



# artsNOW

Integrated learning solutions

## OUR ALIEN PROBLEM

Grade Band: K-1

Content Focus: Theatre, Visual Arts & ELA



### LEARNING DESCRIPTION

In this lesson, students will demonstrate their competency in the writing process by integrating theatre, visual arts and writing. Integrating theatre and visual arts with writing will help students to create and embody their character’s identity and communicate their planet’s problem to their audience.

### LEARNING TARGETS

Essential Questions	“I Can” Statements
How can I use drama and visual art to inspire a fictional narrative?	I can create and embody a character using my voice and body.
How can I use drama and visual art to create a unique character?	I can use color, shape and texture to create an alien.



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	<p>I can create a background for my artwork.</p> <p>I can write a fictional narrative that establishes at least one character, a setting, and a problem and solution.</p>
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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Kindergarten:</b> ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>Grade 1:</b> ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p>	<p><b>Kindergarten:</b> <u>Theatre</u> TAK.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <p><u>Visual Arts</u> VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VAK.CR.2 Create works of art based on selected themes.</p> <p><b>Grade 1:</b> <u>Theatre</u> TA1.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <p><u>Visual Arts</u> VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA1.CR.2 Create works of art based on selected themes.</p>

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Kindergarten:</b> <b>WRITING - Meaning, Context, and Craft</b> <b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences. 3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p>	<p><u>Theatre</u> <b>Anchor Standard 3:</b> I can act in improvised scenes and written scripts.</p> <p><b>Anchor Standard 8:</b> I can relate theatre to other content areas, arts disciplines, and careers.</p> <p><u>Visual Arts</u> <b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p>



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**Grade 1:**

**WRITING - Meaning, Context, and Craft**

**Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

**Anchor Standard 2:** I can use different materials, techniques, and processes to make art.

**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"><li>● <u>Fictional narrative</u> - A story created from the imagination rather than based strictly on fact or real events</li><li>● <u>Problem/conflict</u> - A challenge or obstacle that the characters must face and attempt to overcome</li><li>● <u>Solution/resolution</u> - The outcome of the problem or conflict that the characters face; it is the way in which the challenge is addressed or overcome, bringing closure to the story</li><li>● <u>Character</u> - A person, animal, or being that takes part in the story's events</li><li>● <u>Setting</u> - When and where a story takes place</li></ul>	<p><b>Theatre Vocabulary:</b></p> <ul style="list-style-type: none"><li>● <u>Theater</u> - Dramatic literature or its performance; drama</li><li>● <u>Expression</u> - A look on the face that indicates mood or emotion</li><li>● <u>Character</u> - A person, an animal or other figure assuming human qualities, in a story</li><li>● <u>Voice</u> – An actor’s tool, which we shape and change to portray the way a character speaks or sounds</li><li>● <u>Body</u> – An actor’s tool, which we shape and change to portray the way a character looks, walks, or moves</li><li>● <u>Improvisation</u> - A creation that is spoken or written without prior preparation</li></ul> <p><b>Visual Arts Vocabulary:</b></p> <ul style="list-style-type: none"><li>● <u>Color</u> - One of the Elements of Art; reflected or absorbed light</li><li>● <u>Texture</u> - How something feels or looks like it feels</li><li>● <u>Shape</u> - An enclosed line; it is always two-dimensional and can be geometric or</li></ul>



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organic

- Background - What is farthest away from the viewer in an artwork

## MATERIALS

- Paper
- Pencils
- Crayons or markers

## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Start with a general physical warm-up to get the students' bodies ready. Use exercises such as:
  - **Stretching:** Stretch all major muscle groups.
  - **Shaking Out Limbs:** Shake out arms, legs, and the whole body to release tension.
  - **Energy Passes:** Stand in a circle and pass a clap or a simple motion around to build group focus and energy.
- Explain that students will explore different characters by changing their walk and physicality. Use simple prompts to get students thinking about different ways to walk and move. Call out various types of characters and ask students to walk around the space embodying those characters. Examples include:
  - A bird searching for a worm to eat
  - A tree blowing in the wind
  - A hungry lion
  - A happy dog
- Now, ask students to add a sound to accompany their movements.
- Debrief with students by asking them how they used movement and sound (body and voice) to become the characters. Tell students that they will be using their bodies and voices to become a character that they will create.

### Work Session

- Begin the lesson by asking students to share what comes to mind when they think of aliens. Record answers on the board. Ask students to think about what the alien would look like—what color would it be? Would its skin have texture? What shape would its body be?
- Show students example cartoon pictures of aliens. Talk about how artists depict aliens differently because no one has actually ever seen an alien.
- Ask students to imagine that they are aliens. Ask them to think about what they might look like.
  - Pass out paper and crayons or markers. Students will use their imaginations to draw themselves as an alien.



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- Encourage students to draw BIG and use lots of details in their drawings—does their alien use eyes to see? How many eyes do they have? Does their alien communicate by speaking or some other way? Does it have a mouth? How does their alien move around? Swim, walk, fly, or do all of those things?
- After students have drawn their alien, they should give their alien a name.
- Allow students time to share their artwork with a neighbor.
- In the background of the picture, students should draw their alien's planet. Encourage students to use lots of details—is it rocky, covered in forest, completely liquid?
  - Students will then be asked to come up with a name for the planet on which they live and one problem that their planet is having. This information will be used in the writing portion of the lesson.
- The students will now use theatre techniques to embody their aliens.
  - Ask students to think about how their alien would move. Show students an example by walking around as if you were an alien. Now, allow students to walk around/move as their aliens.
  - Next, ask students to use their voices to add sound to their aliens.
  - Ask a few students to introduce themselves as their alien using their alien voice.
  - One way to allow students to share is by creating a talk show and interviewing students.
- Using the details and pictures from the activity, students will now begin the process of writing out their alien's story.
  - Each story needs to include the name of the alien (character), planet name (setting) and the problem they are having on their planet. Each student also needs to describe a solution to their planet's problem.
  - Remind students that their stories should have a beginning, middle, and end.

### Closing/Reflection

- Allow time for students to share their stories and artwork with a partner or with the class.
  - Establish guidelines for appropriate audience participation if students are presenting their stories and art to the whole class.
  - If students are sharing with a partner, model how to take turns sharing and listening.

## ASSESSMENTS

### Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, class discussion, creation of alien characters and planets, and conferencing with students during the writing process.

### Summative

#### CHECKLIST

- Students can create and embody a character using their voices and bodies.
- Students can use color, shape and texture to create an alien.
- Students can create a background for their artwork.
- Students can write a fictional narrative that establishes at least one character, a setting, and a conflict and resolution.



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## DIFFERENTIATION

**Acceleration:** Students will draw an alien, create a name, and a planet. Then, instead of creating their own problem, they will do research to find a current event or world problem to use in their creative story. They will then write a creative writing piece to highlight the problem on the alien's planet and one way the alien will solve the problem; students will defend/explain their solution.

**Remediation:** Provide scenarios of common daily problems (ex: My shoe is untied. My hands are dirty). Students will work together to create solutions to each problem. Students will choose one problem and illustrate how their alien solves it. Students will write or dictate 1 – 2 sentences for each picture.

**ESOL Modifications and Adaptations:** ESOL teachers will provide students with a graphic organizer that will allow students to write the name of the alien and planet, the problem occurring or happening on their planet, and a solution to the problem. The graphic organizer should allow students to write a sentence that they will be able to transfer into their writing.

### **WIDA English Language Proficiency Standards**

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

## ADDITIONAL RESOURCES

NA

*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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**SYNCHRONICITY**  
**THEATRE** SMART. GUTSY. BOLD.

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