## **Instructional Unit Title: Create and Perform an Environment**

The teacher may utilize various The teacher may utilize video improvisational games and/or texts The teacher may utilize video The teacher may utilize video and/or picture book examples and/or picture book examples (e.g., "Barnyard" and picture books) and audio clips of vocal of animal movement and body to activate student background of animal facial expressions so variations of animals so that language so that students can knowledge so that students can that students can begin to students can begin to consider begin to consider and explore and explore how animals use begin exploring the dramatic consider and explore how how animals express emotions expression of animals with a given animals express emotions. sound to express emotions. with their bodies. environment. The teacher may The teacher may read aloud a The teacher may utilize a fairytale The teacher may highlight the picture book (e.g., How to be a introduce the characters, inspired improvisational scenario behaviors and actions of characters themes, conflict of an Cat by Nikki McClure) so that (e.g., The Lion King and/or Sea Lion within a fable/story/tale so that students can explore bringing animal-based fable, King Court) so that students can students may begin seeing story, or fairy tale so that together verbal and non-verbal begin exploring the creation of inclusion of particular animals as students can begin to forms of expression to animal expressions, movements, central to the themes, messages, explore performance of create/depict an animal and actions of the fable/story/tale. and sounds within a given context. the fable/story/tale. character. **PERFORMANCE ASSESSMENT:** Your troupe of theatre performers has been asked to present a play for students who are reading and studying The teacher may use (and The teacher may highlight the fairy tales and fables! You have chosen to present a play based on a The teacher may highlight revisit) students' conflict(s) within a Tibetan folk tale entitled, The Elephant Pit. This play will allow you to use the physical context(s) of a understandings of movement, fable/story/tale so that your vast knowledge of animal characteristics and their environments to fable/story/tale so that character, and contexts so that students can begin to create a dramatic retelling using voices, facial expressions, and body students can explore the students can begin creating a internalize the ways in which movement. Working together, you will create and dramatize the animal actions of animal and dramatic environment that best the relationships between and human characters that help to tell this folk tale and convey the human characters in a conveys the actions and human and animal characters moral of the story. You and your fellow performers will be responsible particular environment(s). meaning of a fable/story/tale. bring about story-resolution. for making sure the environment of the play (sets and backgrounds) and the performances capture the characters and theme!

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.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

Colorado's District Sample Curriculum Project