

AARON F. BRATEMAN

Unit Title: It's Alive!

Focus of the Unit: What considerations go into performing a “living cartoon”?

Unit Objectives	Summative Assessment Strategies
Drama-Based Objective: Students will be able to perform voiceovers for a “living cartoon”.	Performance Tasks: Living Cartoon Criteria: Makes strong vocal choices to portray character, Uses voice to show emotion, Commits to performance Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)
Drama-Based Objective: Students will be able to create foley effects for a “living cartoon”.	Performance Tasks: Living Cartoon Criteria: Creates foley that approximates desired sound effect, Finds inventive ways to use props or voice to create foley, Makes foley effects at appropriate times to support the story Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)
Language-Base Objective: Students will be able to describe the differences between characters in a story.	Performance Tasks: Living Cartoon Criteria: Justifies vocal choices based on character’s physicality and personality Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)
Language-Based Objective: Students will be able to create a narrative for a “living cartoon”.	Performance Tasks: Living Cartoon Criteria: Character has clear point of view, Dialogue helps tell the story Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)

A. Relevant Learning Standards:

Relevant New York State Standards for the Arts:

TH: Cr1.1.2

c. Identify ways in which voice and sounds may be used to create or retell a story in a guided drama experience.

TH: Cr2.1.2

a. Collaborate with peers to devise meaningful dialogue.

Relevant Common Core ELA Standards:

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

B. Context for Learning:

Audience: This lesson is designed for a 2nd grade theater/dance class at an exclusive K-12 private school in a large urban area. According to the school's website, tuition for 2021-2022 is \$55,210, which includes the full cost of books, computers/tablets, and lunch. For the current school year, the school granted over \$10 million in need-based aid to approximately 20% of the student body. There are approximately 1300 students in the school, divided between 2 campuses, and over 200 teachers. According to external sources, since this information is not available on the school's site, the student body is almost evenly split between male and female, and is in the range of 57-68% White, 8-11% Asian, 10-11% Black, 3% Hispanic, and 10-19% Multiracial. This stands in stark contrast to the public-school demographics in the same urban area which are approximately 40% Hispanic, 26% Black, 16% Asian, and 15% White. Each individual class has approximately 20 students.

Known Learning Needs: Instruction at the school is currently being delivered online, though students are split between in-person learners and those learning remotely. Depending on the grade and the specific class, students may interact with the teacher on individual devices or on a group device, and sometimes both at the same time. In-person students must wear masks and social distance at their own desks due COVID restrictions. When a single device is used for the whole class, it makes it difficult to identify individual students since they appear small on teachers' screens, and it can also be very difficult to hear them speak since one microphone is used to capture the sound in the entire room that students are spread out in. Activities must be designed to be received by students in various ways since in any given class, students may be receiving and interacting with the teacher through different devices. At-home students, can of course move fairly freely within their learning spaces, and in-person students have some ability to move around their spaces as long as they maintain social distance. Should students engage in more physical activities though, consideration must be given as to how sound will be handled since many students wear wired headphones which restricts their movement and multiple open mics creates feedback. Finally, students are used to beginning class with a preview of the day's plan, a review of class expectations, and a set physical warm up.

Modifications:

Learning Disability— Multi-step instructions will be broken down as needed.

Speech and Language Learning Disability— Written agenda, scaffolding, redirection, prompting, kinesthetic components to the lesson.

English-Language Learners— Pre-teach key words and phrases through examples; use physical demonstrations and visual illustrations.

Technology Access— Adjustments will be made for individual students based on space and functionality of their equipment.

Previous Knowledge: Students are familiar with the basics of acting (pretending to be characters in imaginary situations) and have had a lot of practice dramatizing various works of visual art and poetry texts. They have had significant practice collaborating as an ensemble to tell stories. Students are familiar with animation and cartoons.

Lesson Title: Car-toon Your Instrument (Lesson 1 of 3)

Focus Question: How do we use our voices to portray different characters?

Lesson Objectives	Formative Assessment Strategies
Drama-Based Objective: Students will be able use their voices to portray different characters.	Performance Tasks: Talking Heads Criteria: Makes strong vocal choices to portray character, Uses voice to show emotion, Commits to performance Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix B)
Language-Based Objective: Students will be able to describe the differences between characters.	Performance Tasks: Talking Heads Criteria: Justifies vocal choices based on character’s physicality and personality Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix B)

Related Standards:

Relevant New York State Standards for the Arts:

TH: Cr1.1.2

c. Identify ways in which voice and sounds may be used to create or retell a story in a guided drama experience.

Relevant Common Core ELA Standards:

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Modifications Relevant to the Lesson: A written agenda will be provided at the beginning of class and multi-step instructions will be broken down. Teacher will provide refocusing prompts and visual demonstrations as needed. Teacher will troubleshoot physical adjustments as needed.

Spatial Organization: Students should each be on their own device with headphones and individual microphones.

Materials Needed: “I’m Flying” music, slide show with agenda, expectations, and character pictures (Appendix A), voice over video

Procedures

1. Plan and Dream (3 Minutes)

- a. The teacher shares the plan for the day with students and reviews class expectations (Appendix A).

2. “Let’s Go Flying” Warm Up (2 Minutes)

- a. The teacher leads students through their daily physical warm up.

3. Introduction (10 Minutes)

- a. The teacher introduces the unit and explains that the class will be working towards performing a “living cartoon”. The teacher facilitates a discussion with students about what this term means.
- b. The teacher explains that an integral part of performing the “living cartoon” will be doing voice over work. The teacher then facilitates a discussion with students to see what they know about voice overs in cartoons.
- c. The teacher shares a video with students about voice over artists:
https://www.youtube.com/watch?v=niB_AcxYDCI
- d. The teacher facilitates a discussion with students about what they saw and what considerations they saw the actors making when they were performing their voice overs, highlighting that the actors used their voices to show the characters’ personalities.

4. Voice Choice (18 Minutes)

- a. The teacher shares the slideshow with students (Appendix A) and explains that students will explore some of those considerations including: physicality, resonators, and placement.
- b. The teacher shows students pictures of instruments (Appendix A) and asks them to contrast the sounds of the instruments based on their sizes. The teacher highlights how the larger instruments have a deeper sound and the smaller ones have a higher sound.
- c. The teacher leads students in making a large shape with their body and a small shape with their body to see how it affects their voice. The teacher facilitates student responses to this experiment.
- d. The teacher, using the slideshow (Appendix A) then leads students through an exploration of:
 - i. Different resonators:
 1. Chest
 2. Hard palette
 3. Nose
 4. Mask
 5. Head
 - ii. Placement:
 1. Forward
 2. Back
- e. Again, as students move through the exploration, the teacher facilitates student responses to the change in sound and asks students to identify what kinds of characters might speak the way they sound.

5. Talking Heads (7 Minutes)

- a.** The teacher shares a variety of pictures (Appendix A) and facilitates student suggestions about how the characters might sound. The teacher encourages students to justify their decisions using the knowledge they gained from the exploration of vocal choices.
- b.** Students practice talking in the voices they create for the characters. The teacher leads students through speaking with different emotions as they try the different voices.

6. Discussion (5 Minutes)

- a.** The teacher facilitates a discussion with students about the considerations actors make when using their voices to portray different characters.
- b.** The teacher leads students in breathing together to end the class.

Lesson Title: I Foley Agree (Lesson 2 of 3)

Focus Question: What is foley and how can we use it to enhance our storytelling?

Lesson Objectives	Formative Assessment Strategies
Drama-Based Objective: Students will be able to create foley effects.	Performance Tasks: No Dead Air Criteria: Creates foley that approximates desired sound effect, Finds inventive ways to use props or voice to create foley Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix D)
Language-Based Objective: Students will be able to define “foley” and describe how it is used to create sound effects.	Performance Tasks: Group discussion Criteria: Provides accurate and insightful definition, articulates ways in which foley can be used and created Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix D)

Related Standards:

Relevant New York State Standards for the Arts:

TH: Cr1.1.2

c. Identify ways in which voice and sounds may be used to create or retell a story in a guided drama experience.

Relevant Common Core ELA Standards:

CSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Modifications Relevant to the Lesson: A written agenda will be provided at the beginning of class and multi-step instructions will be broken down. Teacher will provide refocusing prompts and visual demonstrations as needed. Teacher will troubleshoot physical adjustments as needed. At-home students will be used as examples in creating foley effects with their expanded access to props.

Spatial Organization: Students should each be on their own device with headphones and individual microphones.

Materials Needed: “I’m Flying” music, slide show with agenda, expectations, and story (Appendix C), foley video, miscellaneous props for foley (whatever students choose to use)

Procedures

- 1. Plan and Dream (3 Minutes)**
 - a. The teacher shares the plan for the day with students and reviews class expectations (Appendix C).
- 2. “Let’s Go Flying” Warm Up (2 Minutes)**
 - a. The teacher leads students through their daily physical warm up.
- 3. What’s Foley? (10 Minutes)**
 - a. The teacher reviews what students explored in the last lesson and explains that another part of creating a “living cartoon” will be to create foley effects.
 - b. The teacher facilitates a discussion with students to define the term “foley”.
 - c. The teacher shares a video with students about foley:
https://www.youtube.com/watch?v=UO3N_PRIgX0.
 - d. The teacher facilitates a discussion with students about the video and new insights they may have from watching it.
- 4. Make Some Noise (5 Minutes)**
 - a. The teacher passes out an assortment of objects to students.
 - b. Students explore creating different sounds with their objects, trying to identify one loud sound, one quiet sound, one high pitched sound, and one low pitched sound. The teacher asks students to identify if the sounds they are discovering sound like other objects.
 - c. The teacher facilitates students sharing the sounds they discovered with the rest of the class.
- 5. No Dead Air (15 Minutes)**
 - a. The teacher shares a story (Appendix C) with students and explains that they will dramatize the story together, paying special attention to where they can add in foley effects.
 - b. The teacher facilitates student suggestions for dramatizing the piece and helps them craft a performance.
 - c. The teacher facilitates students rehearsing and performing their dramatization.
- 6. Discussion (5 Minutes)**
 - a. The teacher facilitates a discussion with students about how foley effects are created and how they can be used to enhance storytelling.
 - b. The teacher leads students in breathing together to end the class.

Lesson Title: Night of the Living Cartoon! (Lesson 3 of 3)

Focus Question: How do we create a narrative for and perform a “living cartoon”?

Lesson Objectives	Summative Assessment Strategies
Drama-Based Objective: Students will be able to perform voiceovers for a “living cartoon”.	Performance Tasks: Living Cartoon Criteria: Makes strong vocal choices to portray character, Uses voice to show emotion, Commits to performance Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)
Drama-Based Objective: Students will be able to create foley effects for a “living cartoon”.	Performance Tasks: Living Cartoon Criteria: Creates foley that approximates desired sound effect, Finds inventive ways to use props or voice to create foley, Makes foley effects at appropriate times to support the story Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)
Language-Base Objective: Students will be able to describe the differences between characters in a story.	Performance Tasks: Living Cartoon Criteria: Justifies vocal choices based on character’s physicality and personality Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)
Language-Based Objective: Students will be able to create a narrative for a “living cartoon”.	Performance Tasks: Living Cartoon Criteria: Character has clear point of view, Dialogue helps tell the story Documentation: Teacher and peer feedback in group discussion, Brief notes (Appendix F)

Related Standards:

Relevant New York State Standards for the Arts:

TH: Cr1.1.2

c. Identify ways in which voice and sounds may be used to create or retell a story in a guided drama experience.

TH: Cr2.1.2

a. Collaborate with peers to devise meaningful dialogue.

Relevant Common Core ELA Standards:

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Modifications Relevant to the Lesson: A written agenda will be provided at the beginning of class and multi-step instructions will be broken down. Teacher will provide refocusing prompts and visual demonstrations as needed. Teacher will troubleshoot physical adjustments as needed. At-home students will be encouraged to provide extra help in creating foley effects with their expanded access to props.

Spatial Organization: Students should each be on their own device with headphones and individual microphones.

Materials Needed: “I’m Flying” music, slide show with agenda, expectations, and cartoon (Appendix E), miscellaneous props for foley (whatever students choose to use)

Procedures

1. Plan and Dream (3 Minutes)

- a. The teacher shares the plan for the day with students and reviews class expectations.

2. “Let’s Go Flying” Warm Up (2 Minutes)

- a. The teacher leads students through their daily physical warm up.

3. Discussion (2 Minutes)

- a. The teacher reviews with students what they focused on in the previous lessons and explains that they will apply those lessons to their performance of a “living cartoon”.

4. One Sentence Story (5 Minutes)

- a. The teacher explains that students will need to work together to create a story for their “living cartoon” and that they are going to practice this by telling a story together one sentence at a time.
- b. The teacher facilitates the class telling the story together one sentence at a time, fielding a suggestion for the title of the story from students and providing the final moment of the story before students begin.
- c. The teacher facilitates a discussion with students about some considerations they might make in working together to tell a cohesive story.

5. Read Cartoon (5 Minutes)

- a. The teacher shares the cartoon with students (Appendix E).

- b. Students read it and the teacher encourages them to think about ideas for a possible story and moments in the cartoon where they can add in foley effects.
 - c. The teacher facilitates a discussion with students to define the story they will tell, the main characters, and how the story will unfold.
- 6. Living Cartoon (20 Minutes)**
- a. The teacher explains that students will now make the cartoon come to life by providing voice overs for characters, creating dialogue for them, and adding foley effects.
 - b. The teacher facilitates students giving suggestions for how to dramatize the cartoon and helps students find a role in the dramatization.
 - c. The teacher fills dialogue into speech bubbles as needed.
 - d. The teacher facilitates students rehearsing and performing their “living cartoon”.
- 7. Discussion (5 Minutes)**
- a. The teacher facilitates a discussion with students about the considerations they needed to make in creating and performing the “living cartoon”, including the attention they paid to voice overs, foley, and narrative.
 - b. The teacher facilitates a discussion with students about how they might use these ideas in future theater work.
 - c. The teacher leads students in breathing together to end the class.

APPENDIX A

CLASS AGENDA

SECOND GRADE LESSON: CAR-TOON YOUR INSTRUMENT

1. Plan and Dream
2. Warm Up- Let's Go Flying
3. Introduction- "Living Cartoon"
4. Voiceover Video
5. Explore Different Ways to Use Our Voices
6. Talking Heads
7. Breathe

CLASS EXPECTATIONS

D- Do your best

R- Respect others

E- Ears are open

A- Ask questions

M- Make believe

S- Social distance

CARTOON SAMPLE



VOCAL ADJUSTMENTS

- 1. Physicality (Body)**
- 2. Resonators (Vibration)**
- 3. Placement (Where the Energy Goes)**

MUSICAL INSTRUMENTS



Violin



Viola



Cello



Contrabass
Double Bass

RESONATORS/PLACEMENT VISUALS



Chest
I am the most powerful creature in the world!



Mask
Fly away, little bird!



Hard Palette
Hey! You need to stop right there!



Head
Aww! Sweet, little kitty!



Nose
My ball! Get your own!



Forward/Back
It's so nice to meet you!
Yah, it's cool.

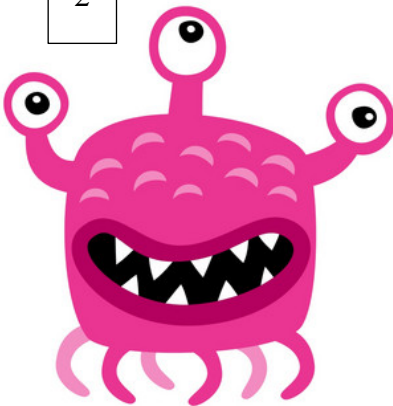


CHARACTER PICTURES

1



2



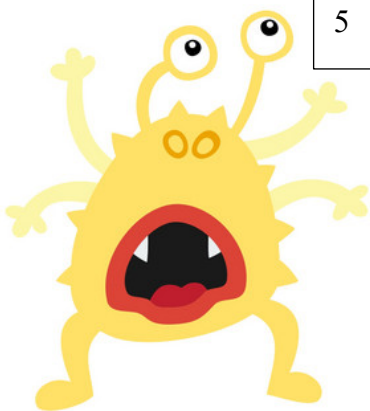
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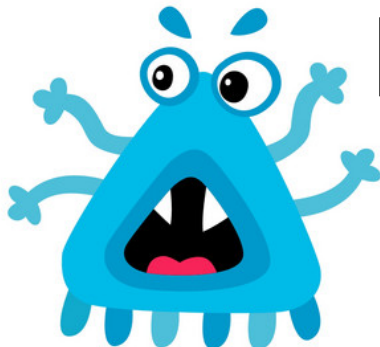
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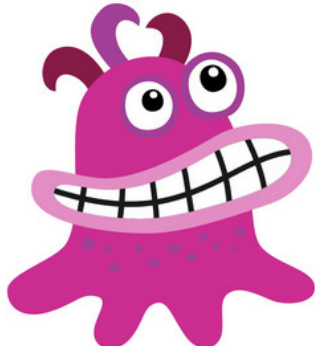
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7



8



9



APPENDIX B

Lesson Objectives	Notes
<p>Drama-Based Objective: Students will be able use their voices to portray different characters.</p>	
<p>Language-Based Objective: Students will be able to describe the differences between characters.</p>	

APPENDIX C

CLASS AGENDA

SECOND GRADE LESSON: I FOLEY AGREE

- 1. Plan and Dream**
- 2. Warm Up- Let's Go Flying**
- 3. What is Foley?**
- 4. Foley Video**
- 5. Try Out Foley with Objects**
- 6. Dramatize Story with Foley**
- 7. Breathe**

CLASS EXPECTATIONS

D- Do your best

R- Respect others

E- Ears are open

A- Ask questions

M- Make believe

S- Social distance

FOLEY PRACTICE STORY- WHAT'S THAT NOISE? BY FRANCESCA SIMON

What's That Noise? By Francesca Simon

One night Harry went to sleep at grandpa and grandma's house. For the first time in his life Harry slept in a strange bed in a strange room. It was very dark.

Suddenly Harry heard a strange noise.

"Grandpa, grandpa, come quickly," shouted Harry. "What's that noise?"

"Harry, it's only the radiator. Now, snuggle down and go to sleep."

Everything was quiet until...

"Grandpa, grandpa, come quickly! What's that noise?"

"Harry, it's only Mrs. Ruffle next door hammering. Snuggle down and go to sleep."

APPENDIX D

Lesson Objectives	Notes
Drama-Based Objective: Students will be able to create foley effects.	
Language-Based Objective: Students will be able to define “foley” and describe how it is used to create sound effects.	

APPENDIX E

CLASS AGENDA

SECOND GRADE LESSON: NIGHT OF THE LIVING CARTOON!

- 1. Plan and Dream**
- 2. Review- What have we been doing?!?!**
- 3. One Sentence Story**
- 4. Create Living Cartoon!**
- 5. Breathe**

CLASS EXPECTATIONS

D- Do your best

R- Respect others

E- Ears are open

A- Ask questions

M- Make believe

S- Social distance

SAMPLE CARTOON FOR DRAMATIZING



APPENDIX F

Lesson Objectives	Notes
Drama-Based Objective: Students will be able to perform voiceovers for a “living cartoon”.	
Drama-Based Objective: Students will be able to create foley effects for a “living cartoon”.	
Language-Base Objective: Students will be able to describe the differences between characters in a story.	
Language-Based Objective: Students will be able to create a narrative for a “living cartoon”.	