

Teaching Artists: Jean-Luc Fontaine and Alyssa Digges
School: P.S. 132 Juan Pablo Duarte Elementary
Grade: Third

Inquiry Questions:

- How do skills used in creating poetry carry over into playwriting?
- How can we integrate written word with physical movement to create evocative drama?
- How does integrating personal narrative with collaborative art-making help build community?

Residency Goals:

- Students will learn poetry terms such as:
 - Stanza
 - Line
 - Metaphor
 - Simile
- Students will learn playwriting terms such as:
 - Plot
 - Conflict
 - Character
 - Dialogue
- Students will learn performance terms such as:
 - Improvisation
 - Projection
 - Upstage/Downstage
 - Stage Right/Stage Left
- Students will learn how to generate creative ideas to help them get started while writing poetry or while playwriting.
- Students will explore how to use imagery and sensory details to create evocative poetry and dialogue
- Students will learn methods of expressing themselves through physical means, such as tableau and dynamized images
- Students will explore methods of using the voice in a safe and healthy way to express themselves

Creative Elements:

- Incorporating the world around them into their creative pursuits
- Collaboration
- Improvisation
- Playwriting
- Character development
- Creative writing
- Empathy

Culminating Products and Events:

- Students will write and perform short scenes (2-3 minutes) in groups.

Skills students will develop:

- Writing/poetic skills
 - Understanding how to successfully use image to convey emotion.
 - How to properly use metaphor/simile and what the difference between the two is.
 - Students will learn what a stanza is.
 - Students will learn what personification is, and how to successfully employ it in their poetry and or writing.
 - Students will be taught generative tools to help them craft poetry.
 - Students will learn how to develop plot, character, and incorporate dialogue
- Performance skills
 - Projection
 - Physical expression
 - Warm-ups

Artists/Authors/Works of Art:

- “Group Home Before Miss Edna’s House” by Jacqueline Woodson
- *Oliver Button is a Sissy* by Tomie DePaola
- “The Dentist and the Crocodile” by Roald Dahl

Curriculum Integration:

- Students will expand their vocabulary, explore verb tenses, and understand basic narrative structure by studying poetry and playwriting.
- Students will learn how to perform a written play.
- The common core curriculum in these lessons include:
 - How to analyze a narrative
 - How to build a narrative
 - How to distinguish between various texts (poetry, plays)
 - Vocabulary
 - Grammar
 - How to revise

Student Outcomes:

- Literacy: Students will learn about imagery, metaphor, simile, narrative and scene. Students will learn how to utilize these tools to convey their everyday lives into art.
- Creative thinking: Students will learn how to draw on their imagination to help in the creative process. Students will utilize different mediums (poetry, playwriting) by engaging in a number of activities we will bring into the classroom (tableaux, “Home Poem”).
- Critical thinking: By learning about both poetry and playwriting plays and poems, students will see how the two are similar and how the two are different.

- Culturally: By giving students the tools to create poetry/create scenes, we give students the opportunity to bring their culture/community into their art and into the classroom
- Emotional intelligence: By focusing on narrative, we will help cultivate empathy by giving students a chance to see the narratives of other students.

Rituals and Routines:

Opening Ritual: Invisible ball exercise: students close eyes, and facilitator walks them through holding an invisible ball. They are asked to feel the weight, texture and temperature of the ball. Then they are asked to imagine that the ball is filled with light. They are then asked to imagine that the light is within them, filling their body from their chest outward. Students are asked to reflect on how that felt and how focused they were during the exercise.

Closing Ritual: "I have a voice" call and response.

Timeline:

Session #1 (1/10/18): Introductions and icebreakers

Session #2 (1/17/18): Introduce the terms "simile" and "personification." "Group Home Before Miss Edna's House," "I see..." worksheet, and "Home Poem"

Session #3 (1/24/18): Revise Home Poem

Session #4 (1/31/18): Introduce the term "improvisation." Complete the image, tableaux, create tableaux for Home Poem.

Session #5 (2/7/18): Read and act out "The Dentist and the Crocodile." Introduce the terms "character," "plot," and "dialogue."

Session #6 (2/14/18): Read scene based on *Oliver Button is a Sissy*. Have students write down the characters, plot, and circle one example of dialogue.

No Class 2/21/18

Session #7 (2/28/18): Students get into groups and develop their own characters and plot. Start writing dialogue.

Session #8 (3/7/18): Continue writing dialogue.

Session #9 (3/14/18): Introduce "stage right/left" and "upstage/downstage." Revise dialogue and add stage directions.

Session #10 (3/21/18): Revise dialogue. Choose parts and read through.

Session #11 (3/28/18): Rehearse scene.

No Class 4/4/18

Session #12 (4/11/18): Rehearse scene.

Session #13 (4/18/18): Dress rehearsal

Session #14 (4/25/18): Final project

Session #15 (5/2/18): Reflection day