

## MY EXPRESSIVE SELF—1st//2nd Grades (8 to 12 classroom visits)

**CENTRAL QUESTION:** Through theater & imaginative play, *how do we use our Actor's Tools to express ourselves effectively and collaborate with an ensemble?*

### OBJECTIVES:

- **CYCLE 1: EXPLORING EXPRESSION**  
Objectives: Exploring Our Individual Expression & Group Expression
- **CYCLE 2- EXPRESSING YOUR EMOTIONS**  
Objectives: Expressing Emotion Through Body, Voice and with partners. Using Emotional Expression to Achieve an Objective
- **CYCLE 3: EXPRESSING YOUR ENVIRONMENT**  
Objectives: Exploring How Expression Changes Based on Environment, Objects and Actions
- **CYCLE 4: EXPRESSING IN COLLABORATION**  
Objectives: Expressing Emotion & Environment as a Group

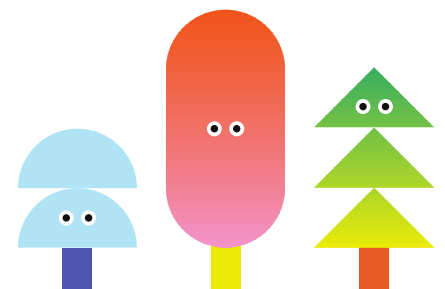
### LEARNING OUTCOMES:

*Through Creative Root Programming, Students Will...*

- Learn the use of the Actor's Tools (Imagination, Body, & Voice)
- Develop an understanding of self and group expression
- Explore creative collaboration
- Find joy & connection with their classroom community

### CONNECTIONS

- TH:Cr3.1.1 a. Develop concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama).
- TH:Pr4.1.1 a. Suggest original story elements in a guided drama experience (for example, process drama, story drama, creative drama). b. Investigate how movement and voice are

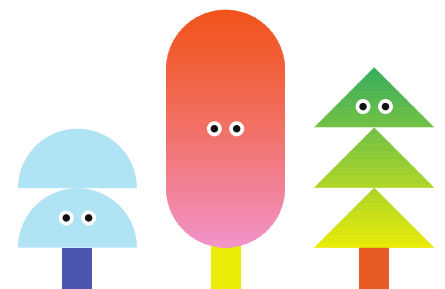


incorporated into a guided drama experience (for example, process drama, story drama, creative drama).

- TH:Pr6.1.1 a. With prompting and support, use movement and gestures to communicate in an informal drama
- TH:Re8.1.1 a. Explore personal feelings and emotions in a guided drama experience.
- TH:Cn10.1.1 a. Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience.
- DA:Cr2.1.1 b. Choose movements that express an idea or emotion or follow a musical phrase.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
TH:Pr4.1.2 a. Apply original story elements in a guided drama experience (for example, process drama, story drama, creative drama). b. Make physical and vocal choices to develop a character in a guided drama experience (for example, process drama, story drama, creative drama).
- TH:Re8.1.2 a. Explain personal feelings and emotions in a guided drama experience. b. Compare a folk tale or story from a culture other than the student's to a story from the student's culture through a guided drama experience (for example, process drama, story drama, or creative drama). c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (for example, process drama, story drama, creative drama).

## SEL Connections

- 1A.1a Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.
- 1A.5b Demonstrate a range of emotions through facial expressions and body language.
- 1A.1a Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.
- 1A.2a Name the emotions felt by characters in stories.
- 1A.6a Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.
- 1A.2b Describe your physical responses to strong emotions.
- 1A.5b Demonstrate a range of emotions through facial expressions and body language.
- 2A.3a Describe how others are feeling based on their facial expressions and gestures.
- 2B. 1a Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas).
- 2C. 7a Practice sharing encouraging comments with others.



- 2C. 6b Use appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions).
- 3A. 2b Explain why it is important to treat others as you would want to be treated.
- 3B. 4a Use “I-statements” in expressing feelings.

