

The Woodsman Unit

Lesson Plans:

Essential Question: How does an actor convey a clear message without words?

As a class, form a circle and ask the students to breathe in through their nose and out through their mouth. Ask them to be very deliberate in making this breath audible. **Explain** that each time you say to breath, it is like hitting the reset button. Specify various circumstances that they will need to use their nonverbal tools to convey, for example: walk as if you are under water or as if you were in the middle of a terrible snow storm. Breath= Reset.

Ask them to convey certain emotions using their nonverbal tools. Then ask them to use a vocalization such as AHHHHH. Continue to give them emotions and change the vocalization to MMMMMM or OOOHHHOOHH. Ask them to interact with one another but only with vocalizations.

Ask for two volunteers and ask the rest of the students to form an audience. Tell your volunteers privately that they are going to tell a story about a man who asks a lady to marry him and although she hedges at first, eventually she says yes. They CANNOT use words, only vocalizations. Give them a minute to get some ideas and have them perform it for the group.

Ask your audience if they understood the story. What was their relationship? How did they feel? What was happening? What was the denouement?

Break the students into pairs. Have a number of scenarios they can use or allow them to create their own. Ask them to think of two characters, a super objective, an obstacle, a tactic and a denouement. Give them about ten minutes to create a short story that conveys their message using only vocalizations and if they want, a prop or costume piece.

Perform each piece and ask if the audience understood what was happening in their story.

Ask two more students to volunteer, and then give each of the others in your group something that they can use to represent trees (I used canes). Ask the students to create a tangled forest that the two volunteers will try to navigate. Tell them they can make sounds you might hear in the forest, and that the two travelling will react to the sounds. They can also touch the travellers. Have them go through the forest.

Ask the students to repeat the exercise and make the mood of the forest different. The first time I did it with my kids they made many sounds that made the forest very ominous. We talked about the mood it created, and then I asked them to make a more peaceful sounding forest. The story's message completely changed.

Discuss what they did to change the mood and how the mood changed the message of the story.

Watch *THE WOODSMAN* <https://www.broadwayhd.com/>
(you need to buy a subscription but it is worth every penny)

Discuss the question: “What is effective art?”

This is an open ended question about which your students may have very strong opinions.

My students have decided that effective art:

Makes you think

Makes you feel

Is something to which you can relate

Is open for interpretation

Ask students if they believe The Woodsman was an effective piece of art. Ask them to defend their thoughts considering our qualifications of effective art.

Use the Think/Pair/Share strategy and ask the students to consider what elements were employed to make this work of art effective?

List all their ideas on the board. Ask students to provide an example of how the element they offered to the discussion, worked effectively to help tell the story.

Discuss how the actors told the story and conveyed a clear message without using words.

Create groups of three or four students. Explain that their task is to create a piece of art that tells a story with a clear message without words. Use the task sheet below to provide details about the assignment.

Have the students perform for their classmates who will be expected to **evaluate** their performance using the evaluation organizer, provide critical feedback, both warm and cool.

The students will then take the feedback to improve their work and perform for a larger audience.

The Woodsman: Standards 1.2,1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

Your mission is to create a short story with NO dialogue. You may use VOCALIZATIONS (mmm, ahhh, ohhhh) , PROPERTIES, SET PIECES & COSTUMES.

Your audience must understand your GIVEN CIRCUMSTANCES:

What is happening?

Who are you?

What is the relationship between the characters?

How do you feel about what is going on?

What is your SUPER OBJECTIVE?

What is an OBSTACLE you face?

What TACTIC do you employ to overcome the obstacle?

What is the DENOUEMENT?

Seems easy right?

Here is CHALLENGE # 1.....

You are creating a story and its SOUND DESIGN.

You must incorporate a piece of music to help set the mood, AT LEAST THREE sound effects that you create with your body and AT LEAST TWO other sound effects that you can create using other objects. They need to be elements that will help tell your story.

What, you may ask is CHALLENGE # 2?

Now think of two major events that could happen within the relationship between your characters. (Remember the husband and wife: proposal, house, baby, toddler etc.) Use BREATHING and NON-VERBAL tools to show us TWO time changes/jumps within your piece.

Use the organizer on the back of this paper to help you organize your thoughts. You don't need a formal script--just an outline to help you remember the order of the story.

Woodsman Organizer

Characters/relationship		Sound Effects (3 with body/2 with objects)
Situation/Setting		
Super Objective		
Obstacle		
Tactic		
Denouement		
Time Jump		

Situation/Setting		
Super Objective		
Obstacle		
Tactic		
Denouement		
Time Jump		

Situation/Setting		
Super Objective		
Obstacle		
Tactic		
Denouement		
Time Jump		

Woodsman Evaluation

What was happening?

Explain the character's relationship to each other.

Explain TWO elements they used that helped to tell the story effectively and JUSTIFY.

Explain one thing they could have done to make the storytelling more effective.

Standards and Performance Indicators to which this lesson aligns.

Graduation Standard 1: Disciplinary Literacy:

Students will show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
1. Students will utilize appropriate terminology for the discipline.	I can list, label or define discipline-specific terms.	I can classify discipline-specific terms.	I can make use of discipline-specific terms when speaking, writing, or responding to a task or prompt.	I can justify my use of discipline-specific terms when speaking, writing, or responding to a task or prompt.
2. Students will be able to evaluate the features of composition in the art discipline.	I can name the features of a composition.	I can explain the features of a composition.	I can judge the quality of the features an artist uses in an original or adapted work and defend my judgment.	I can propose a way to improve a composition by modifying its features and defend my proposal.
3. Students will be able to use tools, techniques and processes to demonstrate their knowledge of the art discipline.	I can list and/or define tools, techniques and processes used to create a product.	I can show how tools, techniques and processes are used.	I can utilize tools, techniques and processes to perform or create a product.	I can create an innovative expression of the art discipline by applying a range of tools and techniques

Graduation Standard 2: Creation, Performance, and Expression

Students will create, express and communicate through the art discipline.

1. Students will be able to apply appropriate elements, mediums and principles of design of the discipline.	I can list, label, or define the elements that impact a composition or product.	I can demonstrate the elements, mediums or principles that impact a composition or product.	I can make use of a variety of elements and/or mediums to impact a composition or product.	I can justify my use of artistic elements and mediums.
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2. Students will be able to communicate a variety of ideas, feelings and meanings by creating original works, or by adapting or interpreting existing works.	I can tell the message that the author, artist, or composer may have intended.	I can explain the message that the author, artist, or composer may have intended to communicate.	I can express a message by designing a work of my own, or by modifying or interpreting the work of others.	I can develop or expand upon the central message of the piece.
3. Students will be able to present their finished product in the art discipline to an audience.	I can prepare a finished product.	I can share a finished product for an audience.	I can intentionally apply technical skills for an audience.	I can influence an audience by drawing attention to the central message of an artistic piece.

Graduation Standard 3: Aesthetics and Criticism

Students will be able to use their knowledge of the discipline to analyze all aspects of the art discipline.

Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
1. Students will be able to describe , analyze and interpret an art form.	I can describe a piece of art or performance.	I can analyze a piece of art or performance.	I can interpret a piece of art or performance.	Based on my interpretation, I can elaborate on the message of a piece of art or performance.
2. Students will be able to use their knowledge of the discipline to evaluate the impact of an artist's purpose.	I can identify the choices an artist makes in a piece of work.	I can explain how an artist's choices impact the art's purpose.	I can assess how the artwork serves the artist's purpose.	I can predict how changes will impact the artist's purpose.
3. Students will be able to evaluate themselves and peers, providing constructive feedback.	I can describe my work and/or the work of my peers.	I can analyze the characteristics of my work and the work of my peers.	I can judge the effectiveness of my work, as well as the work of my peers.	I can improve my work based on self and peer evaluations.

