

Arts Assessment For Learning

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.

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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".

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- 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.

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- 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.