



@X-PlorationModel - Check us out on Twitter!!

In an effort to elevate the learning experience for all PUSD Elementary students, GLIP (Global Languages and Innovative Programs) and X-Ploration are excited to be infusing Spanish language into X-Ploration. Using a scaffolded model, students will be introduced to words and phrases that accompany the X-Ploration lesson. We will be piloting this work in a few classes during Lesson #3, with further expansion starting with Lesson #4. We look forward to hearing your feedback...Thanks again for your continued support of X-Ploration!

With X-Ploration Lesson #3, we will be continuing our VAPA Theater Unit with Tableau and Improvisation. Students will build on their knowledge of audience behavior and developing a character. At the primary grades, students will learn about Tableau, which is a silent, motionless depiction of a scene, "a frozen picture." Working both individually, as well as with a small group, they will produce various scenes for their audience. At the upper grades, students will focus on improvisation. Students will participate in activities where they develop a short scene with a partner that depicts a particular situation. Students will be given a short time to develop their scenes before presenting to their peers.

Please remember that the standards for Theater allow for students to participate with each other using their voice in a way that might be louder than normal within the classroom. X-Ploration teachers are aware of the classrooms around them and are doing their best to keep the noise appropriate to the VAPA tasks being presented. Thank you so much!

Supplies Needed: There are no supplies needed for this lesson.

PE: On each X-Ploration day this year, students will learn about the benefits of stretching and doing a warm up before exercising. They will complete circuits aligned to each grade level's PE standards, and students will participate in grade-level appropriate activities. Our PE Scope and Sequence will take students through a variety of different activities throughout the school year.

Vocabulary:

TK/K/1 Grade Students: character, exaggeration, tableau, facial expression, levels,

2/3: character, exaggeration, tableau, facial expression, levels, clarity

4/5: concentration, cooperation, improvisation

Essential Questions:

TK/K: How might I use my body and emotions to pretend to be a character in a story?

1st: How might I act out a scene without any preparation?

How might I pretend to be a character without moving or talking?

2nd: How might I use facial expressions to show what I am thinking?

How might I act out a story without moving or talking?

3rd: How might I use facial expressions to show what I am thinking?

How might I act out a story without moving or talking?

4th: How might we perform in front of others without planning it out?

5th: How might we perform in front of others without planning it out?

VAPA Theater Standards

Kindergarten:

CR1.K.a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience.

PR1.K.a. With prompting and supports identify characters and setting in dramatic play or a guided drama experience.

PR 1.2.K.a. With prompting and supports, use voice and sound in a dramatic play or a guided drama experience and share with others.

RS.1.K.a. With prompting and supports, express an emotional response to character in a dramatic play or a guided drama experience.

CN.1.K.b. With prompting and supports, use listening skills to participate in and observe a guided drama experience.

First Grade:

CR1.1.b Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences.

PR1.1.b Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

PR1.2.1a With prompting and supports, use movement and gestures to communicate emotions in a guided drama experience and share with others.

RS1.1.a Recall choices made with a guided drama experience.

CN1.1.b Use active listening skills to participate in and observe a guided drama experience.

Second Grade:

CR1.2.b Identify ways in which voice and sounds may be used to create or retell a story in guided drama experience.

PR1.2.b Alter voice and body to expand and articulate nuances of a a character in a guided

drama experience.

PR1.2.2.a Contribute to group guided drama experiences and informally share with peers.

RS1.2.a Recognize when artistic choices are made in a guided drama experience.

CN1.2.b Use appropriate responses to react to a guided drama experience.

Third Grade:

CR1.3a - Create roles, imagined worlds, and improvised stories in a drama/theatre work.

CR1.3b - Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

PR1.3a - Apply the elements of dramatic structure to a story and create a drama/theatre work.

PR1.3b - Explore how movement and voice are incorporated into drama/theatre work.

PR2.3a - Share small-group drama/theatre work, with peers as audience

RS1.3a - Understand and discuss why artistic choice are made in a drama/theatre work.

CN1.3b - Identify responsible practice for creating and adapting drama/theatre works.

Fourth Grade:

CR1.4a - Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

PR1.3a - Adapt the dialogue and action to change the story in a drama/theatre work.

PR1.4b - Make physical choices to develop a character in a drama/theatre work.

PR2.4a - Present a drama/theatre work to peers as audience and reflect on performance.

RS1.4a - Identify artistic choices made in a drama/theatre work through participation and observation

CN1.4b - Use responsible practices for creating and adapting drama/theatre works.

Fifth Grade:

CR1.5a - Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

CR1.5b - Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.

PR1.3a - Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.

PR1.5b - Use physical choices to create meaning in a drama/theatre work.

PR2.4a - Present a drama/theatre work to peers as audience and reflect on performance.

RS1.4a - Identify artistic choices made in a drama/theatre work through participation and observation

CN1.4b - Use responsible practices for creating and adapting drama/theatre works.