

# Drama and Literature: Creative Explorations

with James McCarthy

**GRADE FOCUS** 3<sup>rd</sup> and 4<sup>th</sup> grade, but can be adapted to suit other grades.

**DESCRIPTION** Mr. James shows how to integrate creative skill-building with exploring **Rough Face Girl**, a Cinderella tale from the Algonquian peoples. This remote residency is an excellent starting point for exploring folk tales and variations between cultures, specifically Cinderella stories. It also provides an opportunity to explore the culture of Northeast Woodland people. Sincere gratitude to author Rafe Martin for permission to use his book.

**STANDARDS** Common Core Reading Literature Strand. *Key Ideas and Details*  
3.RL.2. *Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*  
3.RL.3. *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*  
National Core Arts Standards. *Anchor Standard 11: Relate artistic ideas with ... cultural ... context to deepen understanding.* “(Students) explore how stories are adapted from literature to drama/theatre work

HCPS III Fine Arts

3.3.1 “Students will create a dramatization based on a story”

4.4.2 “Students will use the voice to express emotion”.

**MATERIALS** An open space, and an adventurous spirit.

**OUTLINE** Each step in the process is short, so can be conducted individually or more than one at a time. They are meant as a starting point for teachers and students to build dramatic skills and online learning techniques while experiencing and exploring this ancient story.

**WARMUPS** Warm-ups ‘get things moving;’ fun, energizing activities are invaluable in setting the tone for exploration, creative confidence and the joyful ‘can do’ mindset so important to learning through drama. Teachers are strongly encouraged to use these so that students (and teachers) can learn how to follow and ultimately lead the activities themselves.

## PROCEDURE

## VIDEO Instruction

## Suggested Warm-up Activity

### STEP ONE

Introduces the story and basic frozen shape strategies for expressing and exploring ideas and stories.

*Snapshot* and a version adapted for distance learning: *Frame Freeze*



### Mirror, Parts 1 & 2

### STEP TWO

Introduces use of the camera lens to capture *emotion* and *motion*.



### Echo

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## STEP THREE

Focuses on one part of the story. *Voice* and *Dialogue*



[Energy Ball](#)

[Sound & Motion Echo \(Ah-Oh\)](#)

## STEP FOUR

Focuses on one part of the story. *Focus Distance*.



[I Move, You Move](#)

## STEP FIVE

Focuses on one part of the story. Combination of *Focus* and *Dialogue*



[Sound & Motion Echo \(Ah-Oh\)](#)

## STEP SIX

Gives students an opportunity to just listen to the story and imagine how they could use the tools they have learned to tell the story



[Sound & Motion: Four Shakes](#)

## STEP SEVEN

Explores how to use a device camera to create more dramatic *points of view*.



[Sound & Motion Echo: Say What I Say, Do What I Do](#)

## STEP EIGHT

Engages children's instinctual expressiveness to show *transformation* (a key element in folk tales) from one feeling to another.



[Sound & Motion Echo: Say What I Say, Do What I Do](#)

## STEP NINE

Reviews the various *drama skills* covered in this Remote Residency.



[I Move, You Move](#)