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Scenario: Characterization through Body and Voice

Source: [Theatre Arts I](#)

TEKS: Theatre, HS

1(A), 1(B), 1(C), 2(A), 2(B), 2(C), 3(A), 3(B), 3(C), 3(D), 4(A), 4(B), 4(C)

Scenario Background

Each student writes an analysis describing the expressive body movements and the vocal techniques needed to convey a complex characterization found in a script studied in class. Selecting either the body movement or the vocal techniques, the student creates a short series of warm-up techniques to teach other class members. Students are evaluated on their ability to:

- Give specific directions that enable the class to perform the exercise
- Apply the exercise in a specific portion of the script
- Determine the effectiveness in obtaining the desired results by the other students
- Make constructive recommendations for designing similar warm-ups.

Performance Level: Proficient

Observed Evidence by Domain:

- The lesson contains points where students are expected to take initiative for their own learning:
 - Students make decisions related to their experience and interest

- Student evaluate their own learning.
- Teacher conveys a depth of content knowledge.
- Lesson connects to real-world experiences.
- Teacher leads the lesson with opportunities for dialogue and discussion.
- Teacher asks questions at remember, understand, and apply levels of questioning.

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| 1. Planning | 2. Instruction |
| <ul style="list-style-type: none"> • Lesson is sequenced and aligned to standards. • Lesson provides adequate time and closure. • Questions encourage higher-order thinking. • Activities are aligned to purpose. | |
| 3. Learning Environment | 4. Professional Practices and Responsibilities |
| <ul style="list-style-type: none"> • The lesson adjusts to meet student interests. • Students engage in relevant, meaningful learning. | <ul style="list-style-type: none"> • Teacher conducts herself ethically in the classroom. |

Summary

Lesson connects well to the TEKS. The purpose is clear. Lesson could be enhanced with specific rubrics and expectations for students. Teacher could also include additional questioning strategies that focus on deeper levels of learning and instructional structures that provide students the ability to work in various types of groups, set their own learning goals, and direct more of the classroom conversation. Careful planning and execution of classroom transitions as well as student involvement in procedures also can boost student engagement. The lesson omits any specific strategies to clear up student misunderstanding or differentiate it for different learning needs. Finally, the lesson needs explicit reference to the formal and informal assessment strategies the teacher will implement.

Suggested enhancements from T-TESS:

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| 1. Planning | 2. Instruction |
| Planning 1.1 | Instruction 2.1 |

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| <ul style="list-style-type: none"> • Strengthen the connection to real-world applications • Integrate technology <p>Planning 1.2</p> <ul style="list-style-type: none"> • Provide for substantive feedback to students throughout lesson <p>Planning 1.3</p> <ul style="list-style-type: none"> • Allow for opportunities for students to utilize individual learning patterns, habits, and needs • Provide students opportunities to use their knowledge to enhance their peers' learning experiences (beyond the director) • Connect students with opportunities to develop social-emotional learning <p>Planning 1.4</p> <ul style="list-style-type: none"> • Create opportunities for students to generate their own questions • Guide students in setting goals • Plan for more student-centered instructional groups | <ul style="list-style-type: none"> • Provide opportunities for students to experiment and self-correct • Enable students to set written goals <p>Instruction 2.2</p> <ul style="list-style-type: none"> • Anticipate potential student misunderstandings • Strengthen technology integration and connection to real-world disciplines <p>Instruction 2.3</p> <ul style="list-style-type: none"> • Ask questions that are creative/evaluative and require deeper levels of student understanding • Use discussion to provoke and inspire curiosity about the subject matter <p>Instruction 2.4</p> <ul style="list-style-type: none"> • Provide differentiated instructional methods • Adapt lessons to individual student needs • Recognize where confusion or disengagement might occur and respond to students social/emotional needs <p>Instruction 2.5</p> <ul style="list-style-type: none"> • Continually check for understanding • Adjust instruction to maintain engagement |
| <p>3. Learning Environment</p> | <p>4. Professional Practices and Responsibilities</p> |
| <p>Learning Environment 3.1</p> <ul style="list-style-type: none"> • Consider how using sticks for drawing in a darkened environment could be unsafe for some students • Provide opportunities for students to take active leadership in | <p>Since educators are not expected to demonstrate elements of this domain in the lesson, consider the following question:</p> <p>What kinds of professional learning</p> |

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| <p>managing classroom routines, groups, and supplies</p> <p>Learning Environment 3.2</p> <ul style="list-style-type: none"> • Involve students in adopting and maintaining classroom behavior standards <p>Learning Environment 3.3</p> <ul style="list-style-type: none"> • Provide students the opportunity to collaborate with each other and the teacher | <p>might help Ms. Tyler improve her teaching of this and other lessons?</p> <p>Professional Practices 4.1</p> <ul style="list-style-type: none"> • Model professional practices • Advocate for all students in the classroom and on campus <p>Professional Practices 4.2</p> <ul style="list-style-type: none"> • Set short and long-term goals • Implement substantial change in practice resulting in significant student improvement in performance <p>Professional Practices and Responsibilities 4.3</p> <ul style="list-style-type: none"> • Leads colleagues in and beyond the school • Build faculty knowledge and skills • Develop and fulfill school and district improvement plans <p>Professional Practices and Responsibilities 4.4</p> <ul style="list-style-type: none"> • Leads in communicating school mission |
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Enhanced Scenario

Students review their knowledge and understanding about body movements and vocal techniques. Each student writes an analysis describing the expressive body movements and the vocal techniques needed to convey a complex characterization found in a script studied in class. (More clarity about genre, time period, and style is critical to student success and ensuring diversity of selected material.) In conference with the teacher, and considering the knowledge and skills already acquired by the student, the student challenges themselves to select an appropriate, rigorous focus. Selecting either the body movement or the vocal techniques, the student creates a short series of warm-up techniques to teach other class members. Students are evaluated on their ability to:

- Give specific directions that enable the class to perform the exercise. A rubric is included about directions and pedagogy.
- Apply the exercise in a specific portion of the script. Student must provide written justification for this selection.
- Determine the effectiveness in obtaining the desired results by the other students through written reflection and assessment.

- Make constructive recommendations for designing similar warm-ups. Students turn in a revised plan noting how they might design the work similarly or differently in the future.