

MUSIC CENTER EDUCATION DIVISION

WE TELL STORIES LESSON PLAN

By Candilyn Danzig

Storytelling, Grades K-5

4 Sessions

PROJECT OUTCOMES:

Students will be able to:

- Identify, articulate and demonstrate the elements of:
 - Story Structure
 - Character Development
 - Rehearsal Process and Performance
- Develop individual physical and vocal skills and apply the skills to character development
- Identify and implement character objectives and motivations
- Create a graphic art project to be used during the Culminating Task
- Improve ability to work constructively in small groups
- Develop a vocabulary of terms pertaining to storytelling and theater; use this vocabulary during creative process and critique
- Critique work in a constructive and respectful manner
- Increase self-esteem and ensemble values
- Develop, rehearse and perform a version of a story that contains elements of 'community'
- Make connections to Media Literacy and its Five Key Questions and Concepts

PROJECT OVERVIEW:

The five Content Standard Strands from the California Visual and Performing Arts Content Standards will be taught during the course of this project. The Strands will be referred to in the body of each lesson as follows:

Artistic Perception (AP)
Creative expression (CE)
Historical and Cultural Content (HCC)
Aesthetic Valuing (AE)
Making Connections (MC)

FOCUS: Media Literacy

Making connections to Media Literacy and its Five Key Questions and Concepts

THEME: Community

Stories and discussions pertaining to community values and issues

Concept: Learn about Elements of Storytelling and Theater. Develop personal and ensemble skills pertaining to these elements. Implement skills to originate a reenactment of a story that contains a Community concept. Appraise and

constructively critique work. Use the critique to improve the work. Make connections to the Five Key Questions and Concepts of Media Literacy.

Lesson Plan Overview:

Lesson #1: The 5 W's and Morals, Motivation and Conflict

Lesson # 2: Character Development – Body, Voice and Motivation

Lesson # 3: Turning the Story into a Play – Rehearsal process

Lesson # 4: Culminating Activity – Run-through, Dress Rehearsal and Performance Skills

Appropriate Dress Code: Comfortable clothes for movement.

Teacher Follow Up:

- Use the lesson plan template received on the first day of the workshops to create a sample follow up lesson plan
- Make 6 copies of your sample follow up lesson plan and bring it to the follow up meeting
- Artist and teachers share and brainstorm ideas in regard to sample follow up lesson plans at follow up meeting
- Implement the follow up lesson

We Tell Stories: Lesson 1

Grade Level: 3rd

Culminating Task: To culminate a four week series of sessions

Students stage a dress rehearsal of their version of the Chelm story. They included the elements of the story and of theater. Students critique, modify and improve the reenactment of the story.

- Morals and messages of the story are represented clearly
- The run-through of the Chelm story has a clear introduction, conflict and resolution
- The following elements of theater are represented in the culminating task process: Character development and motivations, sequencing, the 5 W's.
- Constructive critiques establish a supportive, safe environment for creativity and ensemble work
- Reinforce the concepts and Key Questions of Media Literacy

CULMINATING CRITERIA:

- Students make good use of rehearsal time
- Run-through contains all the basic elements of drama and storytelling
- Rendition clearly portrays the story's message
- Characters are defined, developed and sustained
- Cast shares the stage and lends support to one another
- Transitions are smooth
- Cast members enter and exit the stage in an orderly fashion
- Critiques are clear, applicable, used to improve the piece, and show respect
- Cast members and audience sustain focus and display respect
- Students make connections to Media Literacy

CULMINATING TASK RUBRIC

ADVANCED	PROFICIENT	APPROACHING PROFICIENT	NOT PROFICIENT
<ul style="list-style-type: none"> • Made excellent use of rehearsal time • Rendition of story contains a clear introduction, conflict and resolution • Rendition of story clearly portrays the moral • All of the story points are present, clear and in sequence • Character is fully defined, developed, sustained, unique and interesting • Character portrays clear motivations with confidence • Maintains excellent concentration and focus throughout performance • Displays excellent ensemble technique throughout • Transitions are seamless • Critiques are insightful, and group is able to use suggestions to improve the piece dramatically • Able to make and articulate many connections to Media Literacy • Audience is totally focused and respectful throughout, and responds appropriately and enthusiastically 	<ul style="list-style-type: none"> • Made good use of rehearsal time • Rendition of story contains the introduction, conflict and resolution • Rendition of story portrays the moral • Most of the story points are present and in sequence • Defines, develops and sustains character most of the time • Portrays motivations of character • Maintains concentration and focus through most of the performance • Displays good ensemble technique • Transitions are smooth • Critiques are applicable and improve the piece • Makes and articulates some connections to Media Literacy • Audience enjoys the performance, responds appropriately, and is focused and respectful 	<ul style="list-style-type: none"> • Made adequate use of rehearsal time • Rendition of story contains an introduction, conflict and resolution, though they are somewhat unclear • Moral of story is present but unclear • Character is somewhat defined but not fully developed and sustained • Has trouble defining and sustaining motivations of their character • Has trouble sustaining concentration and focus during the performance • Has trouble working in an ensemble • Transitions are unclear • Critique is somewhat unclear and only partially applicable • Has trouble making and articulating connections to Media Literacy • Audience has trouble sustaining focus and respect during performance 	<ul style="list-style-type: none"> • Made poor use of rehearsal time • Rendition of story has no clear story elements • Moral of story is absent • Character is underdeveloped or undeveloped • Character has no motivation • Unable to sustain focus and concentration during performance • Shows little or no cooperation with ensemble members • Disrupts transitions • Critique is unclear and not applicable • Makes no connections to Media Literacy • Audience is unable to sustain focus during performance and is disrespectful

We Tell Stories: Lesson #1

Grade Level: 3rd

Session 1 of 4

CONCEPT: What are the elements of a story?

ELEMENTS OF A STORY: (AP)

- The 5 W's (who – characters, what – plot, where – location/setting, when, why – lessons, messages and morals)
- Structure - Beginning (introduction), middle (conflict), end (resolution)
- Theme - (Main Idea)

STUDENT OUTCOMES:

Students will be able to:

- Define and identify the elements of a story (AP)
- Work and critique their work in supportive teams (CE, AE)
- Identify the message of the story (AP, AE)
- Verbally review the story's content and identify the basic elements of the piece
- Make connections to Media Literacy (MC)

PROGRESSION OF CONTENT, SKILLS AND TASKS

ANTICIPATORY SET: Creating enthusiasm and making personal connections

Artist presents

Personal background

A simple, short, fun prologue to the Chelm story (HCC)

ASSESS PRIOR KNOWLEDGE:

- What do you like about theater and stories? (AP, AE)
- What do you like about Media Literacy? (AP, AE, MC)
- What are the actor's tools? (AP) **TASK:** Short physical and vocal warm up
- What have you learned already about the Jewish community? (HCC)

GETTING SMARTER

- Ask students to identify the 5 W's, the conflict, resolution and the messages of the story's prologue presented in the anticipatory set. (AP)
- Artist tells the Chelm Story to the class (HCC)
- **TASK: Group Shared Narration:** (AP, CE, MC)
- Identify the elements of the story and retell the story as a group, with the artist and teacher facilitating by asking questions like
 - What happened next? Yes, and what happened right before that? Which character said that? What did the character do then?
 - What are the messages/morals of the story?

BECOMING AN EXPERT:

TASK: Shared Narration in Pairs (AP, CE, MC):

- Two volunteers share retelling the first part of the session's story, taking turns, listening to, and helping each other.

- Continue story with many SHARED NARRATION TEAMS, stopping to evaluate between each team, until story is complete.
 - Are story points and the proper sequencing remembered?
 - Was support was given and received?
 - Mention the innovations and creativity that occurs, turning "mistakes" into learning opportunities
- Critique each Shared Narration team by explaining and using Two Likes, and a Wish, and by asking questions (AE)
 - Was every character in the story represented?
 - Did you observe the conflict and resolution of the story portrayed?
 - What story points were represented? Which were omitted?
 - What was unique about the Shared Narration team's work?

Criteria: Shared Narration teams work as an ensemble. Individuals listen and lend support to each other. The main story points are present, and often in the proper sequence. Many details of the story are remembered, included and embellished.

MAKING CONNECTIONS:

- What did you learn about stories?
- What did you need to do in order for the audience to understand the sequence and message? How do you feel about the message?
- What did you learn about working in teams?
- What was hard about the session? What was easy? What could you do to make the difficult parts easier?
- What do you think we're going to do next time? What would you like to do?

ASSESSMENT STRATEGY: (AE)

Verbal Assessment: Incorporate the critique technique 'Two Likes and a Wish' (AE) throughout the workshop process. Ask questions pertaining to 5 W's, structure and theme. Make connections to Media Literacy Key Questions. (MC)

Performance assessment: Students retell the story using Shared Narration, and include the elements of a story in proper sequence. They listen to and support each other, giving help when needed.

KEY VOCABULARY: (AP)

Chelm, Jewish, community, culture, 'Shared Narration', support, 5 W's, introduction, conflict, resolution, critique, modify, omitted, included, physical, vocal, volume, project, audience, actor, action, moral, narration, dialogue, improvisation, character, unique, story point, location, setting, plot, moral, construct, structure

TEACHER FOLLOW UP

- Distribute copies of a recipe for latkes
- Make Shared Narration teams
- Teams relate the recipe information as if it were a television cooking show
- Draw parallels to Media Literacy Key Questions and concepts. (MC)

We Tell Stories: Lesson #1

Grade Level: 3rd

Session 2 of 4

CONCEPT: How do you create a character?
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ELEMENTS OF CHARACTER DEVELOPMENT: (AP, CE, HCC,)

- Body movement and gestures
- Vocal choices
- Motivation and Objectives

STUDENT OUTCOMES:

Students will be able to:

- Make specific choices physically and vocally in order to create characters
- Identify various motivations and objectives
- Practice character development skills while reviewing the story (AP, CE, HCC)
- Learn and hone improvisation skills (CE)
- Make connections to Media Literacy (MC)

PROGRESSION OF CONTENT, SKILLS AND TASKS

ANTICIPATORY SET: Creating enthusiasm and making personal connections

Artist portrays one of the characters in the Chelm story, complete with strong physical, vocal, and motivational choices, and is interviewed by the class and teacher.

ASSESS PRIOR KNOWLEDGE: (AE)

- What dialogue in the interview pertained to story points and details in the story? What information didn't pertain to the story?
- What physical and vocal choices were made?
- Was information about the character, and their part in the story present? What was omitted?
- What are some reasons this character would be invited to be on a talk show?
- What are some reasons this character would want to be interviewed on a talk show?

GETTING SMARTER:

TASK: CHARACTER WALK (AP, CE):

- Artist leads group, coaching students to walk in various ways, and with different Points of Lead, coaching them to freeze between each suggestion
- Incorporate sound and perhaps dialogue.
- Artist will question students during the exercise
 - How does this make you feel?
 - What kind of character or animal would walk this way?
 - Who could this be in the Chelm story?
 - Say things this character would say.
- Students are asked lend 'point of lead' suggestions (AP, CE, AE)

BECOMING AN EXPERT:

TASK: INTERVIEW IMPROVISATION (variation of Shared Narration)

Volunteer pretends to be the story's character being interviewed by news reporters or talk show hosts. (AP, CE, HCC)

- Volunteer is asked to make specific physical and vocal choices to represent their character. (AP, CE)
- The interviewer and group ask questions of the character to be answered in character. This can include questions about personal history, feelings and habits, as well as questions pertaining to the story. Primary grade level students may find it easier to discuss the character in the third person (AP, CE, AE MCC)
- As usual, use Three Likes and a Wish for the critique technique after each interview. (CE, HCC, MC)
- Switch volunteers and characters often

Criteria: Elements of a story and story points are covered within the context of the interview's questions and answers. Some background information about the characters is created from questions and answers that may or may not pertain to the actual story points. Students sustain specific physical and vocal choices they've made.

MAKING CONNECTIONS

- What talk shows have you watched?
- What is enjoyable about talk shows?
- Are there things about talk shows you don't enjoy?
- What do you think we're going to do next time? What would you like to do?

ASSESSMENT STRATEGY: (AE)

Verbal Assessment: Questions about how we create a character:

- Personal motivations and objectives
- Physical and vocal choices they make
- Objectives and motivations of people in their lives
- Physical and vocal choices of people in their lives

Performance assessment: Students create questions for the student portraying the character that pertain to the story as well as questions that don't necessarily pertain to the story but provide background and for the character and story. Students portraying characters are able to answer. Character development.

KEY VOCABULARY: (AP)

Point of Lead, isolate, freeze, interview, sustain, maintain, gesture, motivation, objective, story point, punctuate, exaggerate

TEACHER FOLLOW UP: (AP, CE, HCC, MC)

Begin the Alm Art Project

- Using the Media Literacy currency template, create Chelm currency to be used as props in the reenactments of the Chelm story.

- The class brainstorms to create one credo that represents Chelm as a generous community, and then chooses the location where it will be placed on every level of currency.
- Divide the class into five teams. Each team is responsible for creating a unique design for each denomination, with a different Chelm character's face in the center cameo. For example, the dollars could have a beggar's face, the fives could have Yoneh's, and the tens could have the Angel's image.

Integrate **INTERVIEW GAME** into a Media Literacy lesson plan. (MC)

We Tell Stories: Lesson #1

Grade Level: 3rd

Session 3 of 4

CONCEPT: How do you turn a story into a play?

ELEMENTS OF TURNING A STORY INTO A PLAY (AP, CE,)

Rehearsal, staging and stage direction, support, trust concentration, pacing, and transitions, constructive criticism, props and costumes (AP, CE, HCC, AE, MC)

STUDENT OUTCOMES:

Students will be able to:

- Identify stage areas (AP, HCC)
- Transform narration into dialogue (CE, MC)
- Rehearse scenes from the story (AP, CE)
- Assimilate and implement suggestions of a director (AE)
- Make connections to Media Literacy (MC)

PROGRESSION OF CONTENT, SKILLS AND TASKS

ANTICIPATORY SET: Creating enthusiasm and making personal connections

Artist presents basic information about staging, then assesses comprehension with a short verbal/physical quiz (AP, HCC)

ASSESS PRIOR KNOWLEDGE:

- What are some ways to turn a story into a production? (AP, MC)
- What does an actor do/need when they rehearse and perform? (AP, AE)
- What is a director? How does director help the performers and the play?(AP)
- What can the actors do to help the director improve the play? (AP, AE)

GETTING SMARTER: (AP, CE, HCC, AE)

TASK: Creating Scenes with Shared Narration

- Four students form a pair of Shared Narration teams.
- One team relates a very small section of the Chelm story using narration.
- Second team repeats the same section by portraying the characters and using dialogue and movement.
- Task is repeated using various scenes and teams.
- Two Likes and a Wish critique after each

Did you receive support from your partner and the other team?

Do you feel you could have supported them more than you already have? How?

BECOMING AN EXPERT (AP, CE)

TASK: Rehearse Scenes

- The class chooses one scene to focus on.
- Artist acts as director as students rehearse.
- Recast the main characters, and continue rehearsing with the teacher taking the role of director.
- Set some staging choices

Criteria: Students use dialogue to relate the story's elements. Stage direction and techniques learned in this and the prior sessions are remembered and implemented

MAKING CONNECTIONS:

- What staging choices will we keep?
- What are differences between reading, telling and staging a story?
- Name some people who have jobs similar to a director's job.
- Name some times when you've had the opportunity to lead.
- What does it take to be a helpful leader? Why do we need them?
- Name a leader of our county. Name one in our state. Name one in your school.
- Which character was a leader in Chelm? Were there any other leaders in the story? What were some differences between the leaders in the story?
- What do you think we're going to do next time? What would you like to do?

ASSESSMENT STRATEGY: (MC)

Verbal Assessment: Ask questions about support and leadership.

Performance assessment: Students turn the narrative portions of the story into dialogue using Shared narration.

Students rehearse sections of the story and are able to assimilate suggestions

KEY VOCABULARY: (AP)

Upstage, downstage, stage right, stage left, center stage, upstage left, upstage right, downstage right, downstage left, project, scene, objective, motivation, support, trust, director, direction, cheat, dialogue, narration, leadership, focus, concentration, opportunity, pacing, creativity, run-through, technical, tech rehearsal, dress rehearsal, performance, best efforts

TEACHER FOLLOW UP: (AP, CE, HCC, MC)

Complete the Alm Art Project. Make copies to use as props.

Continue rehearsing scenes in AND out of sequence. Make sure to begin a rehearsal in the middle of the play, or with the last scene at least once. (This is a trick to assure that the end of a piece is as strong as the beginning.)

Draw parallels to Media Literacy Key Questions and concepts. (MC)

We Tell Stories: Lesson #1

Grade Level: 3rd

Session 4 of 4

CONCEPT: What are run-throughs, dress rehearsals and performances?

ELEMENTS OF: RUN-THROUGH REHEARSAL, DRESS REHEARSAL, PERFORMANCE: (AP, CE, AE, MC)

Sustaining the objectives, motivations and physical and vocal choices of your character; and sequencing, pacing, transitions, trust, support, risk

STUDENT OUTCOMES:

Students will be able to:

- Run-through the entire play, stopping only if absolutely necessary
(If we don't have to stop, we'll dub it a dress rehearsal!)(AP, CE, AE)
- Support other actors while sustaining their own character (CE, AE, MC)
- Critique both their work, and each other's (AE)
- Make connections to Media Literacy (MC)

PROGRESSION OF CONTENT, SKILLS AND TASKS

ASSESS PRIOR KNOWLEDGE: (AP, AE, MC)

- What is the difference between a story and a play? Book and script?
- What do actors have to do to present the play without stopping?
- What is the difference between an actor and director?

ANTICIPATORY SET: Creating enthusiasm and making personal connections:
Guided visualization experience (AP)

GETTING SMARTER (AP, AE, MC)

- View our four hours together as a story. Identify the 5 W's in this order,
- Who? Where? When?
- What?
- Why?

BECOMING AN EXPERT:

CULMINATING TASK: RUN-THROUGH REHEARSAL

TASK: (AP, CE, HCC, AE, MC)

Run-through Rehearsal of the entire play, stopping only if absolutely necessary (If we don't have to stop, we'll dub it a dress rehearsal!) Use the Alms as props.

- Self assessment based on rubric (AP, AE)
- Teacher and artist give notes (AP, AE)

Criteria:

- Students will make good use of rehearsal time
- Run-through will contain all the basic elements of drama and storytelling

- Rendition will clearly portray the story's message
- Characters will be clearly defined, developed and sustained
- Cast will share the stage and lend support to each other
- Cast will enter and exit the stage in an orderly fashion
- Critiques will be clear, applicable, used to improve the piece, and respectfully articulated
- Performers and audience will sustain focus and display respect throughout
- Students will make connections to Media Literacy

MAKING CONNECTIONS:

- Name as many different kinds of communities as you can
- What does learning how to create, rehearse and perform help you do and accomplish?

ASSESSMENT STRATEGY:

Verbal Assessment (AP, AE):

After the run-through, ask the cast members questions based on the Rubric

- Did you make good use of today's rehearsal time? (What do we call this kind of rehearsal?)
- Did our run-through contain all the basic elements of drama and storytelling?
- Do you feel an audience would understand the story's message? What was done to draw attention to the message?
- Were character choices strong and clear? In what ways?
- Did you share the stage and lend support to each other?
- Did you enter and exit the stage in an orderly fashion
- Did the cast and audience sustain focus and display respect throughout?

Performance-based assessment:

- Students self-assess
- Students run-through the play. Elements of storytelling and character are present.
- Teacher and artist take notes during the run-through, then give notes afterwards.

KEY VOCABULARY:

Refine, production, rubric, take and give notes,

TEACHER FOLLOW UP (AP, CE, HCC, AE, MC):

Invite a class to your room and perform the Chelm Story for them. Your class instructs the visiting class how to critique with Two Likes and a Wish. The visiting class shares their critique. Discuss the audience's critique with your class after the visiting class leaves. (SEE 'FOLLOW UP SESSION')

Draw parallels to Media Literacy Key Questions and concepts. (MC)

We Tell Stories: Lesson #1

Grade Level: 3rd

FOLLOW UP TEMPLATE

CONCEPT:

ELEMENTS:

STUDENT OUTCOMES:

Students will be able to:

PROGRESSION OF CONTENT, SKILLS AND TASKS

ASSESS PRIOR KNOWLEDGE:

ANTICIPATORY SET: Creating enthusiasm and making personal connections:

GETTING SMARTER

BECOMING AN EXPERT:

TASK:

Criteria:

MAKING CONNECTIONS:

ASSESSMENT STRATEGY:

Verbal Assessment:

Performance-based assessment:

KEY VOCABULARY:

FOLLOW UP:

We Tell Stories: Lesson #1

Grade Level: 3rd

FOLLOW UP TEMPLATE SAMPLE

CONCEPT: How do you prepare for and present a production?

ELEMENTS OF PREPARATION AND PERFORMANCE: (AP, CE, AE, MC)

Performance level, programs, playbill, ads; sustaining the objectives, motivations and physical and vocal choices of your character; sequencing, pacing, transitions, trust, support, risk

STUDENT OUTCOMES:

Students will be able to:

- Warm Up with a fellow student leading them
- Experience a visualization experience that will calm and focus hem
- Present the entire piece at performance level, (AP, CE, AE)
- Support other actors while sustaining their own character (CE, AE, MC)
- Critique both their own work, and each other's (AE)
- Teach a constructive critique technique to another class
- Create a program/playbill for the audience
- Make connections to Media Literacy (MC)

PROGRESSION OF CONTENT, SKILLS AND TASKS

ASSESS PRIOR KNOWLEDGE: (AP, AE, MC)

- What do you think are the differences between rehearsing and performing?
- What do you think is the same?

ANTICIPATORY SET: Creating enthusiasm and making personal connections:

- Teacher chooses a volunteer to lead Physical and Vocal Warm Up

GETTING SMARTER (AP, AE, MC)

- Teacher leads visualization experience based on performance expectations and goals of performance (AP, AE, MC)

“Close your eyes and imagine yourself confident and excited about your part in the play as the audience enters. You focus on your tasks and use the skills you’ve developed to act out the Chelm story. During the play, you help your classmates when they need help and they help you. You all support each other and work together as an ensemble. Your audience enjoys the play, understands the message of the play and leans a lot. They laugh at the funny parts and they pay attention. You enjoy presenting the Chelm story to the audience and have gobs of fun. Afterwards we talk about presenting the play and you find that you all did a wonderful job, you worked together as an ensemble, and you learned a lot about turning a story into a play and working together.”

BECOMING AN EXPERT:

CULMINATING TASK: (AP, CE, HCC, AE, MC)

- **Present the entire play at performance level**
- Self assessment based on rubric (AP, AE)
- Teacher gives notes to cast (AP, AE)

Criteria:

- Students will make good use of preparation time
- Presentation will contain all the basic elements of drama and storytelling
- Rendition will clearly portray the story's message
- Characters will be clearly defined, developed and sustained
- Cast will share the stage and lend support to each other
- Cast will enter and exit the stage in an orderly fashion
- Critiques will be clear, applicable, used to improve the piece, and respectfully articulated. Students will teach and implement TWO LIKES and a WISH to the audience.
- Performers and audience will sustain focus and display respect throughout
- Students will make connections to Media Literacy

MAKING CONNECTIONS:

Teacher facilitates classroom discussion on what was learned and accomplished during this arts experience. Teacher and students point out how skill learned can be useful in other areas of their educational career as well as their lives in general.

ASSESSMENT STRATEGY:

Verbal Assessment (AP, AE):

After the presentation, ask the cast members questions based on the Rubric

- Did you make good use of today's preparation time?
- Did our presentation contain all the elements of production?
- Did the audience understand the story's message? What was done to draw attention to the message?
- Were character choices strong and clear? In what ways?
- Did you share the stage and lend support to each other?
- Did you enter and exit the stage in an orderly fashion
- Did the cast and audience sustain focus and display respect throughout?
- How can the skills we learned in this experience help us with other work?

Performance-based assessment:

- Students self-assess
- Teacher and artist take notes during the run-through, then give notes afterwards.

KEY VOCABULARY:

Performance level, refines, production, rubric, and take and give notes,

FOLLOW UP:

- Draw parallels to Media Literacy Key Questions and concepts. (MC)
- Implement this creative process in other areas of curricula