**Project Planning Tool**

**TYWLS, Astoria**

***Adapted from High Tech High***

*Teacher(s): Caitlin*

*Subject(s): Drama*

*Date: 3/27/13*

**Project Summary**

1. **What** are students producing/creating/doing/building?

Students will be making Bunraku style masks to represent the darker side of the human condition in the form of monsters.

2. ***Why*** are they doing this?

The purpose is dual- one is a literacy goal. Character analysis and creative writing are essential components to the project. Then there is the visual artist goals of composition and craft. Students will learn to think creatively about their writing while they create a physical manifestation of their imagination. Hopefully students can pull inspiration from both skill sets to create a product that is emotionally impactful to the viewer/reader/listener.

**Essential Questions**

Where do monsters “live” in our cultures?

Why are humans obsessed with horror films/monster movies/scary stories?

How can we create a character that demonstrates an internal struggle that we can manifest on the outside?

How do masks and puppets tell stories in the theater or in a storytelling tradition?

How will you make your story accessible to an audience?

What skills do we need to create a mask?

How can you successfully move through your project?

**Outcomes**

1.Identify the outcomes you plan to assess: (Use shared outcomes)

**Create**

Construct or develop a product for expression.

**Innovate**

Develop new and helpful ways of looking at opportunities, challenges and problems.

**Discern**

View, read and listen with focused attention to what matters. Examine closely and methodically, attending to easily overlooked details, logic and patterns

**Conclude**

Infer meanings, analyze information and develop valid ideas based on evidence and analysis.

**Argue**

Build a case for and defend conclusions reached, based in sound logic and valid evidence. Question and critique the arguments of others as warranted.

**Communicate**

Make ideas and information understood, mindful of audience, purpose and setting. Listen and respond to what others communicate.

**Investigate**

Ask and refine a researchable question, design a valid experiment or inquiry and gather appropriate info to complete the inquiry.

**Collaborate**

Work effectively with others to achieve common goals.

**Plan**

Frame and clarify goals and make deliberate plans for how to achieve them. Seek and obtain feedback and assess progress, make adjustments, as needed, to achieve goals. Persevere in the face of difficulty to search for multiple solutions.

**Be Precise:** Accurately represents solutions, ideas and language.

2.Identify the curriculum content that students will learn in this project:

[CCSS.ELA-Literacy.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.3a](http://www.corestandards.org/ELA-Literacy/W/9-10/3/a/) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-Literacy.W.9-10.3b](http://www.corestandards.org/ELA-Literacy/W/9-10/3/b/) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.3d](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Students demonstrate a capacity for deep personal connection to theater and a realization of the meaning and messages in theater.

Students apply skills and understanding from other disciplines and art forms when analyzing and making theater.

Students develop the communication and organizational skills to effectively realize a design project.

Students work in groups and independently as designers, applying a multi-faceted understanding of design concepts and processes.

3.Identify the skills you predict students will use/learn:

Mask Making

Creative Writing

**Assessment**

What evidence do you predict using to assess the outcomes? (Again, use shared outcomes)

Daily Check In (Observation)

Plan Schedule (3 day emails)

Class Sharing and Peer Feedback

Research Presentation

Mask

Story

Story/Mask Presentation

**Exhibition Plan**

1. Where will the exhibition take place?

The Classroom

1. How will it be promoted?

School email and posters

1. How with your students exhibit their work?

It is up to them!

 Do you predict needing any funding or outside resources for this project?

Nope

1. What materials do you predict your project will need?

Newspaper

Cardboard

Elmers Glue

Computers (7)

1. Who will you be inviting?

School Folk

1. What protocol will you use to gather feedback from the audience?

Feedback Worksheets and Open dialogue

**Hello Students!**

Your new project is here. It has a very simple premise...google MONSTER. What comes up?

I want to explore why humans are so interested- even obsessed- with the idea of monsters.

Our cultures, histories and religions are filled with monsters. What does that say about humans? Why do we like/fear them? What part of us do monster represent?

**Timeline/Milestones**

TIMELINE:

April 3rd-10th: Intro and Research

April 11th-17th- Presentation of Research

April 18th-May 30th- Mask/Story work (during this time we will have some full class lessons and some story critique and mask critique- dates will come as we get closer)

June 3rd and 4th: Exhibition Day

PRODUCTS:

Research and Lore Project:

You and your partner need to find a monster and explore the historical, cultural and psychological background of that monster. Please create a prezi, powerpoint or poster so that you can present this information to the class. Remember- research shouldn’t be boring. Find something that you are interested in, maybe even something that scares you. When you present- make us see what is so interesting. No one wants to listen to a list of facts.

Story/Storytelling:

Once you have done some research on the monster- you will work with your partner to create a story that features that monster. I want you to focus on character- really dig into what makes us scared. What does the monster represent? My example is below- but this is a creative writing venture so let your imagination run wild. Write an epic poem! Write a YA book to scare the 6th graders! Write a Romance set on the dragon scorched earth- just write something compelling. Write something that captures our imagination.

Once you’ve written the story- you need to find a way to present the story. The sky's the limit- but here are some suggestions.

Radio Play/Podcast and Upload it to itunes for download

Comic book and illustrations

Movie storyboard- or make a scene from your story into a movie

Illustrate your story

Use software to bind and publish your book (I can help!)

The Mask:

You will create a big head/banraku style mask/puppet of your monster. This puppet will be the centerpiece of your exhibition. We will exhibit them like a psychological horror museum. We can discuss as a class how we want to do this- but the idea is to transform a space in the school into the darker side of the human psyche. This part of the project you will need my guidance on- so when you and your partner are ready to start working- please let me know and I will get you started.

SUPPLIES:

Please Bring In

1 bottle of elmers glue

1 roll of masking tape

A stack of newspaper

2 cardboard boxes