

Through The Lens (TLCP - Grades 3 + 4 - 2010-11)

Overall Curriculum Expectations:

- **Drama 1.4** Communicate feelings and ideas using audio, visual / technology to support and enhance work.
- **Drama 2.1** Express personal responses (thoughts, feelings, ideas) and make connections to drama experiences (characters, themes, issues) in own work.
- **Link to Music 3.1** Identify the role of music in community today.
- **Link to Visual Arts 1.2** Create a narrative work, foreground / middle ground / background.
- **Link to Reading 1.8** First person point of view (writing in role).
- **Link to Media Literacy 2.2** Discuss: how does music help convey the message of the text?

Text: Flotsam by David Wiesner

Features of a Setting

1. Introduce the story "**Flotsam**".
2. Discuss the **features of a setting**.
3. Create a **web** for the setting of Flotsam as a class.
4. Students create a web for a new setting (they may choose one from poster).
5. Students will use their 5 senses as well as prior knowledge / experiences to describe their setting.

Writing in Role

1. Introduce the concept: **Writing in Role**.
2. Discuss the concept of developing scenes that reflect the **thoughts and feelings** of the author.
"*Think about a time when you were on vacation / special event ...*"
3. Students create a **postcard / journal entry** about their event.
4. Remind students to describe the setting by sharing important details from their event.
5. Students will **illustrate** a postcard (with a photo of themselves within it). Take a photo of the student – link to **Flotsam**: they are holding a picture from the book like the children in the story.

Music and Setting

1. Introduce the concept: **Music and Setting**.
2. Discuss the concept of **creating the mood / atmosphere**. Students will discuss the use of music in drama scenes (e.g., TV shows, commercials, movies, plays, sporting events). How does music help convey the message of the text?
3. Students will choose one song that reminds them of their trip. They are asked to make the connection between setting, experience and music.

Presentation

1. The students present their postcard while their chosen song plays in the background.
2. The students are asked to reflect on their work:
 - My journal is about ...
 - My song is ...
 - I chose this song because...
 - I shared my point of view
 - I shared thoughts / feelings
 - I made connections ...

Supporting Activities for: **Through The Lens**

Text: **Roundtrip** by Ann Jonas

Tableau

1. Introduce the story "**Roundtrip**".
2. Discuss the various settings of the story.
3. Discuss the concept of creating a **Tableau**: maintaining focus on task, using a variety of levels, matching facial + body to communicate important moment of scene.
4. Break into small groups / table groups for activity.

Soundscape

1. Review the story "**Roundtrip**".
2. Discuss the concept of creating a **Soundscape**: creating a beginning, middle + end, using a variety of vocal, body percussion + found objects and volume / speed control to help audience experience the setting.
3. Break into small groups / table groups for activity.

More Reflection Questions

1. The students are asked to reflect on their work:
 - I cooperated ...
 - I contributed ...
 - I focused ...
 - My tableau / soundscape is about ...
 - It reminds me of ...
 - It makes me feel ...