

Arts Assessment For Learning

THEATER—3RD GRADE

HOW TO & TIPS: PLAYWRITING-TRAGEDY

This playwriting project is appropriate for fourth and fifth grade students that have a strong playwriting foundation. The third graders that participated in this project received a year-round playwriting course in second grade; yet, I encounter many challenges. I recommend the students read Scholastic's adaptation of *Antigone* by Sophocles prior to this project. If you decide to do so, the students will be exposed to the playwriting techniques discussed in the action plan prior to the playwriting units.

Included below are the two units in which we used the Self-Assessment and Teacher Checklists. [Both Checklists are in CHECKLISTS.]

Unit 2: [Units 1-4 see RESOURCES]

- Focuses on the teaching and learning of writing a scene using different playwriting techniques. The **Teacher Assessment Tool** is used to provide students with feedback and to introduce the **Self-Assessment Tool**. This unit consists of three playwriting exercises. The first and second exercises consist in writing a scene with a tragic ending while using the role reversal and change of fortune playwriting techniques. The third and last exercise consists in writing a scene that demonstrate a moral issue or dilemma (conflict) and the aside technique.
- The **Teacher's Assessment Tool** is used immediately after each playwriting exercise (after sessions 1, 7 and 18). The students received the Teacher's Assessment Tool on sessions 2, 8 and 17. This tool includes a checklist and recommendations for how to achieve the learning targets.
- The 2nd time the students write their scenes, on sessions 4, 9 and 16, the students self-assess their playwriting skills using the **Student's Self-Assessment Tool**. This tool is almost identical to the Teacher's Assessment Tool, and includes a checklist and a reflection on achieving the learning targets.

ROLE REVERSAL & TRAGIC ENDING

Session 1 (teaching and learning): The students write a scene with a tragic ending using the role reversal playwriting technique.

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Session 2 and 3 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 4, 5 and 6 (revision, sharing, and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have reached the learning target(s). Select scenes will be read to the whole class and videotaped.

CHANGE OF FORTUNE & TRAGIC ENDING

Session 7 (teaching and learning): The students write a scene with a tragic ending using the change of fortune (in a character's life) playwriting technique.

Session 8 and 9 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 10, 11 and 12 (revision, sharing and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have achieved the learning target(s). Select scenes will be read to the whole class and videotaped.

THE ASIDE & MORAL ISSUE

Session 18 (teaching and learning): The students write a scene that demonstrates a moral issue or dilemma (conflict) while using the aside playwriting technique.

Session 19, 20 and 21 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 22 and 23 (revision, sharing and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have reached the learning target(s). Select scenes will be read to the class and videotaped.

Unit 3:

- Focuses on writing a three-scene play with a tragic ending while applying the playwriting techniques the students learned in the second unit.
- The students use their previous work (scenes) to tell a story with a beginning-middle-end structure. Even though the students will work with the same story elements from *The Queen of O*, two new characters that affect the main conflict are introduced.

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Session 1: Students revise all the possible playwriting techniques and their Progress Tracking Sheet. Two new characters are introduced.

Session 2: The At-A-Glance Planning Tool is introduced. The students plan out their four scenes. They choose characters, settings and dramatic techniques for each scene. Also, they provide a brief description of each scene.

Session 3 – 5: Students write scene 1, 2 and 3 per session

Session 6-8: Students revise scenes 1-3 each session using the Student's Self-Assessment Tool.

Session 9: Students read their 3 scenes and complete a short reflection (Final Reflection). They also check and note their progress in the Progress Tracking Tool.