

MY IMAGINATIVE SELF 2nd//3rd//4th Grade (12 classes or 16-24 classes for culminating performance)

CENTRAL QUESTION: *How do we develop our skills of imagination and collaboration to create strong stories and bring them to life with our Actor's Tools?*

OBJECTIVES:

CYCLE 1: EXPLORING IMAGINATIVE STORYTELLING

Objective: Exploring elements of story through imagination theater games//exercises

CYCLE 2: IMAGINATIVE CHARACTER VOICE

Objective: Exploring & Developing Character Voice

CYCLE 3: IMAGINATIVE CHARACTER BODY

Objective: Exploring & Developing Character Body

CYCLE 4: IMAGINATIVE STORYTELLING IN COLLABORATION

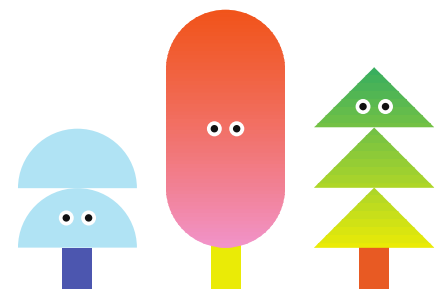
Objective: Intro to Story Structure & Creating a Collaborative Storytelling & Bringing our story to life

LEARNING OUTCOMES: *Through Creative Root Programming, Students Will...*

- Learn the use of the Actor's Tools (Imagination, Body, & Voice)
- Develop an understanding of imaginative storytelling
- Explore what it looks like to collaborate creatively
- Find joy & connection with their classroom community

CONNECTIONS:

- TH:Cr1.1.3 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work. b. Imagine and articulate ideas for costumes, props, and sets for the environment and characters in a drama/theatre work. c. Imagine how a character might move and speak to support the story and given circumstances in a drama/theatre work.
- TH:Pr4.1.4 a. Describe the underlying thoughts and emotions that impact the dramatic structure in a drama/theatre work. b. Alter voice and body to expand and articulate nuances of a character in a scene.



- TH:Cr1.1.4 a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work. b. Propose design ideas that support the story and given circumstances in a drama/theatre work. c. Collaborate to determine
- TH:Cr2.1.4 a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots. b. Demonstrate mutual respect for self and others and their roles in preparing or devising a drama/theatre work
- TH:Cr3.1.4 a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work. b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work. c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work

SEL Connections

- 1A.5b Demonstrate a range of emotions through facial expressions and body language.
- 1A.1e Describe the physical responses common to a range of emotions.
- 1A.2b Describe your physical responses to strong emotions.
- 1A.5b Demonstrate a range of emotions through facial expressions and body language.
- 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.

