THEATRE — 5TH GRADE

ACTION PLAN: MONOLOGUE CREATION

Who (the class or group I will focus on):
The class I am working with is 5th Grade (Class 5-103). This class is new to theatre and does not have much prior knowledge of being in a theatre class or of being in a performance.

Inquiry question:
Does peer and self-assessment help to inform student learning and improve performance skills in created monologues?

BLUEPRINT Benchmarks
5th grade Theatre Making: Acting

- Students continue to activate and expand their imaginations, and explore the analytical, concentration and process skills associated with acting.

- Student's exercise and refine the actor's instrument—the body, voice and mind through ongoing exploration of the physical, vocal, characterization and staging components of acting.

- Students participate in a variety of group and solo activities in rehearsal and performance, demonstrating self-discipline and the ability to work collaboratively.

Common Core Standards Addressed:
ELA 5th Grade

- **SL.5.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher lead) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

- **W.5.10** - Write routinely over extended time frames (time for research, reflection and revision) and for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
What formative assessment strategy I will put into practice:

- We will use peer feedback following each rehearsal session, and identify target criteria (personal goals) for the next rehearsal.

- Self-assessment will take place 2 times during the course of the unit. First, at the beginning of the rehearsal process and lastly after watching video of the final performance.

- Ongoing teacher feedback will be provided as needed.

Why this strategy will help my students achieve or improve the above goals:

- Students will be able to use self-assessment in the form of thoughtful reflection (written on a self-assessment checklist) about their own rehearsals and performance.

- They will also use feedback given to them by their rehearsal partner (recorded on a peer feedback sheet and verbal peer feedback using I like… I wish… protocol)

- They will then apply their own reflections and peer feedback to improve their work. This process will increase productivity during rehearsal; increase the time spent on task, and focus students individual goals, thus improving their performance.

How I plan to implement this assessment strategy in my practice and/or lessons:

UNIT: Monologue Creation, where students will create a character starting from physicality and voice, and then they get to choose a moment in the characters life to write a monologue for. The final performance will be to present the monologue to the class including blocking, characterization, and memorization.

1. Pre-Assessment:

   - As a pre-assessment, I had students work in pairs to assess their ability level. In pairs they work on short scenes with changes in emotion and centered on a specific situation.

   - I compiled a list of strengths and weaknesses that I would address during the unit.

2. Physicality:

   - We began developing characters by using physicality first, which was a weakness I discovered during the pre-assessment process. We did a whole group warm-up entitled “Body Part Walk”.
• Student work in pairs to create 3 walks that can be developed into a character, they discuss what body part to use, what situation the walk might fit, and what emotion might attach itself to that body position.

• Students perform walks for each other and participate in verbal peer feedback. When engaging in peer feedback, it is important to establish a protocol. I introduced “I like… I wish…” by modeling with one group how to use it.

• Students then used the peer feedback to revise their performance on the spot and try it again.

• I introduced the performance rubric and talked about the criteria for a Level 4.

• Students chose a walk to develop into a character.

3. Character Development:

• Students participate in a theatre game called “May I please have some chocolate”. Response: “No, you may not.”

• Students combined a vocal choice with their walk, and write a detailed character description called a “Who am I?”.

• Students worked with partners to discuss their choices and give each other verbal feedback using the “I like… I wish… protocol.

4. Monologues:

• Students listened to samples of different monologues and brainstormed a list of characteristics the monologues had in common.

• Students used the unusual fact about their character to develop a monologue about that moment in the characters life. The monologue had to include: the character’s point of view, emotion that suited the situation, and strong opening and closing.

• Students filled out a self-assessment sheet as a baseline for their performance.

• Once the pieces were published, students work in pairs to rehearse. They used peer assessment sheets to focus their rehearsals and progress.

• The students chose 4 elements to work on at the beginning of the rehearsal session and their partner gave them feedback on their goals.
• Monologues performed after 2 week rehearsal and were filmed. Students did a final self-evaluation based on the film.

• Students were graded using a monologue performance rubric.

*When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):*

I will implement this strategy during my unit on monologue creation that will span from September to January.

*The unit and lessons I will implement this strategy in are: See above How I plan...*

*Evidence of effectiveness of this assessment strategy:*

• The peer-assessment sheets filled out during the rehearsal process.

• The self-assessment sheets filled out at the beginning of the rehearsal process and at the end of the final performance.

*What evidence of student work will demonstrate that learning and make it visible?*

• Peer and self-assessment sheets.

• Video of the performance.

• Teacher reflections.