

Understanding By Design – Backwards Design Process
(Developed by Grant Wiggins and Jay McTighe, 2002)

Stage 1 – Desired Results	
<p>Established Goal(s):</p> <ul style="list-style-type: none"> -Generate and conceptualize artistic ideas and work. Create theatrical ideas (e.g., plot, character) that reflect characteristics of different artistic movements. (F.T.Cr.01) -Organize and develop artistic ideas and work. Create an outline for an original scene play, including details such as costumes or scenery. (F.T.Cr.02) -Refine and complete artistic work. Refine and revise character dialogue, stage directions, sensory details of imagined worlds. (F.T.Cr.03) -Convey meaning through the presentation of artistic work. Describe how decisions about a performance are connected to what the student wants to express, evoke, or communicate. -Apply criteria to evaluate artistic work. Compare and contrast different rubrics or criteria for evaluating theatrical presentations. (F.T.R.09) 	
<p>Understanding(s): Students will understand that:</p> <ul style="list-style-type: none"> - Stories can be told through actions - Actions can speak louder than words <p>Vocab bank: Tableau, Justified Silence, Eye Contact, Monkey, Clown, Farmer, Vampire, Chicken, sound effects, set</p>	<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How can we tell a story with no dialogue? 2. What is the difference between a story with action and one without? 3. Why might you want to play with action and body language?
<p>Student objectives (outcomes): Students will know that:</p> <ul style="list-style-type: none"> • Actions and movement on the stage can be more impactful than words • Tableaux and stage pictures are an integral part of theater <p>Students will be able to: (Language-specific objectives)</p> <ul style="list-style-type: none"> • Identify the definitions of the Vocabulary from the Word Bank • Listen critically to interpret and evaluate what happened in each scene and what worked well. (establish what this means for a scene to work well) 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ol style="list-style-type: none"> 1. Tableaux - Family Portraits 2. Performance of a prolonged action 3. Scene Performance 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Teamwork 2. Cohesive scene which can be deduced by the audience

Stage 3 – Learning Plan

Check-In

- Thumbs Up/Down on how you are doing today (*approx. 2-3 min*)

Warm-Up

Family Portrait: groups of 4-5

Explain words/vocab from Word Bank with pictures: (*approx. 7 min*)

Monkey: a type of animal that is closely related to apes and humans and that has a long tail and usually lives in trees

Clown: a performer (as in a circus) who entertains by playing tricks and who usually wears funny clothes and makeup

Farmer: someone who grows plants and raises animals for human use

Vampire: a dead person believed to suck the blood of people for food

Chicken: a bird that people all over the world raise for its meat, eggs, and feathers

Create a tableau or picture as a family of _____. (approx. 6 min to work)

- **Family of monkeys**
- **Family of clowns**
- **Family of farmers**
- **Family of vampires**
- **Family of chickens**

Present (*approx. 5 min - dependent on how many students are in the class*)

Discussion: What worked? (for each portrait) (*approx. 5 min*)

Body of Lesson: Topic of this exercise - Kid coming home past curfew

Create a scene using the following ingredients: Groups 3-4 (*instructions approx. 10 min*)

1. Open the scene with a clear tableau

Teacher gives examples an example of a “bad tableau” (back facing audience)

Teacher gives an example of a “good tableau” (facial expressions, facing forward)

2. 15-20 seconds of silent action before anything is said

The action must be justified – meaning, they have to have a reason for performing

this action

3. You are allowed 2 lines - this could be 1 word or 1-2 sentences each

4. A moment of eye contact

5. End in a clear tableau

Rules:

- **No animals**
- **Can have sound effects**
- **Must include a set**
 - What would show us this is a...dining room, living room, car?

Explain words/vocab as instructions are being introduced:

Tableau: A frozen image using people

eye contact: looking directly at another person’s eyes

justified silence: a quiet moment that happens for a reason (Ex. When a parent yells - the scared children's silence afterwards, when someone falls or gets hurt - the shock afterwards)

animals: Animals are living things. Like plants, animals need food and water to live. (Ex. monkey or chicken)

sound effects: sounds that help add to the story (Ex. Chicken would make a "bawk bawk" sound, monkey would make an "ooo, ooo, ahh, ahh" sound)

set: Anything you use to help show where this story takes place. (Ex. A living room would have a couch and some chairs, a car would have two chairs up front and two in the back, etc.)

Work on this for the rest of class (will approximately take two 60 minute class periods including performances)