

Notes/Reflections:



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Teaching and Learning Across the Curriculum

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

GRADES K - 2 Curriculum Guide

**ArtsNow**<sup>®</sup>  
Teaching and Learning Across the Curriculum

Discover the Art of Playwriting

Organization/Structure/Form • Story Elements •  
Creative Writing • Playwriting



Engage your students in a dramatic way!

Explore interpersonal warm-up exercises with your students to awaken their bodies and prepare them for collaboration. Then discover the art of playwriting by brainstorming possible emotions, relationships, and storylines as you cultivate your students' imaginations.

**Essential Question:**  
**How can the arts be a catalyst for writing?**

### Warm-ups

#### E/CLAP

This exercise encourages mind/body coordination while making your classroom feel safe enough for students to make mistakes and still feel good about themselves. Say the following sequence aloud and with enthusiasm!

- "When I say E, you CLAP."
- "When I CLAP, you say E."
- "When I say NOW, you say WOW" (do a 360-degree turn).
- "When I say NOW, you say WOW" (do a 360-degree turn).
- "Now put your arms to left and hop to your right and say UH."
- "When I say UH, you put your arms to left and hop to your right and say UH."
- "When I say Domo Choco Latte, You go (right arm up) AH, (left arm up) AH, (both arms in toward stomach and bend knees) AH."

#### BALL THROW

This exercise helps students leave their "baggage" at the door and be truly present for your daily lessons.

- Start by acknowledging that everyone has negative experiences in their lives. As an actor or writer, we have to put those things aside and **create!**
- Ask students to think of one bad thing that has happened to them today or in the past week.
- Next, ask them to identify different types of balls we could use for this activity (basketball, ping pong, beach, bowling, etc.).
- Say, "Think of one ball you would like to use!"
- "On a count of three, we are going to mold that bad thing into the ball. 1, 2, 3. Great! Now, on another count of three we are going to get that ball as far away from here as possible (throwing it, kicking it, however you get rid of it) using a sound, movement and your whole body. Don't just get it to the other side of the room. Get it out of here! 1, 2, 3...Good, let's do it again!"
- "Now think of a good thing that has happened to you today or this week—a really good thing! Let's rub our hands together and think of that good thing..."

#### PASS THE CLAP

This exercise helps students connect to one another through collaboration and eye contact!

- Arrange students in a circular formation.
- All students should place their hands on their hips and bend their knees to make sure they are in a neutral position.
- Encourage students to punch with their arms from side to side (not moving feet).
- Then, instruct students to obtain all the good energy from the room by looking at each other in the circle. While they gather the energy, ask students to turn to their neighbor, make eye contact, and clap simultaneously!
- It is important to tell students not to look at their hands, just one another's eyes! Then, clap at the same time! After each student claps, they turn, and *pass the clap* to the next person until the circle is completed!

### Materials

- Index cards and lined paper
- Pencils
- Clip boards and paper
- Styrofoam cups

### Vocabulary

#### Theater

Dramatic literature or its performance; drama

#### Character

Actor or actress in a specified role

#### Setting

Environment or place of action

#### Plot

List, timetable, or scheme dealing with any of the various arrangements for the production of a play

### Classroom Tips

These activities work best in an open space with chairs around the perimeter of the room.

### Resources

<http://www.teachingheart.net/readerstheater.htm>

### SKILL CUP

This ensemble building warm-up is a good exercise to keep coming back to throughout the year. You will see how your students start to work as a team as the time passes.

- Arrange students in a circle.
- Tap the base of the cup so that it is air-born!
- Allow students to continue tapping the base of the cup without the cup hitting the floor. (No one can hit the cup two times in a row, but he or she can hit the cup more than once in the sequence.)
- All students must audibly count to ten; the goal is to keep the cup from hitting the floor before the number ten is reached. If the cup hits the floor, the process must be repeated.

### Playwriting

- Show students visual and review the sequence of events in Jack and Jill nursery rhyme.
- Have several students act out the story from Jack and Jill, giving them prompts to remember the sequence of events.
- Ask the entire class to generate a list of ideas about what could have happened next in the story after Jack and Jill fell down; write ideas on a chart.
- Review with the students the meaning of beginning, middle and end. Ask them to generate a beginning, middle and end for the "what happened next" section of the nursery rhyme.
- Discuss theatrical term "lines" with class and brainstorm what Jack and Jill's lines would be in the "what happened next" play.
- Review audience etiquette. Have students perform play.

### Extension

- Have students write their own version of what happened next in Jack and Jill or other nursery rhymes.

### Assessment

- Student was able to effectively identify the beginning, middle and end for "what happened next" to the characters in a nursery rhyme.
- Student effectively communicated ideas.

## Common Core Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE K

**ELACCKW3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**ELACCKW5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**ELACCKSL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**ELACCKL1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### GRADE 1

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**ELACC1W5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**ELACC1SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### GRADE 2

**ELACC2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**ELACC2W5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**ELACC2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**ELACC2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Georgia Performance Standards

### THEATER ARTS

#### GRADE K

**TAESK.1:** Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

**TAESK.2:** Developing scripts through improvisation and other theatrical methods

#### GRADE 1

**TAES1.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

**TAES1.7:** Integrating various art forms, other content areas, and life experiences to create theatre

#### GRADE 2

**TAES2.1:** Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

**TAES2.2:** Developing scripts through improvisation and other theatrical methods

## National Standards

### THEATER ARTS

**Standard 1:** Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history

**Standard 2:** Acting by assuming roles and interacting in improvisations