

# Arts Assessment For Learning

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THEATRE — 3<sup>RD</sup> GRADE

## ACTION PLAN: SCENE WRITING

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

The class I am working with is 3<sup>rd</sup> Grade (*Class 3-315*). This class has had theatre with me since Kindergarten.

- Prior knowledge: mime, improvisation, and character development for performance. This will be their first experience with scene writing.
- Our school has embedded Socratic Seminar (*a scholarly discussion of an essential question*) into our curriculum). Providing students with ongoing experience with conversations that use protocols.

### Inquiry question:

Does peer assessment help to inform student learning and improve scene-writing?

### Student learning goals:

#### **BLUEPRINT Benchmarks 5<sup>th</sup> grade: Theatre Making: Acting**

- Students gain skills as emergent playwrights by identifying and using elements of dramatic literature in writing, theatre exercises and activities.
- Students apply imaginative, analytical and process skills to the creation of original dramatic works.
- Through research, editing, revision and critique, students become aware of the various stages of playwriting.

#### **Common Core Standards Addressed:**

##### **ELA 3<sup>rd</sup> Grade**

- **SL.3.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher lead) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.
- **W.3.3-** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear sequence of events.
  - a) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### What formative assessment strategy I will put into practice:

- We will use peer feedback following each development session, and identify target criteria (*based on that days mini-lesson*) for the next rehearsal.

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- At the end of the following session student partners will fill out the peer-assessment checklist and give it to their partner group.
- By the 3<sup>rd</sup> session students will give feedback verbally mid-session, to make on the spot revisions. (*I like... I wish... protocol*)
- Students will record their feedback on a tracking sheet, to use as their group goals.
- 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 peer feedback in the form of thoughtful reflection (*written on a peer-assessment checklist*) about their partner group's progress.
- They will also use feedback given to them by their rehearsal partners (*recorded on a peer feedback tracking sheet and verbal peer feedback using I like... I wish... protocol*)
- They will then apply the peer feedback to improve their work. This process will increase productivity during rehearsal; increase the time spent on task, and focus group goals, thus improving the development of their script.

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

### **The unit and lessons I will implement this strategy in are:**

**UNIT:** Playwriting: Students will learn how to write dialogue and create characters starting from a "Who am I?" worksheet. Grouping: like characters will be grouped together to create the script writing groups. The final performance will be to present their group's published scripts to the other 3<sup>rd</sup> grade class.

**SEQUENCE OF LESSONS:** This class meets once a week on Tuesday for 50 mins. (Each day) The unit will take approximately 18 weeks to complete. Each section of the following lesson sequence took 2-3 sessions to complete. This is an approximation and will vary based on the ability and familiarity of the students.

### **1. Pre-Assessment:**

- As a pre-assessment, students wrote a written response to the following question  
*How do playwrights develop interesting characters and situations that can speak to an audience?*

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- The pre-assessment showed that all of the students couldn't explain the process that a playwright uses to create a character. Some of the students were able to suggest where a playwright might get ideas for situations based on personal experience or from a story they read.

## 2. Quick Dialogue:

- Student's participated in writing a one-minute scene with a partner of their choice. They were given a started sentence "Where are you going?" as a jumping off point to start writing the dialogue.
- They had one minute to pass the paper to one another and write. Then they were given one additional minute to edit or make changes.
- Upon completion students had to answer "Who, What, When, Where and Why" for the scene.
- They then paired up with another partnership and had to switch scripts and provide each other with feedback. Their conversations were focused on criteria we generated in class. We made a web answering the question "What does a well written scene contain?"
- Students were not allowed to perform their own scenes. Their revisions had to be performed by the group that provided them feedback.

## 3. Character Development:

- Students start by reading an example of a character description (*I used Marc Brown's description of DW from the Arthur Series*). Students analyzed the description for its essential elements; they used a planning page to come up with basic facts for the character and then had to write it out in paragraph form, like the example we read.
- Students worked with partners to discuss their choices and give each other verbal feedback using the "I like... I wish..." protocol.
- Students made changes based on their partners' feedback, I encouraged students to dig deeper when creating the character.
- Students then shared their descriptions with the whole class.

## 4. Play Writing

- Students were able to choose their play-writing partners based on like characters.

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- Student's brainstormed ideas for plays that would include a conflict and resolution.
- Students wrote dialogue and stage direction and followed proper script format.
- Students followed dramatic structure with rising action, climax (conflict) and resolution.
- Students paired with another partnership and got written feedback on their short plays, based on class/teacher-generated criteria. *"What do all good plays contain?"*
- Students made changes to their plays based on their partner's suggestions. I kept track of this as well by conferencing with each group and notating the changes they had to make based on the feedback.
- Students published their scripts in Microsoft word and shared them with the class.

**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 play writing that will span from February to June.

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

The performance task that will show my students have achieved their learning goal is:

- The peer-assessment sheets filled out during the rehearsal process.
- Video of students using peer feedback and discussing their changes.
- Student's drafts with changes they made.
- Final published scripts.

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

- Peer-assessment sheets.
- Video of the performance.
- Teacher reflection and conferences.
- Script drafts and final published piece.