

Lesson Focus: “My Face” by dodie Theme Drama

Educators: Marshall Baldoni, Cameron Vipperman, Courtney Clark

Date: March/April 2022

Target Group/Level: 5th Grade

Approximate Length: 45 Minutes

Materials/Resources: paper, markers, computer for song, plastic bags, papers for pre-assessment, baby yoda hat

National/State Curriculum Standards: (Based on SC State Theatre Standards)

Anchor Standard 1: Story Making

Benchmark T.CR NM.1 I can work with others to re- create a story through verbal communication (ex: Pantomime/ mime)

Anchor Standard 3: Performing/Producing/Presenting

Benchmark T.P NL.3: I can use body and voice to communicate character traits and emotions in a guided drama experience.

Anchor Standard 4: Directing

Benchmark T.P NM.4 I can respond effectively to directions and side coaching.

Vocabulary: Tableaux, Improvisation, “Yes, and...”

Pre-Assessment: As they walk into the classroom, the students will sit in a circle, and practice using “Yes, and...” in improv continuously until everybody has gone.

Ex:

Student 1: “You use crest toothpaste.”

Student 2: “Yes, and I brush my teeth 4 times a day.”

Learning Objectives:

- Students will be able to make choices about their body and voice to portray a person who is not themselves.
- Students will successfully complete an improvised scene in a group.
- Students will create a one-person tableaux using their face and body.
- Students will reflect meaningfully on pretend experiences.

Instructional Procedures:

1. **INTRODUCTION/WELCOME to the drama [Marshall]** (Whole group, present tense, leader out of role). Our class has woken up with different faces! Each person draws another

classmates' name upon entrance to the classroom. Everybody would sit in a big circle at the beginning of class. They draw the person whose face they have. That is whose face they now wear. There is one trickster who remains themselves.

2. WHAT HAS HAPPENED? [Courtney] (Whole group, present tense, leader in role) (BELL) Stepping into role, offer the following narrative link: *Students, I do not know if you can tell, but I am not who I seem to be today! Somehow, I woke up with [co-teacher's name]'s face! I suspect that someone in our class has done this trick to confuse us and distract us from the test we had planned for today. Has the same thing happened to any of you?* (Class answers yes) *When did you notice that your face had changed into someone else's?* (Improvised responses from class)

3. TIME SHIFT/PARALLEL PLAY: THIS MORNING WHEN I WOKE UP...

[Everybody] (Group in pairs, past tense, leader as facilitator out of role) (BELL) We have gone back in time to this morning. One student narrates what they did this morning while another student pantomimes until they realize that they had a new face.

4. INNER MONOLOGUE/WRITING: I LIKE MY NEW FACE BECAUSE...[Courtney]

(Individual, present tense, leader as facilitator in role) (BELL) Stepping into role, offer the following narrative link: *I must admit, students, that I am getting very stressed out from trying to figure this all out. Maybe we should focus on something positive for a moment. Since we cannot have our test until we have our identities cleared up, please give me your inner monologue about your new face when I point to you. Write a sentence about what you like about your new face.* This will be a grade. Students complete the assignment on a notecard or in a journal.

5. TABLEAUX: DETECTIVE [Cameron] (Whole group, present tense, leader as facilitator out of role) *Students, please sit in a circle. The trickster will silently wink at you without anyone else seeing. When they do, you must say a short phrase and then freeze in a tableaux that describes and depicts the moment you discovered that your face has changed. We will guess who we think the trickster might be after three people, but those frozen in tableaux may not assist the group in their detective work. At the end of the game, we should know who the trickster is.*

6. NOW WE CAN REVERSE THE TRICK [Marshall] (Whole group, present tense, leader as facilitator in role) Stepping into role, offer the following narrative link: *Well done, students. I am proud of you for working together to solve this mystery. Trickster, you must reverse the spell!* (LUNCH BELL RINGS) *Oh no! I suppose this must wait until after lunch.*

7. PARALLEL PLAY/SPOTLIGHT: LUNCH [Courtney] (Small groups (about 3 per group), present tense, leader as facilitator out of role) (BELL) *Students, imagine that you, as your character, have gone to lunch. You sit with a small group and discuss how you feel about getting your old face back. I may ask some of you to freeze as one group continues their discussion. We will play these scenes out simultaneously.*

8. RITUAL: REVERSING THE TRICK [Cameron] (Whole group, present tense, leader as facilitator in role) (BELL) Stepping into role, offer the following narrative link: *Our trickster has informed me that in order to return to our true faces, we must each say something we truly love about our face. Take a moment to reflect on this. It must come from your heart.* (Give

students time to reflect) *Now, all together, on a count of three, say out loud what you love about your face.* (Students respond)

9. **“MY FACE” BY dodie [Marshall]** (Whole group, present tense, leader as facilitator out of role) (BELL) Play the song and have students reflect on their time with their classmate’s face.

1. What did you think of the song?
2. What feature(s) do you wish she talked about?
3. What’s your favorite part of the face you drew?

10. **FACE DANCE [Everybody]** (Whole group, present tense, leader as facilitator out of role) Play the song again and have students dance with their faces. Improvisational movement encouraged.

11. **PONDER/CLOSURE: [Marshall]** (Whole group, present tense, leader as facilitator out of role) Write the insecurities on paper, and then we can rip them up. Give the students a plastic bag to put paper shreds in to help clean up.

Assessment of each objective:

- Were students able to create imaginary reactions to the theme drama using their voices and bodies?
- Did students respond well to side coaching given by the instructor? Did they respond well as both an audience member and actor?
- Were students able to create tableaux?
- Did the students work together to create improvised scenes?

Reflection: What went well in this lesson and what did not? How were my transitions? Were students engaged and on task and why or why not? What would I change for next time? How can I go deeper and further explain vocabulary to this age group?

Story Dramatization Checklist

*** = Best Work**

✓ = Good Work

- = Needs Work

___ I was an active participant during the performance (audience or actor)

___ I followed the directions of my teacher

___ I reflected meaningfully in writing on my imaginary and real experiences

___ I behaved appropriately during the theme drama

Category/Points	5	4	3/2	1/0
Acting and Improvisation: Using the body and voice to respond to the theme drama	Always used the body and voice in improvisations	Frequently used the body and/or voice in improvisations	Infrequently used the body and/or voice in improvisations	Rarely used the body or voice in improvisations
Improvisation and Collaboration: working with others to improvise a scene within the theme drama	Always collaborated effectively to create scenes that always followed the “yes, and...” rule.	Frequently collaborated effectively to create scenes that frequently followed the “yes, and...” rule.	Infrequently collaborated effectively to create scenes that infrequently followed the “yes, and...” rule.	Rarely collaborated effectively and very rarely used “yes, and...”
Responding: appropriately listening to directions and applying them to the activities	Always listened to directions/side coaching and responded appropriately.	Frequently listened to directions/side coaching and responded appropriately.	Infrequently listened to directions/side coaching and/or sometimes responded appropriately.	Rarely listened to directions/side coaching and did not respond appropriately.
Participation: staying engaged in the theme drama and positively contributing to the class’s overall experience.	Always remained engaged in the story being told and energetically participated actively in all activities, contributing to the overall theme drama experience for the class.	Frequently engaged in the story being told and participated actively in most activities, contributing to the overall theme drama experience for the class.	Infrequently engaged in the story being told and participated actively or passively in some activities.	Rarely engaged in the story being told and rarely participated actively or passively. May have disrupted the class to take away from the overall theme drama experience.