-directed modality. This time will allow for individualized instruction for students that are both advanced and in need of remediation.*



**David Orace Kelly: 6<sup>th</sup> grade Drama (6.5.1)**

**STANDARDS**

<b>Title</b>	<b>First Five Hagen - Costume, extended work period (6.5.2a)</b>
<b>Artistic Process</b>	Responding
<b>Standard</b>	Perceive and analyze artistic work. - Apply criteria to the evaluation of artistic choices in a drama/theatre work.
<b>Learning Target(s)</b>	Based on my description of the outer life of the character, I can create a costume design (drawing, description, and physical manifestation) that represents that outer life of the character.

**TEACHING PLAN**

Provide an Estimate of <b>Time</b>	List in sequence the various <b>Learning Activities</b>	Explain for each activity its specific <b>Purpose</b>
5 Minutes	<p align="center"><b>REVIEW:</b></p> <p><i>SAY: Review your notes from the previous period. Take note of three ideas you want to be sure to take into your design work.</i></p> <p><i>DO: Observe students taking note of their previous work.</i></p> <p><i>STUDENTS: Students note their priorities for design.</i></p>	
19 Minutes	<p align="center"><b>1) Drawing and Description</b></p> <p><i>Mini LT: I can create a costume design (description and drawing) based on the outer life of my character.</i></p> <p><i>SAY: Use your workbook to create a drawing and description of the costume. Once you are finished with that, you may move on to step two.</i></p> <p><i>DO: Demonstrate the drawing and description.</i></p> <p><i>STUDENTS: Students work quietly to design their costumes and descriptions.</i></p> <p><i>INFORMAL ASSESSMENT – SAY: Observe student progress.</i></p> <p><i>INFORMAL ASSESSMENT – STUDENTS: Ask for clarifications as needed.</i></p>	CREATING/CONSTRUCTIVIST
19 Minutes	<p align="center"><b>2) Costume Creation</b></p> <p><i>Mini LT: I can translate my description and drawing to an actual physical costume.</i></p> <p><i>SAY: Using the existing costume stock, make choices that are close to the drawing and description that you already created. Find costume pieces that also fit your body.</i></p>	CREATING/CONSTRUCTIVIST

**David Orace Kelly: 6<sup>th</sup> grade Drama (6.5.1)**

	<p>DO: Demonstrate costume procedure.</p> <p>STUDENTS: Students select pieces that match their drawing and description.</p> <p>INFORMAL ASSESSMENT - SAY: Assist students to find costume pieces that match their drawings and descriptions.</p> <p>INFORMAL ASSESSMENT – STUDENTS: Identify areas of mis-match where the stock does not match their design.</p>	
5 Minutes	<p align="center"><b><i>HOMEWORK</i></b></p> <p><i>Based on my description of the outer life of the character, I can create a costume design (drawing, description, and physical manifestation) that represents that outer life of the character.</i></p>	

**DEMONSTRATION OF LEARNING**

<u>Formative</u> Assessment Activity	Evaluative Criteria	What the assessment is designed to assess	Feedback to students
1) Observe student progress.	1) Students should: Ask for clarifications as needed.	1) Progress made toward, understanding of, and application of part one of the learning target: I can create a costume design (description and drawing) based on the outer life of my character..	HIGH: MED: LOW:
2) Observe student progress.	2) Students should: Identify areas of mis-match where the stock does not match their design.	2) Progress made toward, understanding of, and application of part two of the learning target: I can translate my description and drawing to an actual physical costume..	HIGH: MED: LOW:
<u>Summative</u> Assessment Activity	Evaluative Criteria	What the assessment is designed to assess	Feedback to students

**David Orace Kelly: 6<sup>th</sup> grade Drama (6.5.1)**

	Students will respond throughout the lesson in their workbooks. The responses should be in line with the content and discussion of class.	Students should demonstrate competency with the learning target through their responses in their workbooks.	Feedback will be individualized based on student participation, interest, and capacity.
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**Section 5: Language, Support, & Voice**

**Academic Language is referenced in the learning target.**

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**Supporting Students**

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**Student Voice**

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