

MYSELF IN ROUGH DRAFT 6th -8th Grades (16-24 classroom visits with culminating performance)

CENTRAL QUESTION: *How do we find and cultivate personal narrative and authentic self-expression through context building, reflection, creation, and performance?*

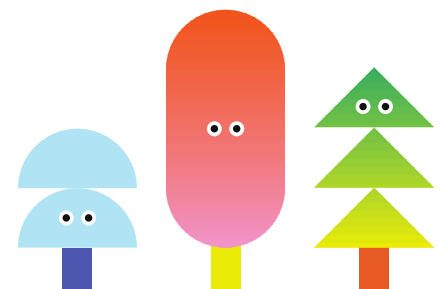
OBJECTIVES:

- **CYCLE 1: FIND YOUR STORY//WRITE YOUR STORY ((Imagination))**
Objective: Students build context & explore, identify & write their story.
- **CYCLE 2: SAY YOUR STORY ((Voice))**
Objective: Students build context for, discuss & create rough drafts of their own solo spoken performances.
- **CYCLE 3: EMBODY YOUR STORY ((Body))**
Objective: Students build context for, discuss & create rough drafts of their own solo embodied performances.
- **CYCLE 4: CHOOSE YOUR MEDIUM & DEVELOP YOUR STORY**
Objective: Students choose which medium of solo performance feels most authentic to their self-expression and then develop that version of their solo performance.
- **CYCLE 5: SHARE YOUR STORY & REFLECT**
Objective: Students share out our gallery of rough draft solo works to the community and reflect on our process together.

LEARNING OUTCOMES:

Through Creative Root Programming, Students Will...

- Learn the use of the Actor's Tools (Imagination, Body, & Voice) and other tools for creating art from our "whole" or "full" selves
- Develop an understanding and expression of self through personal narrative
- Cultivate autonomy, sovereignty, and self-actualization through creative work
- Learn to share and receive creative work together in community



CONNECTIONS:

- TH:Cr2.1.6 a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
- TH:Cr3.1.6 a. Articulate and examine choices to refine a devised or scripted drama/theatre work. b. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work. c. Explore a planned tech design during the rehearsal process for a devised or scripted drama/theatre work.
- TH:Pr6.1.6 a. Explore a theme through a drama/theatre performance for an informal audience.
- TH:Re7.1.6 a. Explain and justify artistic choices made in a drama/theatre work.
- TH:Re8.1.6 c. Identify personal aesthetics through participation in, or observation of, a drama/theatre work.
- VA:Cr1.1.6 a. Combine concepts collaboratively to generate innovative ideas for creating art.
- VA:Cr1.2.6 a. Formulate an artistic investigation of personally relevant content for creating art.
- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SEL Connections

- 1A.1e Describe the physical responses common to a range of emotions.
- 1A.2e Describe emotions associated with personal experiences.
- 1A.5e Demonstrate emotions in various contexts in role-plays.
- 1A.6f Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.
- 1A.2g Distinguish how you really feel from how others expect you to feel.
- 1A.3g Distinguish between different emotions (e.g., fear and anger, shame and sadness).



creative root

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- 1A.6g Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.
- 2A.4f Ask open-ended questions to encourage others to express themselves.
- 2A.7f Interpret non-verbal communication cues.
- 2C.2e Respond positively to constructive criticism.
- 2C.2g Participate in setting and enforcing class rules.

