

Arts Assessment For Learning

THEATER — 2ND GRADE

ACTION PLAN: HOW-TO PRESENTATIONS: VIDEOS

Who (the class or group i will focus on):

2nd Grade students

Inquiry question:

Do peer and self-assessment improve students' achievement in script writing and their creation of How-To narrative procedural videos?

Student learning goals:

Students will be able to:

- Sustain concentration, focus, and commitment in group activities with a shared performance goal.
- Use body and voice expressively.
- Write monologues and dialogue in script form that conforms to proper usage and grammar guidelines.
- Experiment with basic camera, sound, and lighting equipment.

Identify indicators from the *Blueprint* aligned with the student learning goals:

- Students explore the physical, vocal, characterization, and staging components of acting by developing the actor's instrument: the mind, body, and voice.
- Students participate in group activities including creative play, storytelling, and improvisation.
- Through hands-on work and demonstration, students learn the basic aspects of filmmaking, including storytelling, sound, and construction of basic shots and setup.
- Students develop an understanding of dramatic structure and theater traditions.

What formative assessment strategy I will put into practice:

Teacher, peer, and self-assessment employing protocols, checklists, and video reviews.

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

1. Students have no play writing skills. This unit will teach basic script format.
2. Students have no experience in film making, yet it is the most common dramatic form they see.
3. Students will develop presentation skills: Speaking clearly and fluently, making eye contact, physical control and clarity of movement, and collaborative skills.
4. Students are required to write procedural narratives as part of the school wide literacy program. It is an expectation that the theater curriculum connect to classroom curriculum when possible. The students will create videos of procedural narratives in the form of cooking videos.

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

- We began by viewing several online videos of kids cooking. We discussed the videos in terms of the format of the presentation: what the students noticed that was good in each presentation and how the students in the videos handled mistakes. I asked the students to observe how the kids in the videos used their voices and bodies. Were they audible, were their movements controlled? Did they make eye contact with the camera and through the camera with the audience?
- I presented a sample script for a cooking video and performed it while a student recorded it on an iPad. We dissected the script for important elements, (i.e. how was the topic introduced, were the directions clear?) and reviewed my performance on screen. The students again were asked to look for use of voice and body, eye contact, and handling of props. The students commented on what was successful and what needed improvement.
- Students were taught basic script format in a mini-lesson. A model was provided, and the students were asked to create a script for a simple presentation: How to make bread and butter. This first script was used as a diagnostic tool. It allowed me to see where the students were having problems writing in script format.
- We videotaped the students introducing themselves and the cooking project. This was also done as a diagnostic tool. We reviewed the videos and the students were able to see if they were speaking loudly enough for the recorder to pick up their voices, if they were holding their bodies still when on camera, and if they were making eye contact with the camera.

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- The students were presented with several easy “no-cook” recipes. I made each recipe while the students observed and tasted each dish. The students then made choices about which recipes they would like to work on. Groups were formed based on these preferences, but also with the consideration of forming groups that would be able to work together. The students tried out their recipes. In writing, they reflected on what was easy, difficult, or surprising, and were encouraged to use this information when writing their scripts.
- Script writing was presented again. The mini-lesson on script writing was reintroduced, and clarified. Many students still had difficulty with the format. We started over again. The students were presented with a poster sized checklist of elements of script writing. The lesson was presented again, but writing was done in a highly prescriptive way. “Write your title now. Use all upper case letters, place it in the middle of the first line. When you are finished put down your pencil.” We progressed through the beginning of the script in this manner.
- The students were presented with a copy of the checklist so they could assess their own work. I collected the filled in checklists and their first drafts to see if their assessments were on target. Often, they are not! The students who were having trouble writing also had trouble reviewing their own work. In a subsequent class, I paired students and had more capable students review the work of less capable students. Each reviewer had to sign their name on the script, so once again I could check their accuracy. Success! The students were able to revise their scripts based on the peer feedback.
- The students completed their scripts.
- I collected the scripts from each team and, using the best bits from each student, created a master script for each team. All of the language was the student’s own language.
- One team modeled the process of videotaping a portion of their script. Roles were assigned: actors, camera operator, and director. I must admit, the director’s role was rather vague; the directors manipulated the script like cue cards and helped the actors with feedback during rehearsal. Criteria of success were given for each role.
- After this first videotaping, students reviewed it, focusing on whether the performers met the success criteria and honing in on where improvement was needed. We used a simple protocol, discussing all the positive points before asking about areas needing improvement. The students were encouraged to

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stick to this protocol, and stick to the criteria. This was a mix of peer and self-assessment.

- Every team rehearsed, was videotaped, and had a chance to review their videotape and set a goal for improvement. Throughout this process, we revised the criteria to reflect the needs of the students.
- A final videotape was made. Just prior to the filming, the students reviewed their goals. The final tapes were filmed outside of the regular class period with only the students involved in the specific video present. This was done to ensure that the room was quiet. The students received teacher feedback during the final filming.
- The teacher edited the tapes.
- The tapes were shown to classes of first graders. After viewing the tapes, the students enjoyed a “tasting” of all of the food prepared in the videos (The teacher prepared the food.). The first grade students then had a chance to vote on their favorite dish.

Evidence of effectiveness of this assessment strategy:

The performance task that will show my students have achieved their learning goals is the finished video and teacher assessment based on criteria.