

	<h2 style="margin: 0;">I Am Poem Performance</h2> <h3 style="margin: 0;">6th Grade</h3> <p style="margin: 0;"><i>Students will learn to transform and edit their ideas to refine the performance of an original "I Am" poem.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> • I am learning to discuss feedback with my classmates and improve an improvised or scripted theatrical work through repetition & reflection by writing, revising, and performing an "I Am" poem. • I am learning to recognize and discuss personal likes, opinions, and beliefs when I watch a theatrical work by giving feedback to my classmates during the rehearsal process.
Arts Standard(s):	Artistic Process - Creating Anchor Standard 3 - Refine & Complete Artistic Work <ul style="list-style-type: none"> ○ (TH.CR.3.6a) - Discuss and revise an improvised or scripted theatrical work through repetition and self-reflection. Artistic Process - Responding Anchor Standard 8 - Interpret intent and meaning in artistic work. <ul style="list-style-type: none"> ○ (TH.RE.8.6c) - Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.
Essential Question(s):	<i>How do theatre artists transform and edit their original ideas? How can the same work of art communicate different messages to different people?</i>
Vocabulary:	<u>NCCAS:</u> Improvise - <i>The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed</i> Gesture - <i>An expressive and planned movement of the body or limbs</i> Vocal Elements - <i>vocal qualities that change the meaning & interpretation of spoken word.</i>
Lesson Procedure: <i>(Three 45 Minute Class Periods)</i>	PART A - 45 Minutes <ol style="list-style-type: none"> 1. Teacher reviews the lesson objectives with students (5 Minutes) <ol style="list-style-type: none"> a. <i>"I am learning to discuss feedback with my classmates and improve an improvised or scripted theatrical work through repetition & reflection by writing, revising, and performing an "I Am" poem.</i> b. <i>I am learning to recognize and discuss personal likes, opinions, and beliefs when I watch a theatrical work by giving feedback to my classmates during the rehearsal process."</i> 2. Students complete the prompts from the "I Am" poem in their own words. Teacher provides a sample model. (See resources for template) (10 Minutes) 3. Teacher defines gesture and vocal elements (5 Minutes)

- a. **Gesture**- An expressive and planned movement of the body or limbs
- b. **Vocal Elements**- vocal qualities that change the meaning & interpretation of spoken words
 - i. Pace - How fast or slow text is spoken
 - ii. Emphasis - Which words the actor chooses to stress
 - iii. Pitch - High or low qualities of the voice
 - iv. Tone - Attitude
4. Students are given 10 minutes to rehearse 3 gestures and 3 strong vocal choices creating a small performance for their "I Am" poems. (10 Minutes)
5. Students will perform their individual poems for each other in small groups of 3 to 5. (15 Minutes)
 - a. Group members will respond to each group member's individual poem performances using a plus/delta chart to share what they liked and what they suggest be changed. (See Plus/Delta template in assessments.)

PART B - 45 Minutes

6. Give students an opportunity to review the first round of classmate's feedback and revise their initial performances. (15 Minutes)
7. Divide students into new small groups of 3-5 and give them a chance to perform their poems out loud a second time. (15 Minutes)
 - a. Group members will respond to each group member's individual poem performances using a plus/delta chart to share what they liked and what they suggest be changed. (See Plus/Delta template in assessments.)
8. Give students a final round of rehearsal time to review the second round of feedback & finalize their performance. Ask students to attempt to memorize their poem. (15 Minutes)

Part C - 45 Minutes

9. Give students time to rehearse and improve their presentation for a final performance. Encourage Students to attempt to memorize the poem. (5 Minutes)
10. Ask each student to perform their poem for the class. (25 Minutes)
11. Ask students to complete a journal reflection as an exit ticket: (See rubric in assessments) (10 Minutes)
 - a. What kind of feedback was helpful to the development of your piece? When during the process did you decide to edit your original ideas and why?

Assessments:**RESPONDING TEMPLATE**

Fill in a Plus/Delta chart to respond to your peer's performances.

Plus	Delta
“I like how you _____.”	“I suggest you _____”
1.	1.
2.	2.

Reflection Journal Rubric

4	3	2	1
Journal reflection answers prompts in a highly detailed and thoughtful way.	Journal reflection answers prompts in a detailed and thoughtful way.	Journal reflection somewhat answers prompts in a thoughtful way.	Journal reflection does not attempt to answer prompts.

Related Standards/ Competencies:

Seventh Grade

Creating

- Anchor Standard 2 - *Organize and Develop Artistic Ideas and Work*
 - *TH.CR.2.7a Analyze original ideas and artistic choices to improve, refine, and evolve a devised or scripted work.*
 - *TH.CR.2.7b Contribute ideas and accept and incorporate the ideas of others in preparing or devising theatrical work.*
- Anchor Standard 3 - *Refine & Complete Artistic Work*
 - *TH.CR.3.7a Discuss and identify artistic choices to refine a devised or scripted theatrical work.*

Responding

- Anchor Standard 7 - *Perceive and analyze artistic work.*
 - *TH.RE.7.7c Compare recorded personal and peer reactions to artistic choices in a theatrical work.*
- Anchor Standard 8 - *Interpret intent and meaning in artistic work.*
 - *TH.RE.8.7c Interpret and discuss how personal aesthetics, preferences, and beliefs are used in a theatrical work.*

Eighth Grade

Creating

- Anchor Standard 3 - *Refine & Complete Artistic Work*
 - *TH.CR.3.8a Use rehearsal and analysis to refine a devised or scripted theatrical work.*

Responding

- Anchor Standard 8 - *Interpret intent and meaning in artistic work.*
 - *TH.RE.8.8c Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.*

Resources:

"I Am" Poem Template

i am template

i am: (two special characteristics you have) _____

i wonder: (something you are curious about) _____

i hear: (a sound you imagine) _____

i see: (a sight you imagine) _____

i want: (something you actually want) _____

i am: (the first line of the poem repeated) _____

i pretend: (something you pretend to do) _____

i feel: (a feeling about something imaginary or real) _____

i touch: (something you imagine touching) _____

i worry: (something that really bothers you) _____

i cry: (something that makes you very sad) _____

i am: (the first line of the poem created) _____

i understand: (something you know is true) _____

i say: (something you believe in) _____

i dream: (something you actually dream about) _____

i try: (something you make an effort to do) _____

i hope: (something you hope for) _____

i am: (the first line of the poem repeated) _____