



4 Theatre Strategies are used to engage student learning in an active way to elicit an emotional connection to the curriculum. These four strategies are the foundation of Arts Integration and can be used in all content areas.

Theatre Strategies

Tableaux

A group (of two or more people) statue that engages face, body and gesture to communicate an emotion, feeling or action.

There should be use of all three levels (low, medium and high) and have a clearly defined audience



Walking in Space

Students non-verbally walk around the space first in actor neutral and then embodying the characteristics as prompted by the facilitator. Examples include walking like you are in a great mood walking to a party, now the rain has started and you must walk faster...

- ELA/vocabulary: walk around space, call out a word, they act out the word.
- Arts: walk around space in the "mood" of a painting, story, song.
- Science: walk around space using prompts from stages of life cycles, weather

Pantomime

Students manipulate objects that are not actual. Paying attention to weight, height, size and texture of the assumed object



Improvisation

Speaking with no script there are two main rules:

- Add Information
- No Denial

To learn more visit:

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Lesson Plan Template

GRADE

UNIT TITLE

LESSON #

STANDARDS

NCAS TH 1:2, 4:1
COMMON CORE: CCSS SL: 3; CCSS W:

ESSENTIAL QUESTION

THIS IS A QUESTION THE STUDENTS COULD ANSWER AT THE END OF THE LESSON. IT IS CONNECTED TO THE OVERARCHING UNIT ESSENTIAL QUESTION

LEARNING OBJECTIVES

WHICH LEARNING TARGET(S) ARE YOU AIMING TO ACHIEVE.
STUDENTS WILL BE ABLE TO (SWBAT)

EMOTIONAL RESPONSE

STUDENTS WHO HAVE AN EMOTIONAL CONNECTION TO THEIR LEARNING ARE MORE LIKELY TO RETAIN AND PROCESS THE INFORMATION. THE GOAL OF EACH LESSON IS TO ELICIT AN EMOTIONAL CONNECTION. IN THIS SECTION IDENTIFY THE EMOTIONAL RESPONSE.

EXAMPLE: WHILE STUDYING THE GREAT MIGRATION STUDENTS WILL ROLE PLAY THE CROWDED TRAIN RIDE TO ELICIT THE FEELING OF URGENCY AND CONFUSION FELT BY THE CHILDREN OF THE MIGRANTS.

PURPOSE OF LESSON

MATERIALS NEEDED

WHAT DO YOU NEED TO EXECUTE YOUR LESSON PLAN
(PAPER; MARKERS; TAPE)

PREVIOUS KNOWLEDGE

WHAT ARE YOU BUILDING ON AND BUILDING TOWARDS



Lesson Plan Template

WARM UP - 5 MIN

THIS IS THE ARTS BASED ACTIVITY YOU WILL USE LATER IN THE LESSON TO ACTIVATE THE LEARNING.

RATIONALE: YOU MUST INCLUDE A RATIONALE AS TO WHY YOU CHOSE TO DO THE ACTIVITY YOU CHOSE; AND HOW IT LEADS TO THE NEXT ACTIVITY AND TO YOUR OVERALL GOAL FOR THE LESSON.

REFLECTION/TRANSITION: BE SURE TO THINK ABOUT HOW YOU TRANSITION THE STUDENTS (BOTH IN THE PHYSICAL SPACE AND IN CONTENT OF THE LESSON) WHAT REFLECTION QUESTIONS ARE ASKED -HOW DO YOU LINK THE TWO ACTIVITIES?

ROLE OF THE FACILITATOR: IT IS IMPORTANT TO ALWAYS BE THINKING ABOUT HOW YOU PLAN ON USING YOURSELF DURING EACH ACTIVITY. ARE YOU ALWAYS LEADING? DO YOU MINGLE ABOUT THE GROUP OR DO YOU STAND TO THE SIDE? DO YOU SIDE COACH?

DIRECT INSTRUCTION: 7-10 MIN

PROVIDES STUDENTS WITH THE CONCEPTS/VOCABULARY THEY NEED TO SUCCESSFULLY ACHIEVE THE MAIN LESSON.

RATIONALE: YOU MUST INCLUDE A RATIONALE AS TO WHY YOU CHOSE TO DO THE ACTIVITY YOU CHOSE; AND HOW IT LEADS TO THE NEXT ACTIVITY AND TO YOUR OVERALL GOAL FOR THE LESSON.

REFLECTION/TRANSITION: BE SURE TO THINK ABOUT HOW YOU TRANSITION THE STUDENTS (BOTH IN THE PHYSICAL SPACE AND IN CONTENT OF THE LESSON) WHAT REFLECTION QUESTIONS ARE ASKED -HOW DO YOU LINK THE TWO ACTIVITIES?

ROLE OF THE FACILITATOR: IT IS IMPORTANT TO ALWAYS BE THINKING ABOUT HOW YOU PLAN ON USING YOURSELF DURING EACH ACTIVITY. ARE YOU ALWAYS LEADING? DO YOU MINGLE ABOUT THE GROUP OR DO YOU STAND TO THE SIDE? DO YOU SIDE COACH?

MAIN ACTIVITY: 20-25 MIN

THIS IS WHERE THE EXPERIENCE HAPPENS

THIS IS WHERE STUDENTS ARE ABLE TO PRACTICE/EXPERIENCE THE CONTENT THAT WAS INTRODUCED IN THE MINI LESSON. STUDENTS ARE ACTIVELY ENGAGED IN MAKING MEANING OF THE CONCEPTS.

RATIONALE: YOU MUST INCLUDE A RATIONALE AS TO WHY YOU CHOSE TO DO THE ACTIVITY YOU CHOSE; AND HOW IT LEADS TO THE NEXT ACTIVITY AND TO YOUR OVERALL GOAL FOR THE LESSON.

REFLECTION/TRANSITION: BE SURE TO THINK ABOUT HOW YOU TRANSITION THE STUDENTS (BOTH IN THE PHYSICAL SPACE AND IN CONTENT OF THE LESSON) WHAT REFLECTION QUESTIONS ARE ASKED -HOW DO YOU LINK THE TWO ACTIVITIES?

ROLE OF THE FACILITATOR: IT IS IMPORTANT TO ALWAYS BE THINKING ABOUT HOW YOU PLAN ON USING YOURSELF DURING EACH ACTIVITY. ARE YOU ALWAYS LEADING? DO YOU MINGLE ABOUT THE GROUP OR DO YOU STAND TO THE SIDE? DO YOU SIDE COACH?

SHARE OUT: 10 MIN

AN ESSENTIAL PART OF THE ARTS LEARNING HAPPENS IN THE SHARING OF STUDENT WORK TO THEIR PEERS.

THIS ALSO PROVIDES A GREAT OPPORTUNITY FOR STUDENTS TO APPLY PEER ASSESSMENT AND FEEDBACK PROTOCOLS.

REFLECTION: 5-10 MIN

THIS CAN BE AS A SHARE OUT; JOURNALING; SHARE WITH A NEIGHBOR, DRAW A PICTURE.

REMEMBER THE FINAL REFLECTION OF THE DAY RELATES BACK TO THE GUIDING QUESTION OR AIM AND LINKS HOW THIS CLASS IMPACTS THE UNIT GOALS.



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ESSENTIAL QUESTION	LEARNING OBJECTIVES

EMOTIONAL RESPONSE

PURPOSE OF LESSON

MATERIALS NEEDED	PREVIOUS KNOWLEDGE



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WARM UP - 5 MIN

DIRECT INSTRUCTION: 7-10 MIN

MAIN ACTIVITY: 20-25 MIN

SHARE OUT: 10 MIN

REFLECTION: 5-10 MIN