

Community-Word Project – Lesson Plan 2015-16



School/Grade/CT(s): TYWLS, 9th grade

Date: 11/18/15

Teaching Artists: Dale Novella Anderson, Gary DeVirgilio

Lesson #: 1

Theme of Lesson: Exploring experience through characters, words, and images, ultimately creating a short film script in its proper format.

Restating of Inquiry Question:

How can we use the ritual journal entries toward the goal of writing a short film script? How can we explore emotion through film? What can be learned about the human condition through story telling in film?

Opening Ritual: (5 minutes)

Objective: Journaling/Free Write

- We will use the 5 minute free write to discover which moment, event, or a conversation that led to higher understanding, an epiphany. For Example a conversation you've had with a mentor/authority figure. (It will help to focus their attention on themselves as artists and potential filmmakers. Students will have the opportunity to show leadership by sharing their initial ideas. "Write from your heart and edit with your brain."

Intro Activity: Pass out Hard copy script for Little Miss Sunshine scene 75. Also, hand out definition page for proper script format. We read the script. Choose readers for the stage directions and the dialogue. An opportunity to have some of the girls get a feel for the audition process, cold readings, staged readings, etc.

- Discuss the scene. What did they think? How do they visualize what might wind up on film? What was the mood, emotional content, and feelings inspired? Why is the dialogue so effective? Does it tell us a story? Does it make us think, feel, or wonder? Was it fun to perform the script in class?
- Discuss the format of the script. What each section represents. (EX: Character centered, dialogue centered, stage directions, etc.)

Main Activity: Show the film clip from Little Miss Sunshine- scene 75, “Is there a heaven?”

- Discuss, share opinions.
- Did it match your vision of how the scene might be produced? How might have you done it differently? Or, was it as you imagined? Did you like it? Etc...
- If there is time, we can start to try and work on our scripts in the format they would eventually exist. (Could easily make for the next lesson, and or an aspect of lessons down the line.) Mention that 1 page of a film script usually accounts for 1 minute of screen time.

Closing Ritual Objective:

I have a voice. My voice is powerful. My voice can change the world.

Multiple Intelligences Addressed:

Highlight the intelligences used throughout this lesson plan.

Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Naturalistic; Existential

Classroom Teacher Role: To help keep the students focused and participate in discussions. If they like, they can participate in working out ideas for short films of their own based on their most memorable first day of school.

Creative Elements: Journaling, Identity, Culture, Voice, memory, personal experience, exploration of the human condition, family, friendship, language, etc...

Skill(s): Listening, Leadership, Sharing/Presenting in front of the class, use of language for natural speaking (creative dialogue), Visual imagination. Etc.

Theme(s): telling a story in a visual medium, exploring Identity, Voice, interesting moments, conversation, relationships, etc...

Artists/ Authors/ Works of Art: Little Miss Sunshine; written by Michael Ardent

Reflective Anecdotes/Student Development: if there is time, reflect on the epiphany moments. What spoke to you? What was useful? Discuss personal experience with the process of making short films, writing films, developing moments that may not seem significant but have the potential for an expression of beauty.

Outcomes:

Highlight each outcome that applies to this lesson. Provide one indication of how you are addressing each outcome.

Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Culturally Aware, Creative Thinkers/Imaginative

Indications:

- Emotional experience lends itself to pure drama/ content of feelings explored/ Feelings inspired or provoked/ character stimulus
- Imaginative and creative thinkers can make abstract choices to use for content, and or create a fantasy for example.
- Literate indications are perhaps obvious, such as becoming better writers and story tellers in an unfamiliar form.
- Citizenship and cultural awareness in their expression of their story. (one tends to write from their own experience, including their natural environment, in ways in which they are not personally aware.)
- Students will show leadership skills by leading the closing rituals & sharing

Common Core Anchor Standards:

Reading, writing, speaking and listening, language are all addressed in the common core for this lesson.