

Arts Assessment For Learning

THEATER — 1ST AND 2ND GRADES

ACTION PLAN: STORYTELLING

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

- A first and second grade bridge class

Inquiry question:

Does a process of peer and self-assessment utilizing video improve student storytelling?

Student learning goals: Students will be able to:

- Tell stories with appropriate physical and vocal expression.
- Tell stories using the correct sequence of events and necessary details.
- Work as part of an ensemble.
- Reflect, analyze, evaluate, and critique their own work and that of their peers.

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

Acting Strand-

- Students continue to activate and expand their imaginations and explore the analytical, concentration and process skills associated with acting.

Play Making Strand-

- Through reflection and analysis, evaluate and critique the work of their peers in a productive and respectful way.

What formative assessment strategy I will put into practice:

Teacher, peer, and self-assessment employing checklists, rubrics and videos of student work

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

- I think that this particular class will easily adapt to the process.
- I think that keeping the audience focused during performance time will be a challenge.
- I also hope that in their journals they will express themselves freely; and be honest.

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

- Students will be introduced to practices of peer and self-assessment through a variety of theater games.
- Students will develop vocal and physical expressive skills and skills at working as an ensemble through a variety of theater games.
- Students will be introduced to criteria of good storytelling through teacher modeling of skills.
- Students will learn several stories. Criteria for successful work will be made clear.
- Students will receive teacher feedback using an “I like, I wish” format.
- I will provide students with the opportunity to revise on the spot based on the feedback given.
- Students will engage in peer assessments of storytelling rehearsals.
- Students will be video recorded telling their stories. The videos will be used for self-assessment and revision.
- Students will perform their stories for another class.

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

I see this class twice a week throughout the school year. The storytelling unit will take approximately 20 to 25 weeks.

Evidence of effectiveness of this assessment strategy:

- Student journals about peer assessment.
- Rehearsal sheets; about revision during practice time.
- Comment cards; used by audience during student performance.
- Video of the revision process; based on peer feedback.