

Instructional Unit Title: People you See-Creating Character

Drama and Theatre Arts
Kindergarten

The teacher may model or brainstorm examples of facial expressions so that students can begin to evaluate and consider the power of this non-verbal form of communication.

The teacher may read an evocative story (e.g., *The Giving Tree*, by Shel Silverstein) so students can explore the use of facial expressions by particular characters within a text.

The teacher may model or brainstorm examples of body language/movement so that students can begin to evaluate and consider the power of this non-verbal form of communication.

The teacher may read an evocative story (e.g., *Come on, Rain* by Karen Hesse) so students can explore the use of body language by particular characters within a text.

The teacher may brainstorm family (home) responsibilities, (or utilize a text such as *A Pocket Full of Kisses*, by Audrey Penn) so that students can identify expectations for and behaviors of family members.

The teacher may read aloud a familiar story with multiple characters (e.g., *Goldilocks and the Three Bears*) so that students can explore bringing together verbal and non-verbal forms of expression to create/depict a character.

The teacher may read aloud a story with multiple characters (e.g., *Brown Bear, Brown Bear, what do you see?*, by Eric Carle) so that students can explore using vocal variations to become various characters.

The teacher may model or brainstorm examples of vocal variations so that students can begin to evaluate and consider the power of this verbal forms of communication.

The teacher may use a children's book on family traditions (e.g., *Every Friday* by Dan Yaccarino) so that students may begin considering formal and informal traditions/rituals/practices within their own family.

The teacher may model, using verbal and nonverbal forms of expression, the creation of a short skit about his/her home "roles/responsibilities" or a unique family tradition, so students can begin considering how dramatic representations can communicate traditions and home cultures.

PERFORMANCE ASSESSMENT: For your performance, as an actor, you will be asked to recreate a scene from a book for an audience of your peers/fellow actors! Your director (teacher) will be reading out loud from a picture book without showing you (the actors) the pictures! The director will stop at certain times during the reading as ask for volunteers to recreate a scene from the book! You will use your listening skills and knowledge of the importance of facial expressions, body language, and vocal sounds to express the personal emotions of the characters. Your fellow actors will provide feedback at the end of your scene and you should be prepared to offer feedback to others when they complete their scene(s).

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.