

Differentiated Instruction Teaching/Learning Examples



GRADE 8 ARTS: DRAMA—MASTER CRITIC

Four or five 40-minute periods

1. Tableau Corners/Cubing** (Non-linguistic Representation)*
2. Tableau Sharing/Cubing** (Non-linguistic Representation)*
3. Tableau Analysis/Cubing** (Non-linguistic Representation)*
4. Tableau Sharing/Cubing** (Non-linguistic Representation)*
5. Self-assessment Place Mat
6. Critique Choice Board**

*Marzano's Categories of Instructional Strategies (See Resources, below.)
**Differentiated Instruction Structure

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students

Differentiation based on student:

- Readiness Interests Preferences: Styles Intelligences Other (e.g., environment, gender, culture)



Need to Know

- Preferred learning style preferences to inform presentation options offered in the Critique Choice Board (Appendix D1)

How to Find Out

- Observation, in previous classes, of student reflection and discussion about their preferred learning styles, completion of learning style inventories

Differentiated Instruction Response

- Topic, Entry Point (content) Ways of learning (process) Ways of demonstrating learning (product) Learning environment

CURRICULUM CONNECTIONS

Overall Expectation: Reflecting, Responding and Analysing

B2. Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences

Specific Expectation: Reflecting, Responding and Analysing

B2.2 Evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message

Learning Goals:

- Use the critical analysis process to critique a drama work
- Assess the effectiveness of a drama work

ASSESSMENT AND EVALUATION

Assessment/Success Criteria

Thinking

- Uses the critical analysis process to critique a drama work
- Responds to questions based on the critical analysis process
- Assesses the effectiveness of a drama work
 - Describes how effectively the elements are combined to communicate the intended message
 - Provides recommendations for improvement

Assessment Tool:

- Anecdotal Comments

PRIOR LEARNING

Prior to this lesson, students will have:

- Experience creating tableaux
- Some experience with and knowledge of the elements of drama

MATERIALS AND RESOURCES

Materials:

Six to eight scenarios (e.g., a video or summary of a short TV commercial, a nursery rhyme, a verse of a poem, a comic strip, an image that lends itself to before-and-after scenes, the lyrics of a song) to post or place at various locations in the classroom, that can be easily represented as a sequence of three tableaux

Chart paper, if required, to post the four phases of the critical analysis process

Cubes or dice—one cube or die per group

Video or live drama presentation—Reserve a video (e.g., a play, puppet show, children's theatre) for the class to view or arrange for students to attend a live performance by students in another class (e.g., the tableau scenarios), visiting high school students or a drama/theatre group

Appendix A: Elements of Drama Review and Cubing—one per group

Appendix B (pp. 1 & 2): Critical Analysis Process and Cubing—one per group

Appendix C: Self-assessment Place Mat—one per group

Appendix D1: Critique Choice Board—one per student

Appendix D2: Critique Choice Board: Critical Analysis Process—one per student

Resources:

Gregory, Gayle (2005). *Differentiating Instruction With Style: Aligning Teacher and Learner Intelligences for Maximum Achievement*. Thousand Oaks, CA: Corwin Press. (Learning style inventories)

Hume, Karen (2008). *Start Where They Are: Differentiating for Success with the Young Adolescent*. Toronto, ON: Pearson Education Canada. (Learning style inventories)

Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Ministry of Education (2009). *The Ontario Curriculum, The Arts, Grades 1–8*. (Critical analysis process, pp. 23–28 and Glossary)

Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches, Grades 7–12*. (Place Mat activities, p. 164)

Teaching/Learning Sequence: Grade 8 Arts: Drama—Master Critic

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Groups of Four to Six → Tableau Corners/Cubing

Students:

- Select a scenario (see Materials and Resources on the reverse of this folder) from several that have been posted or placed around the classroom, and form groups of four to six
 - Create a sequence of three tableaux that illustrates their scenario and involves all students in the group
 - Examine the description of each of the elements of drama in Elements of Drama Review and Cubing (Appendix A), and refine their tableaux sequences so that all elements are included and clear (e.g., a point of tension or conflict must be evident in all)
 - Individually, roll a cube or die and share with the group their answer to the critical “describing” question that corresponds to that number—see Elements of Drama Review and Cubing (Appendix A) for questions. Students have the option of checking with an elbow partner or re-rolling if they do not feel comfortable with the initial question.
 - Continue to roll until all questions are addressed
- Circulate, providing clarification and feedback as required.

**Groups → Tableau Sharing/Cubing**

Students:

- Present their tableau scenarios to the class
 - As a tableau group, discuss and share their initial reactions (e.g., a short phrase that describes what they see, feel or think of) to two or more of the scenarios presented by other groups
 - Tableau groups partner with another group to re-present their third tableau; take turns rolling a cube or die to select a critical “describing” question, and answer the question based on that group’s tableau
- Clarify the elements of drama as required as the critical questions are answered.

CONNECTIONS

L: Literacy
ML: Mathematical Literacy
AfL, AoL: Assessment for/of Learning

L: Using subject-specific vocabulary/Cubing

AfL: Cubing/Anecdotal Comments

AfL: Cubing/Anecdotal Comments

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Groups/Whole Class → Tableau Analysis/Cubing

Explain that, in drama class, students often need to take a critical look at their own work and the work of others in order to talk about it, understand it, and find ways to improve it. Indicate that the critical analysis process provides a way to do this. Distribute Critical Analysis Process and Cubing (Appendix B). Note the four phases of the critical analysis process on the board or chart paper and show students that they have prior experience with two phases:

- Initial Reaction
- Description, which focuses on the critical “describing” questions.

Familiarize students with the Analysis and Interpretation phase by using the critical “how” questions for each element in the cubing activity, as they did in Minds On with the critical “describing” questions.

Students:

- Individually, in their original tableau groups, roll a cube or die and answer the critical “how” question for that number, ensuring that all questions are addressed—see the Critical Analysis Process and Cubing (Appendix B). Students have the option of checking with an elbow partner or re-rolling if they do not feel comfortable with the initial question.
- Refine their tableau scenarios as needed based on group discussion

Circulate, providing clarification and feedback as required.

Groups → Tableau Sharing/Cubing

Students:

- Show their revised tableau scenarios to the class
- After all scenarios are presented, each group:
 - Takes a turn rolling a cube or die to determine their critical “how” question
 - Selects a group and asks them to re-form their third tableau
 - Answers the critical “how” question based on that group’s tableau

As the critical “how” questions are answered, clarify as needed. Restate that these questions are the basis for analyzing and interpreting drama.

Groups → Self-assessment Place Mat

Based on their own and others’ responses to the critical “how” questions for their scenario, ask students to self-assess their work by answering the following questions:

- How effectively does our group use and combine the elements of drama to illustrate the scenario (i.e., What works?)?
- Considering the elements of drama, is there anything our group could do to illustrate the scenario more clearly (i.e., What didn’t work and why? What might work better?)?

Students:

- Use the Self-assessment Place Mat (Appendix C) to note individual responses in the outer rectangles
- Share with the group, and then decide on a group response to the questions above
- Record their group response in the centre box of the Place Mat

Circulate, providing clarification and feedback as required. Indicate to students that these questions encourage students to express an informed pointed of view and are the fourth phase of the critical analysis process.



AfL: Cubing/Anecdotal Comments

AfL: Cubing/Anecdotal Comments

AfL: Self-assessment—Place Mat/ Anecdotal Comments

CONSOLIDATION AND CONNECTION

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

Groups of Four or Five → Critique Choice Board

Play a very short video segment of a drama scene for students to critique (see Materials and Resources on the reverse of this folder), or have students attend a live performance by students in another class (e.g., the tableaux scenarios), by visiting high school students or a drama/theatre group.

Students:

- Review the Critique Choice Board (Appendix D1)
- Form groups of four or five based on their preferred Choice Board option
- Answer the questions in the Critique Choice Board: Critical Analysis Process (Appendix D2) to develop a critical review of the video or live performance
- Ensure that all group members participate in the presentation or performance and that all group members can respond to any of the critical analysis questions
- Using their Choice Board option, present or explain their critique to the class

Facilitate a discussion on the critical analysis process as groups share their critiques.



L: Organizing ideas/Critical Analysis Process

AfL: Critique Choice Board/ Anecdotal Comments