

# Wisconsin Arts Celebration Project

*Celebrating 50 Years of the Wisconsin Arts Board*

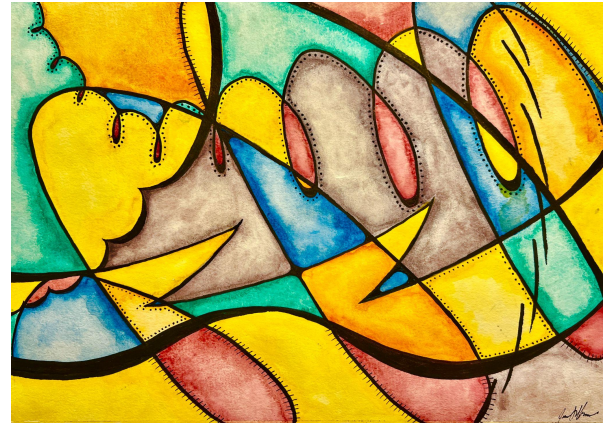
## K-2 Theatre Lesson Plan



# Wisconsin Arts Celebration Project

## *Celebrating 50 Years of the Wisconsin Arts Board*

An important state agency turned 50 years old this year on August 2, 2023, and it is time to recognize and celebrate its work on behalf of its citizens and the arts community. The Wisconsin Arts Board (WAB) is based in Madison, Wisconsin, with a mission to "nurture creativity, cultivate expression, promote the arts, support arts education, stimulate community and economic development, and serve as a resource for people of every cultural heritage."



This unique project featuring Wisconsin composer Erika Svanoe, Wisconsin Poet Laureate Dasha Kelly Hamilton, and five exceptional Wisconsin arts educators has been developed to celebrate this anniversary. An original poem commissioned for this project entitled "[Like The Wind](#)" has been created by Ms. Hamilton. The poem focuses on the creative capacity within all of us. This poem served as the inspiration for the creation of three music compositions by Dr. Svanoe. Each composition contains the same thematic material but is distinctly written for each ensemble type (concert band, string orchestra, and SATB choir).

The poem also inspired the creation of a new painting by Wisconsin art educator Jennifer Handrick and new media art by art educator Harry Kellogg. Lesson plans, including videos of their creative process, are included. Wisconsin dance educator Yeng Vang-Strath developed dance lesson plans using students' creativity capacities to "move like the wind." Wisconsin theater educator Ron Parker created lesson plans centering around creative and improvisatory games that can be used in any classroom, enhancing communication, imagination, and expression. Wisconsin music educator Tony Kading crafted lesson plans for instrumental, vocal, and general music classrooms with the goal of going "beyond the notes" to connect the poetry to the music.

The lesson plans, videos, music, and poetry are free to all Wisconsin schools, libraries, and communities during this year of celebration. Please help us celebrate by sharing artifacts, recordings, and photos of students/community members engaging in these resources. Send examples to Chris Gleason, DPI Arts & Creativity Consultant, at [christopher.gleason@dpi.wi.gov](mailto:christopher.gleason@dpi.wi.gov) for use on the DPI website and future publications and videos.

Many thanks to Dasha Kelly Hamilton for the beautiful poem and Dr. Erika Svanoe for the stunning music. Thank you to our five outstanding Wisconsin arts educators for the brilliant teaching plans, materials, and resources. This project is only possible with the help and leadership of George Tzougros, Executive Director of the Wisconsin Arts Board, its members, and staff. Finally, thanks to State Superintendent Dr. Jill Underly, Deputy State Superintendent Dr. John Johnson, Asst. State Superintendent Duy Nguyen and Director of Teaching and Learning, Dr. Laura Roeker for supporting and developing this project.

## K-2 Theatre Lesson Plan

### Unit Title

Play Like The Wind

### Lesson Duration

Varies by grade level

### Lesson Overview

Utilizing the theme of the poem "Like the Wind" by Dasha Kelly Hamilton: "Everyone has creativity, possessing both light and fuse to produce new paths, mix patterns and imagine worlds," these lessons will explore the areas of creativity, imagination, physical and verbal expression, spatial awareness, and improvisation through a variety of grade-level appropriate individual and group-based theatre activities.

### Lesson Sample Videos/Images

Click [here](#) to access a folder containing video clips of theatre students from Appleton North High School and The Renaissance School for the Arts demonstrating the basic structure of each of the performance strand games/activities described in the attached lesson plans.

### Lesson Target(s)

CREATE: Students will be able to play imaginatively and work collaboratively; PERFORM: Students will be able to communicate both verbally, non-verbally; and spatially.; RESPOND: Students will be able to reflect upon their learning and growth as theatre artists; CONNECT: Students will be able to express how theatre relates to and informs art forms through the poem and song "Like the Wind" by Dasha Kelly Hamilton and Erika Svanoe.

### Essential Question(s)

PK-2--CREATE: How can I play imaginatively within a scenario? How can I contribute ideas and make decisions as a group to advance a story? PERFORM: How can I use vocalizations and spoken language to communicate? How can I use gestures, movement, and facial expressions to communicate? RESPOND: How can I assess personal participation in a performance? CONNECT: How can I describe how theatre connects to poetry and music?

### DPI Academic Standards Used

Create	TP.Cr.2.e: Improvisation Play imaginatively within a scenario. TP.Cr.5.e: Collaboration Contribute ideas and make decisions as a group to advance a story.
Perform	TP.P.1.e: Oral Communication Use vocalizations and spoken language to communicate. TP.P.2.e: Nonverbal Communication Use gestures, movement, and facial expressions to communicate.
Respond	TP.R.2.e: Reflection Assess personal participation in a performance.
Connect	TP.Cn.4.e: Cross Disciplinary Describe how theatre connects to art and music.

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### Materials/Equipment

- Large, open playing space; multiple sheets of newspaper (PK-5); lump of clay or playdough (6-8); chair or stool (7-12)

### Lesson Sequence/Strategies “Play Like The Wind”

#### Vocabulary words

imagination, ensemble, vehicle, appliance, concept, mime, stage, acting, theatre, senses, tableau, stanza, observation

#### Lesson Description & Sequence

Click on this link to access the [K-5 Play Like the Wind Theatre Activities](#).

#### Assessment

	Standard	Basic	Emerging	Proficient	Advanced
Create	TP.Cr.2.e: Improvisation; TP.Cr.7.i: Improvisation; TP.Cr.12.m: Improvisation; TP.Cr.17.h: Improvisation;	Student demonstrates basic understanding of the theatrical concept of improvisation presented with much guided instruction.	Student demonstrates some understanding of the theatrical concept of improvisation with very little guided instruction.	Student demonstrates understanding of the theatrical concept of improvisation presented independently	Student demonstrates exceptional understanding of the theatrical concept of improvisation presented and connects them to other concepts.
	TP.Cr.5.e: Collaboration; TP.Cr.10.i: Collaboration; TP.Cr.15.m: Collaboration; TP.Cr.20.h: Collaboration	Student demonstrates basic understanding of the theatrical concept of collaboration presented with much guided instruction.	Student demonstrates some understanding of the theatrical concept of collaboration with very little guided instruction.	Student demonstrates understanding of the theatrical concept of collaboration presented independently.	Student demonstrates exceptional understanding of the theatrical concept of collaboration presented and connects them to other concepts.
Present	Standard	Basic	Emerging	Proficient	Advanced
	TP.P.1.e: Oral Communication; TP.P.11.m: Oral Communication; TP.P.11.m: Oral Communication; TP.P.16.h: Oral Communication;	Student demonstrates basic understanding of the theatrical concept of oral communication presented with much guided instruction.	Student demonstrates some understanding of the theatrical concepts of oral communication with very little guided instruction.	Student demonstrates understanding of the theatrical concepts of oral communication presented independently	Student demonstrates exceptional understanding of the theatrical concepts of oral communication presented and connects them to other concepts.
	TP.P.2.e: Nonverbal Communication; TP.P.7.i: Nonverbal Communication; TP.P.12.m: Nonverbal Communication; TP.P.17.h: Nonverbal	Student demonstrates basic understanding of the theatrical concept of nonverbal communication presented with much	Student demonstrates some understanding of the theatrical concepts of nonverbal communication with very little guided instruction.	Student demonstrates understanding of the theatrical concepts of nonverbal communication presented independently.	Student demonstrates exceptional understanding of the theatrical concepts of nonverbal communication presented and connects them to other concepts.

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	Communication	guided instruction.			
<b>Respond</b>	<b>Standard</b>	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Advanced</b>
	TP.R.2.e: Reflection; TP.R.5.i: Reflection; TP.R.8.m: Reflection; TP.R.11.h: Reflection	Student demonstrates basic reflection on the concepts presented with much guided instruction.	Student demonstrates some reflection of the theatrical concepts presented with very little guided instruction.	Student demonstrates reflection of the theatrical concepts presented independently.	Student demonstrates exceptional reflection of the theatrical concepts presented and connects them to other concepts.
<b>Connect</b>	<b>Standard</b>	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Advanced</b>
	TP.Cn.4.e: Cross Disciplinary; TP.Cn.8.i: Cross Disciplinary; TP.Cn.12.m: Cross Disciplinary; TP.Cn.16.h: Cross Disciplinary	Student demonstrates basic understanding of how theatre connects to other artistic disciplines with much guided instruction.	Student demonstrates some understanding of how theatre connects to other artistic disciplines with very little guided instruction.	Student demonstrates understanding of how theatre connects to other artistic disciplines independently.	Student demonstrates exceptional understanding of how theatre connects to other artistic disciplines by citing detailed examples.

### References

- *Drama Games for Classrooms and Workshops* by Jessica Swale
- *101 Improv Games for Children and Adults* by Bob Bedore
- *Drama Games and Acting Exercises* by Rod Martin
- *Theatre Games for Young Performers* by Maria C. Novelly
- *Drama Games and Improvs* compiled, created and invented by Justine Jones and Mary Ann Kelly
- *Theatre Games for the Classroom* by Viola Spolin

### Comments/Suggestions

Supplemental Production Strand Theatre Activities: Though the focus of the theatre arts lesson plans for the Wisconsin Arts Board 50th anniversary celebration was centered on the performance strand of the state standards, attached are two production activities which connect to the poem “Like the Wind” and its themes. These activities fulfill several of the DPI production strand standards and are intended as optional supplementary lessons for instructors and their students who are interested. They are broken down by elementary and secondary levels. Note: Theatre specific vocabulary appears in boldface type. Click [here](#) to access.

PLEASE NOTE: Teachers should feel free to peruse and use the games/activities presented in these lesson plans which are designated for those outside their specific grade level. Many of the activities described can be played effectively by students of varied ages with some modifications. Teachers should let their own and their students' interest and comfort levels be their guide.

## K-2 Theatre Lesson Plan

### Curriculum Author

Ron Parker



Ron Parker is currently a theatre educator and director at the Renaissance School for the Arts and Appleton North High School where he also teaches English Language Arts classes. Prior to his time in Appleton, he taught theatre and English in Kenosha at both the middle and high school levels. He has been named Educator of the Year for both the Kenosha Unified and Appleton Area school districts. He is also the recipient of a Herb Kohl Fellowship for teacher excellence and is an inaugural inductee in the Wisconsin Theatre Educators Hall of Fame. In his forty years as a public school educator, he has directed a wide variety of musicals and plays as well as original, devised works on various social justice issues. He was a member of the Department of Public Instruction's writing team for the most recently revised Wisconsin Standards for Theatre.

Parker and his students have presented numerous workshops and presentations on stage combat, improvisation, and teaching/directing Shakespeare for theatre educators and students around Wisconsin. His students at Appleton North and Kenosha Tremper High schools have annually competed at the Wisconsin High School Theatre Festival where their fully-staged one-act productions have been awarded the highest honor of Critic's Choice for thirty consecutive years. He is the founder and director of Summer Shakespeare Theatre—a performance program for high school students and Improvedy—a popular high school comedy improvisational troupe. He is a member of the Alliance of Wisconsin Theatre Educators and is also a published playwright.

[www.appletonnorththeatre.org](http://www.appletonnorththeatre.org)

<https://www.youtube.com/@AppletonNorthTheatre>

<https://www.facebook.com/appletonnorththeatre/>

<https://rsa.aasd.k12.wi.us/>

<https://www.facebook.com/summershakespearetheatre/>

<https://foxvalleysummershakespeare.wordpress.com/>