



Lesson Plan Template

Teaching Artist: Autumn Blalock	Project: Creating Characters through Physical Theater (Activating Adverbs and Adjectives)
Grade Level: 2-5	Core content: ELA
Summary of the Lesson: 4 Character types (lead with head, lead with chest, lead with gut, lead with hips)	
<p>Vocabulary:</p> <p><i>All Grades</i></p> <p>Review</p> <p>Beginning, Middle, and End</p> <p>NOUN</p> <p>VERB</p> <p>IMPROV</p> <p>New</p> <p>ADVERB</p> <p>ADJECTIVE</p> <p>CHARACTER</p> <p>PHYSICALITY</p> <p>SHAPE</p>	

ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

ATTENTION How will you prepare the students for the lesson?

Artist

Attention: Enter as my character “_____” who leads with their gut and is very rich. Give a comedic spiel about how I earned my wealth and create a funny reason to be called offstage. Re-enter as myself. Point out differences between the two. Introduce the theme by asking the group what their favorite movie, cartoon, or Youtube characters are. [pause for response]. What makes them so fun?

REVIEW: What will you review? What is the academic vocabulary for the lesson?

Vocab:

All Grades

Review

Beginning, Middle, and End

NOUN

VERB

IMPROV

New

ADVERB

ADJECTIVE

CHARACTER

PHYSICALITY

SHAPE

TEACH: What will you do to teach the content?

Support: What will you assign the students to complete and how will you support their learning?

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Students should be separated into groups of 2-4 people. While the activity can be done solo, it's always more fun in an ensemble, or a group!

Materials:

Paper

Pencil/pen

Scissors (optional)
Two small containers
Costume props (optional)

Step One: Write down some ____ words (adverbs). Think about things you like – how would you describe them? I'll write examples, like _____. All of these words go into container #1. What are some other words you can think of? For this exercise, you'll need at least 5.

[Pause. Teachers should give students 2-5 minutes for Step One. I will write words as well]

Step Two: Write down some ____ words (adverbs). Think about things you like – how would you describe them?. I'll write examples, like _____. All of these words go into container #1. What are some other words you can think of? For this exercise, you'll need at least 5.

[Pause. Teachers should give students 2-5 minutes for Step One. I will write words as well]

Step Three: Tear or cut the words out from your paper and put them into your containers. Mix up the words in each container but don't combine the containers together!

[Pause. Teachers should give students 2-5 minutes for Step One. I will write words as well]

Step Four: Pick one word from each container. These will be the words you'll use to create your new character!

Step Five: Have a teammate select one of the 4 Leading Body Parts: Head, Chest, Gut, or Hips. If you're joining this activity and you're using a mobile accessibility device like a wheelchair or walking aid, you can also lead with your eyes, like a spy or a damsel [demonstrate], with your nose, like you're posh [demonstrate], or even with your hands [demonstrate].

Step Six: In your team of 2, create your characters. You'll want to decide what their names are, how they know each other, and how they walk around the room.

[Pause. Teachers should give students 10 minutes. Go around and ask how the task is going.]

SHOW AND TELL! What did we all come up with?