

ARTS IMPACT CLASSROOM LESSON

SCHOOL: MT. MEADOW GRADE: K THEATER ARTS

Vibrant Animals: Using an Actor's Body for Character Attributes

Teacher: Karen Petschauer Artist-Mentor: Dave Quicksall



Reflects attributes of shape and movement of a specific animal.



Combines shape with emotional quality to represent animal.

Problem to Solve: How do actors use their bodies to communicate animal characters?
Understanding: Identifying and portraying specific character attributes through upright movement can create a portrayal of an animal.

Brief Description of Task/Project

Students use vibrant, upright movement to convey the characteristics and temperament of specific animals.

Target Learning and Assessment Strategies

Knowledge and skills: *The student:*

Target: Identifies and portrays characteristics of an animal.

Criteria: In an upright position, moves in a way that reflects attributes of shape and movement of a specific animal.

Target: Identifies and portrays the temperament of an animal.

Criteria: Uses specific movements linked with an emotional quality or behavior of a specific animal.

Target: Understands and conveys characteristics and temperament as a complete portrayal of the animal.

Criteria: Combines attributes of shape and movement with an emotional quality or behavior in a full upright physical representation of an animal.

Evidence of Student Learning

Upright movement reflecting characteristic and temperament of a specific animal.

Instructional Strategies for the Teacher and Student

Day 1:

1. **Teacher:** Reads *Brown Bear, Brown Bear* by Bill Martin Jr., illustrated by Eric Carle: talks about illustrations and animals in the book.

Student: Discusses animals in the story.

2. **Teacher:** Asks students to move through the room as a specific animal without prompts of how the animal moves.

Student: Moves through the room in character as the specific animal.

3. **Teacher:** Introduces dictionary—looks up definition of *characteristics* after asking students what they think it means. Asks students to generate a list of words that describe the characteristics of the specific animal. Has students move through the room again incorporating the characteristics they brainstormed.

Prompts: When you think of a (animal) what words would you use to describe them? When you think of an (elephant) how do you picture it moving? How would you describe how they look? If you gave that animal a hug how would it feel?

Embedded Assessment: *Criteria-based checklist*

Student: Participates in generating a list of descriptive words about the specific animal. Moves through the room again incorporating the characteristics they brainstormed. Repeats activity several times portraying different animals.

Day 2:

1. **Teacher:** **Reviews Day 1 discoveries: Portrays several animals as review.**

Student: Discusses animals in the story.

2. **Teacher:** **Asks students to generate a list of words that describe the temperament or behavior of the animal. Has students move through the room incorporating the qualities they just brainstormed.** *Prompts: When you think of a (animal) what words would you use to describe the animal's behavior or temperament? When I think of an elephant I imagine the elephant feeling very proud. Can you show me a proud elephant body? How else might an elephant feel? Can you show me with your body?* **Embedded Assessment:** *Criteria-based checklist*

Student: Participates in creating a list of descriptive words to show the temperament and behavior of animals. Moves through the room incorporating the qualities brainstormed.

3. **Teacher:** **Asks students to describe an animal by using a characteristic and a temperament using words from the generated lists. Has students move through the room demonstrating the combination of the two elements.** *Prompts: Let's review some of the things we wrote for characteristics and some of the things we wrote for temperament/emotion. Let's choose one word from each list to describe an (elephant). Now let's move through the room using our bodies to show the (proud, stomping elephant).* **Embedded Assessment:** *Criteria-based checklist*

Student: Moves through the room demonstrating a combination of both elements.

Vocabulary

- character
- characteristic
- emotional quality
- temperament
- trait
- vibrant

Selected Resources

Classroom Materials: *Brown Bear, Brown Bear* by Bill Martin Jr., and books and pictures about animals

Student Applications of Learning

Students use upright body position to convey characteristics and temperaments of animals.

Essential Learnings

- AEL 1.2 Skills and techniques; imitates and uses movement*
- AEL 2.1 Creative process; gathers information*
- AEL 3.1 Expresses ideas feelings expressed through the arts*

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PERSONAL ASSESSMENTS CHECKLIST

Student	Characterization			Total Points 3
	In an upright position, moves in a way that reflects attributes of shape and movement of a specific animal.	Uses specific movements linked with an emotional trait or behavior of a specific animal.	Combines attributes of shape and movement with an emotional quality or behavior in a full upright physical representation of an animal.	

ASSESSMENTS CHECKLIST

Student	Characterization			Total Points 3
	In an upright position, moves in a way that reflects attributes of shape and movement of a specific animal.	Uses specific movements linked with an emotional trait or behavior of a specific animal.	Combines attributes of shape and movement with an emotional quality or behavior in a full upright physical representation of an animal.	
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Teacher Comments:

ARTS IMPACT

Vibrant Animals: Using an Actor's Body for Character Attributes

Dear Family:

Today your child participated in a **theater arts** lesson. We discussed **characteristics** and **temperaments** of animals and used our bodies to express them.

1. We pretended we were animals and moved around the room.
2. We discussed the characteristics and temperaments of different animals and brainstormed how we can show the characteristics/temperaments with our bodies.
3. We put it all together and created a full **representation** of the vibrant animal.

At home your child could show you what they learned today and ask you to participate in creating your own vibrant animals.

UNDERSTANDING

Identifying and portraying specific animal characteristics and temperament through upright movement can create a vibrant expression of that animal.