

## Exploring the “Self” Through Solo Performance Art

Solo performance art as a vehicle of self-expression

Upper High School (11-12th)

50 minutes

### Day 1 (Monday)

<b>Stage 1 – Desired Results</b>	
<p><b><u>Content Standard(s):</u></b></p> <ul style="list-style-type: none"> <li>- <b>Synthesize and relate knowledge and personal experiences to make art.</b> Explain the development of their aesthetic vision as an actor and how that is represented in a current role. (A.T.10)</li> <li>- <b>Develop and refine artistic techniques and work for presentation.</b> Organize and lead the production of a theatrical work. (A.T.5)</li> </ul>	
<p><b><u>Understanding (s)/goals</u></b></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>- Students will understand that their individual voices are important and deserve to be listened to.</li> <li>- Students will gain a better understanding of the “self,” meaning that they will consider the roles they play in their public and private lives.</li> <li>- Students will understand the experiences and trials of their peers in a new, more holistic light.</li> </ul>	<p><b><u>Essential Question(s):</u></b></p> <ul style="list-style-type: none"> <li>- How are the ways you act in public/private indicative of who you view yourself to be?</li> <li>- Who are you?</li> <li>- How do you know?</li> </ul>
<p><b><u>Student objectives (outcomes):</u></b></p> <p>Skills (Students will be able to) :</p> <ul style="list-style-type: none"> <li>- Participate to the best of their ability in group warm-ups/activities.</li> <li>- Free write, research, and generate preliminary drafts for their final projects.</li> <li>- Pull inspiration from performance artists, popular culture, musicians, etc. to generate ideas about their own performances.</li> <li>- Write/create and perform their own 3(?) minute solo acts using whatever they need.</li> <li>- Reflect upon their final projects and their classmates’ final projects.</li> </ul> <p>Knowledge (Students will know that) :</p> <ul style="list-style-type: none"> <li>- Their individual voices have power, even if they feel silenced.</li> </ul>	

- Their classmates are experiencing similar life-situations.
- The “self” is something that is constantly morphing and changing as we grow up.
- There can be artistry in imperfection and struggle; let that show in the performance making process.
- Solo performance can get weird!
- Abstract theatre concepts can be polarizing and frustrating. This is normal!

### **Stage 2 – Assessment Evidence**

**Performance Task(s):**

(See rubric below!)

**Other Evidence:**

### **Stage 3 – Learning Plan**

**Learning Activities:**

1. We will open with a game of The West Wind Blows. Students will begin in a circle (“please get in a circle by 5, 4, 3, 2, 1.”) Whoever is in the middle of the circle must say one true thing about themselves in this format: “The west wind blows for someone who...” Whoever identifies with this sentiment has to find a new spot in the circle INCLUDING the person who is in the middle. Whoever is “out” is now in the middle of the circle. (10 minutes)
  
2. I will then tell the students what we are doing next. This will include:
  - I will place 12 pieces of colored paper around the room along with some nice markers. Half of the papers will have the phrase, “I am proud of myself because...” and the other half will have the phrase, “If I could, I would change the fact that I..” It will be up to everyone to record their responses anonymously on these piece of paper \*silently\* with personal reflection being the priority.
  - After the papers are placed around the room, I will play *Spiegel Im Spiegel* by Arvo Pärt over the room’s speaker. They are free to mill about the space and respond to these prompts for approximately 9 minutes.
  - When this allotted time is up, we will recollect and I will record the responses from the small papers onto two big papers. I will ask whoever is closest to each paper to read a response aloud.
  - With our collective ideas all written out on this big sticky paper, I will then place them in groups (counting off by 4 or 5). In these groups, they will pick a particular response for our final activity (one from each prompt). (19 minutes)

3. In groups, students will create two tableaux, one leading into another. They cannot have sound but they can incorporate music. The tableaux will embody the ONE desire for change and the ONE source of pride. Each group will present while we watch, at the end of the presentation will we shout out words that we think these students were embodying. Then we will come together in an energy ball! Yay! (21 minutes)

	 frogspawn ( eggs )	 tadpole ( larva )	 froglet with tail	 adult frog
Participation	<p>Limited willingness to recognize and share personal experiences that happen outside the classroom.</p> <p>Not participating in anonymous writing exercise.</p>	<p>Able to identify personal experiences.</p> <p>Actively listening to class discussion but not contributing own ideas to writing prompts.</p>	<p>Willingness to share personal experiences with limited idea expansion.</p> <p>Actively listening and participating in class activities.</p>	<p>Openness and consideration when discussing personal experiences.</p> <p>Able to empathize with fellow classmates who may feel similarly.</p>