



Tuesday 10/04/2022

Week 1

## Performing Arts Grade 3

### Self- Awareness

#### Arts Standards & Common Core Connections

TH:Pr6 Convey meaning through the presentation of artistic work.

TH:Re8 Interpret intent and meaning in artistic work.

TH:Cn11.1.3a Identify connections to community, social issues and other content areas in drama/theatre work.

TH:Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

The student can express what Self- awareness is and how to identify it in a story.

The student can act out a roll in a scene and share with an audience.

The student can listen to a song and identify what the meaning is and how it applies to self awareness.

#### Vocabulary

**Self- Awareness-** recognition of one's own emotions, thoughts and values.

**Self Management-** effectively manage stress, controlling impulses, and motivating oneself.

**Social Awareness-** empathizes with other, including those with diverse backgrounds and cultures.

**Relationship skills-** maintaining healthy relationships with others including communicating clearly, listening well, and cooperating with others.

**Responsible decision making-** making choices about personal behavior and the well being of oneself and others.

#### Essential Question

Why is it important to be self-aware?

Do you think the cloud in our story did the right thing? Why or why not?

#### Lesson / Instruction / Narrative

First start the class why greeting the students and pulling up feelings chart to see how the students feel today. Then start with a warm up- Go noodle-peanut butter in a cup. Let students know we will be learning about self-awareness, self management, social awareness, relationship skills, and good decision making. We will also be reading a play and then perform the play for your classmates. Go over definitions and then show video about self awareness. Next ask the student if they have ever felt the way the video asks? Ask students what are some ways we can become self aware? Let students know we will be reading a story about a cloud and let them know to look for evidence on how we can tell the cloud was self- aware? Ask a few questions about the story.

- Where does the story take place?



- What is the mood of the story at the beginning?
- How does the beginning of the story start it presents a what?
- how does the writer let you know what the cloud is feeling?

Once you have discussed these questions with the students let them know we will be acting out the play. let students know the different roles in the play

cloud

sun

rain

rainbow

people working

animals

trees

Assign roles to the students let them know we are going to create this play with our bodies let them know to listen to the words and the emotions that their character is having and act them out. Pass out props have students take positions and start to read.

Once the students have finished the play ask them the essential question.

- Why is it important to be self- aware?-

Let students know we will be listening to a song that expresses self awareness the song is "Man in the Mirror" by Michael Jackson. Allow students to sing along when the song finishes ask the students questions.

- Why does Michael Jackson say I am starting with the man in the mirror?
- Why do you think he is asking him to change his ways?
- What are some ways we can make the world a better place?

Finish the lesson with thanking the students for learning with you ask to show thumbs up if they liked the lesson and down if they did not? Ask if there was anything we could have added to make the lesson better?

Let students know to make sure they are working on being self-aware and working on the things they want to make their life what they want it to be.

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## Formative Assessments

### Admission/Exit Tickets

Responses to questions posed at the beginning or end of a lesson or class to assess understanding of key concepts.

### Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

### Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify





### Oral Discussions



Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

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### Instructional Strategies

-  Get Moving - Physical Activity
-  Work Together
-  Monitor Progress
-  Check for Understanding

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### Materials / Resources / Technology

Slides  
Story- The Cloud  
Props- rainstick, scarves, paper cut outs.  
self

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### Differentiation / Modifications

Students who need modifications will be allowed to work at their ability by making any changes necessary to help them participate.

ELL students will be given visuals to help them understand and English to Spanish words written down for them.