

Instructional Unit Title: Improvisation and Scene Creation

The teacher may brainstorm fairytale titles and plots to co-construct the basic structure of fairy tale storylines so that students can begin to discern common elements (as well as deviations from those elements) within the fairytale genre.

The teacher may review fairytales so that students can begin exploring ways in which traditional narratives might be oriented differently by utilizing diverse perspective (e.g., different character points of view).

The teacher may use selected fairy tales to organize improvisational experiences so that students can begin to discover the dramatic elements necessary in the development of a successful scene.

The teacher may introduce examples of well-written character backstories so that students can begin using improvisation, observation, personal background and life experiences to explore and inform character development.

The teacher may share examples of rewritten fairy tales (e.g., *True Story of the Three Little Pigs* and *The Stinky Cheese Man* by Jon Scieszka) so that students can synthesize how authors use and modify characters, conflicts, action, and outcomes to create new texts that offer variation(s) of traditional narratives.

The teacher may introduce an improvisational activity (e.g., tableau) so that students can explore how to physically reveal setting, chronology, and key plot points of selected fairy tales.

The teacher may discuss basic script elements (e.g., character, conflict, action, choice, ideas) so that students can understand the relationship between structure and successful dramatic performances.

Teacher may model a problem solving process (e.g., identify, evaluate, adapt, implement) so that students can consider how playwrights adapt stories into scripts that stay true to the characters, conflicts, action, and outcomes of the text.

PERFORMANCE ASSESSMENT: Your acting troupe has been asked by a local library to present as a part of their annual Fairy Tale Festival. They are pleased that you have expertise in presenting new and fresh perspectives on traditional fairy tales and have asked that you perform a scene from a fairy tale in a new and exciting way. Using improvisational techniques, you will work within small groups to present a scene from the selected fairytale from a different perspective. In other words, you will tell the story from a different character, animal, or object in the traditional fairytale that is typically neither the center nor the focus of the story. You will perform your final performance for younger students in your school.

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>.