



Project Essential Questions

- How can I use drama strategies to dramatize daytime activities and nighttime activities?
- What conclusions can we draw from our observations of the day and night sky?

PROJECT DESCRIPTION

In this project, students will write and perform a dramatization of day and night. Students will explore drama strategies such as tableau, pantomime and movement. Students will integrate both writing and the digital arts into their project. Classroom performances will take place and higher order thinking skills such as comparing and contrasting will be focal during this project. These activities also have the option to be recorded with Green Screen by Do Ink and put together in iMovie, Movie Maker or Photostory.

LEARNING TARGETS

“I Can...”

- Demonstrate the changes in day and night through dramatizations of daytime and nighttime activities
- Classify the activity that coordinates with each time of the day

www.artsnowlearning.org

Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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Cherokee County (GA) School District and ArtsNow, Inc.

Approx. Duration of Project: 3-4 days

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ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> • How can I use drama strategies to dramatize daytime activities and nighttime activities? • What conclusions can we draw from our observations of the day and night sky?
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STANDARDS

Curriculum Standards	Arts Standards
<p>SKE1 Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.</p> <p>a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both.</p> <p>b. Develop a model to communicate the changes that occur in the sky during the day, as day turns to night, during the night, and as night turns into day using pictures and words.</p>	<ul style="list-style-type: none"> • Cr2.k a With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama). • Cr2.k b With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama). • Re9.1.k a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g. process drama, story drama, creative drama).

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none">• Day• Night• Change• Daytime activities• Nighttime activities• Setting	<ul style="list-style-type: none">• Drama: a play involving scenes and actors• Tableau: a frozen picture• Levels: body shapes made with the body that are either classified as being high, mid, or low• Character: person or animal in a story/ play• Collaboration: working with a group of people, contributing to ideas and actions• Setting: place and time of a story

TECHNOLOGY INTEGRATION

<ul style="list-style-type: none">• Green Screen by Do Ink Director/Recorder http://www.doink.com/
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ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none">• Observation: Did students create appropriate activities for the time of day? Did students use their voices and bodies appropriately to communicate their activities?	<ul style="list-style-type: none">• Project 3 Rubric (See Downloads)

MATERIALS

Approx. Duration of Project: 3-4 days

- Props (flashlight, pillow, blankets, toothbrush, bookbag, sunglasses, balls, etc.)
- Construction paper
- Crayons
- Writing Paper
- Pencils
- Day and Night Backdrop (**See Downloads**)
- *The Big Red Barn* by Margaret Wise Brown
- Pictures of animal during different times of the day
- Movie Maker, iMovie, or Photostory
- Green Screen by Do Ink (Paid App)

Activating Strategy (5-10 min)

Read *The Big Red Barn* by Margaret Wise Brown.

Have students discuss things that the animals have done during the day and what starts to happen when the sky changes to night time.



Main Activity

PROCESS:

- Students will peruse the **Day and Night Backdrops** presentation (**See Downloads**) which includes different pictures of the sky at different points of the day. Allow time for students to discuss things that could occur during that time of day. Have students place pictures of a rooster during those times of the day. Where do you think each picture of the rooster goes?
- The teacher will introduce students to the drama strategy tableau which means “frozen picture”. Have students practice becoming frozen statues by using the following examples: become a baseball player swinging his/ her bat at a ball. Become a juggler in a circus juggling three balls. Become a rooster in the morning time. Become a rooster in the night time. Remind students that once they are frozen they cannot move. They are able to come to life once they are touched. Introduce the vocabulary associated with dramatizing their activity.

PART 1

- Teachers will show images of the sky at different points of the day.
- Students will have time to discuss activities they could do during this time of the day.
- Students will think of an activity for each part of the day that is being projected.

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- Students will each create a tableau of an activity they could do during this time of the day.
- The teacher will select a few students to come to life and show their frozen picture in motion.
- The class will decide if that activity is appropriate for the time of day shown on the board.

PART 2

- The teacher will put students into 4 groups and assign each group a picture of the sky.
- Each group will discuss different things that could be done during this point of the day.
- The teacher will have some props on the tables of things that could be done during the day for students to have some ideas.
- Each student will pick an activity they could do and illustrate this activity on construction paper. Once their illustration is finished, students will complete a sentence frame with their activity. (I can _____ when the sky looks like this.)

Part 3

- After their illustrating and writing is complete, students will practice their sentence with their group before they perform in front of the class.
- Each group will record their activity using an app **Green Screen by Do Ink**
- Once all groups have gone, students will discuss the different activities they noticed during the day: *Which times of the day had similar activities? Which activities can only be done when the sun is out? Which activities can only be done when the moon is out?*
- All clips can be put into iMovie, Movie Maker or Photostory.

Classroom Tips:

Conduct Socratic Seminars so that students can discuss the findings and possible misconceptions. The Socratic Seminar is a collective inquiry strategy where there is no right or wrong answer. Students have an opportunity to voice their ideas and belief about the differences in the day and the night sky.

<http://www.teachertube.com/video/socratic-seminars-181636>

REFLECTION

Reflection Questions

- *Which times of the day had similar activities?*
- *Which activities can only be done when the sun is out?*
- *Which activities can only be done when the moon is out?*

DIFFERENTIATION

Approx. Duration of Project: 3-4 days

BELOW GRADE LEVEL/ EL STUDENTS:

- Brainstorm day/night activities using props and preview vocabulary in a small group setting.
- Have action vocabulary and images posted for students to point at for discussion/reference.
- Pair below level with higher-level students to practice their sentences together to encourage confidence and positive language models.
- Part 3: Create heterogeneous groupings.

EL Students:

- When reading The Big Red Barn, stop throughout the big to discuss the pictures.

ELP 1-2 Have students point to pictures described orally in the text. Have students state if each illustration is showing the day or night.

ELP 3-4 Have students match extended oral descriptions of content-related topics to illustrations (e.g., “The bright yellow ball is shining in the sky.”)

- When discussing activities you can do during different times of the day:

ELP 1-2 Show students picture of day or night. Allow a peer to explain and model that they need to act out an activity you can do at that time of day. When the student acts out an activity, tell them the word in English and have them repeat the word and movement after teacher modeling. Have all students act and repeat each activity listed by peers to increase student vocabulary.

ELP 4-5 Giving reasons for content-related information when modeled (e.g., “You sleep at night because it is dark.”) Source: (Wida Can-Do Key Uses Kindergarten, pg. 8)

*As all students act out their activities, write the name of the activity on the board under a header for that time of day. This will help students to connect the written and spoken language.

ABOVE GRADE LEVEL:

- Have students compare and contrast the day and night. Have students write about something they can do both during the day and the night.
- Have these students discuss this: “In your opinion what would happen if the Sun or the Moon ceased to shine.” Then have students create a storyboard depicting their thought. Once completed, have each student present their opinion.

ADDITIONAL RESOURCES

The Big Red Barn by Margaret Wise Brown

Pixar’s Short Film Day and Night <https://www.youtube.com/watch?v=bLLfWkahZts>

APPENDIX

- Project 3 Rubric
- Day and Night Backdrops

Day and Night
Project 3 (*out of 3*)

My Day Drama

Kindergarten

Approx. Duration of Project: 3-4 days

CREDITS

U.S. Department of Education

Arts in Education--Model Development and Dissemination Grants Program

Cherokee County (GA) School District and ArtsNow, Inc.

Ideas contributed and edited by:

Chelsea Bailey, Heather Burgess, Silka Simmons, Portia Whitlow, Edited by Jessica Espinoza, Edited by Dr. Carla Cohen