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### Title of Lesson: The Use of Improvisation and Dramatization in Earth Science

**Arts Discipline:** Theatre

**Short Overview of the Lesson:**  Will use gesture, improvisations, or dramatization to explore a grade four Earth Science lesson: the study of the natural causes for the reshaping of Earth’s land surface.

**Arts Vocabulary:** Gesture, movement, objectives, characters, improvisation, dramatization

**Specific Standard(s) this lesson addresses:**

Component Strand: 5.0 – Connections, Relationships, and Applications

Standard Grade Level: **Four**

Standard: 5.2: Use improvisation and dramatization to explore concepts in other content areas.

Standard Grade Level**: Four**

Standard: 5: Earth Science:

Waves, wind, water, and ice shape and reshape Earth’s land surface.

* Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

**Skills and Knowledge:** What will students know and be able to do and a result of participating in this lesson? (These should directly relate to the art standard you have chosen).

***Previously Developed Skills and Knowledge:*** (What students learned in a previous lesson that will be utilized in this lesson): Typical Science and Theatre terms and what they mean, such as: deposition, transport, gesture, improvisation, dramatization, characters, and objectives.

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| **New Knowledge (what students will know)** | **New Skills (what students will be able to do)** |
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| * Use of improvisation by creating on-the-spot representations or dramatization using specific emphases through example of content to act out lessons in other subject areas
* Concepts in movement and gesture (how students can move their bodies in accordance with the content of a lesson and express information learned in the classroom through different ways)
* Creative skills in problem solving
* Causes in the changes of the Earth such as the intensities of waves, wind, and water and their effect on land forms
* Roles of water, wind, and waves in the Earth’s changes
 | * Develop and form improved cooperative and cognitive skills in theatre and apply to other areas for understanding through movement
* Develop confidence and competencies to perform a variety of dramatizations such as gesture and improvisation through any discipline or objective
* Invent new concepts to apply toward objectives in theatre
* Classify the reasons behind Earth’s changes due to the various natural occurrences of climate
* What changes occur and how to demonstrate these changes using movement of their bodies
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**Instructional Materials Needed:** Notecards with theatre vocabulary and definitions, visual images of rocks, wind, water, and waves in various climates, depicting transport and deposition of these land forms

**Teaching Procedures/Lesson Structure:**

1. **Warm-up Activity** (warming up the body and the mind, introducing new concepts, reviewing concepts already taught): Have the students begin by reviewing what they already know about water, wind, and waves –how are these elements important for the survival and balance of nature? Next, have the students look at photographs of waves in different climates and varying intensities as they move rocks, sand, silt, and pebbles to create new landforms or change existing landforms. What changes to the land do you see occurring? (This would represent the Objective portion of the ORID, where the remaining questions could be woven into the lesson as the instructor sees fit).
2. **Exploring the Concept** (understanding the concepts and elements through guided exploration from the instructor): Choose a couple of the terms listed and model for the students what the depositioning of rocks and pebbles might have looked like as it occurred in the photographs. Arrange for students to practice embodying each element and learn how they sound, move, and relate to or affect each other; this activity also places emphasis on the VAPA Theatre framework’s knowledge of gesture and movement.
3. **Developing Skills & Creating** (practicing and refining the concepts, allowing opportunities for students to apply the concepts to creating their own work of art): Allow the students the opportunity to experience what actors must experience when they are on stage, including: teamwork, collaboration, and flexibility. Therefore, they will create short scenes for each of the Earth’s changes referencing what they have learned previously and acting out the various ‘characters’ of water, wind, etc. If students become stuck, require a prompt, don’t know how to execute the way their element would look to an audience, or simply need inspiration, another option might be for the instructor to play a tape of sounds (i.e. waves crashing against a surface, water splashing, or a gust of wind blowing through the air).
4. **Performing/Displaying the Work of Art** (opportunities for students to perform/display their creations with feedback. This is always informal (no outside audience) as students develop skills: Groups will partner up with other groups to demonstrate their Earthly effects, such as wind, waves, landforms, etc. and the other students will collaborate with the Earthly effects and demonstrate the outcomes such as the deposition of rocks on shore moving to other places as pebbles.
5. **Observation/Feedback** (making observations about one’s own work and the work of others). ***Provide 5 questions that you could use to ask students about their own work and the work of others.***

O - Describe the depositioning of rocks in the scene you just improvised; What words would you use to describe your classmates performance?

R – Recall the dramatization of the waves/wind in the scene you just performed. How did you feel about portraying each role?

I - What gestures included in the process of land reformation (i.e. movement of waves and pebbles) were you able to associate with the elements of theatre?

D - How will you view the Earth’s landforms now?

**Evaluation & Assessment:** How will you know if the student has acquired the skills and knowledge you were aiming for? What assessment/evaluation tools might you use? How will you check for understanding during the lesson?

First students will be evaluated on their knowledge depicted in their dramatizations of the Earth Science reshaping processes via group gesture, improvisation, and drama activities. A 2-paragraph reflection paper incorporating any terms discussed and performed will describe what they have learned from an Earth Science perspective. This will follow the demonstrations. They should compare the differences between pebble and larger rock formations depositioning during changes in the Earth’s surface. As an optional evaluation, students at their seat can devise a 5- second tableau to a partner that incorporates one aspect of their paper. Each student will then have to identify what they are seeing of their partner and write it down on their paper following their previously written paragraph.