

# Arts Assessment For Learning

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THEATER—3<sup>RD</sup> GRADE

## **ACTION PLAN: IMPROVISATIONAL THEATER**

### **Who (the class or group I will focus on)**

Three 3<sup>rd</sup> grade classes - one is 2<sup>nd</sup> / 3<sup>rd</sup> grade special education bridge class.

### **Inquiry question:**

*Do peer, self, and teacher assessment improve student achievement in improvisational theater and in rehearsing improvised scenes?*

### **Student learning goals:**

Learning goals for students, based on the Blueprint Standards:

Students explore the physical, vocal, and 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.

Students develop an understanding of dramatic structure and theater traditions.

Students extend their understanding of theater by connecting it to learning in other disciplines.

Connect learning from other arts and disciplines, such as language arts, social studies, and visual arts, to extend their understanding of theater.

Students will be able to:

- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Contribute effectively and responsibly to ensemble activities
- Use body and voice expressively.
- Demonstrate both in writing and in group sharing an understanding of sequence and plot, action and climax.

### **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:**

One of my key goals for the children is to develop their skills at working as an ensemble. Peer assessment is by its nature ensemble work. The use of protocols, checklists and video are a means towards enabling peer assessment to be successful. Teacher assessment is used as a “fail safe” back-up.

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

Students will be trained in the process of giving feedback. Elements of the process will be modeled for them. A protocol of feedback will be followed. Sentence stems to facilitate the process will be taught.

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

Assessment strategies will be used throughout the project. They will be employed to reinforce rules of improv games, to edit and revise written stories, and as part of the rehearsal process.

Self-assessment will be used more selectively at various points in the rehearsal process to allow children to set their own goals for growth.

**Evidence of effectiveness of this assessment strategy:**

The children’s work both in performance, ensemble work and quality of story was good. In performance the children played at a high level. They performed as well with an audience as they did in rehearsal. Often children’s work diminishes in performance compared to what they were able to achieve in rehearsal. The work of these children remained at a high level.