

**PROGRAM**

# ELA into Action!

**ORGANIZATION NAME**

**Shea's Performing Arts Center**



**AVAILABLE FORMATS**

- Performance
- Single Workshop
- Multi-Session Residency Workshop
- Field Trip

**GRADE LEVELS**

- Pre-K
- K – 2nd
- 3rd – 5th
- 6th – 8th
- 9th – 12th

**MAX NUMBER OF PARTICIPANTS**

In-Person: 30

**PROGRAM LENGTH**

45 minutes

## PROGRAM DESCRIPTION

The pillars of the New York State Next Generation English Language Arts Learning Standards include reading, writing, speaking, listening, and language. These same elements are critical to successful theatre making.

This four-session, in-person arts-integration residency provides a collaborative instruction opportunity for teachers and theatre practitioners to help students interpret complex texts through a theatre based lens.

Shea's will provide a teaching artist to collaborate with the ELA classroom instructor in the introduction of theatre based methods into the teaching and learning process.

## CURRICULUM STANDARDS

**This program supports these NYS or Next Generation Learning Standards:**

New York State Learning Standards:

- 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages.
- 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
- 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
- 9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.
- 9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

New York State Arts Learning Standards:

- TH:Cr2.1.8.a: Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas.
- TH:Pr5.1.4.a: a. Practice acting exercises that can be used in a group setting.

**Contact Arts for Learning WNY for more information.  
(716) 881-0917 | [info@artsforlearningwny.org](mailto:info@artsforlearningwny.org)**

A collaborative initiative of



**Arts for Learning WNY**

Inspiring, expand learning, and strengthen our community through engagement with the arts.

[artsforlearningwny.org](http://artsforlearningwny.org)



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## EDUCATIONAL OBJECTIVES

1. Utilize "actor's improvisation" to explore central ideas of a text
2. Transform a central idea into an original character through personification
3. Delineate arguments to create monologues from each character's point of view
4. Employ acting tools to put a monologue "on its feet"
5. Utilize dramaturgical research methods to interrogate complex texts and make inferences
6. Practice defending and debating central ideas
7. Develop specific warm and cool language for peer feedback and self-reflection

## LOGISTICS/EQUIPMENT

- Classroom, gym, black box theatre space. Must be large enough to hold 30 students comfortably in a circle. Furniture should be moved out of the way. No microphones needed unless the room has sound challenges. Teachers must be present and participatory during workshop. No virtual workshops available. Writing instruments and paper are needed for any notes. The teaching artist will supply any handouts or graphic organizers.

## VOCABULARY

**Improvisation** – Executing an action without prior preparation; thinking on your feet.

**Interpretation** – A stylistic representation of a creative work or dramatic role.

**Translation** – A process for expressing ideas from one language/vernacular into another.

**Vernacular** – Your unique way of communicating ideas; your language or dialect.

**Warm/Cool Feedback** – Affirmative vs. constructive responses to a dramatic performance or artistic work.

## POST-PROGRAM ACTIVITIES & RESOURCES

Post-residency reflections (written or verbal)

Resources:

- <https://www.sheas.org/arts-engagement-and-education/>



### ORGANIZATION DESCRIPTION

Shea's Performing Arts Center Department of Arts Engagement and Education is committed to working closely with community stakeholders to provide children, adults, and families in Western New York with arts engagement initiatives that will enhance their quality of life and prepare them for active participation in a complex, ever-changing world.

We seek to provide equitable access to a variety of arts experiences supported by three pillars of arts inclusion:

#### ARTS ENGAGEMENT -

- Building community through shared arts experiences in traditional and unorthodox performance spaces

#### ARTS INTEGRATION

- Connecting art forms to a variety of educational objectives in structured learning environments

#### ARTS EDUCATION

- Increasing public awareness of the arts, building skills to create art, and developing principles of artistic excellence



Arts for Learning WNY's mission is to inspire, expand learning, and strengthen our community through engagement with the arts.

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