

# Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



*This exemplar includes*



*appropriate for grades*

K

1

2

3

4

5

6

7

8

# Novel Study with Drama

*The Lion, The Witch and the Wardrobe*

by C.S.Lewis



This exemplar includes student experiences in

## *Drama*

### *Language, and Performance Skills*

Students learn to use a variety of dramatic forms through collaboration with others in the interpretation of characters.



### *Creative Expression*

Students explore the expression of their own ideas about story and character.

### *Understanding in Context*

Students become aware of different kinds of drama and drama experiences.



### *Valuing Experience*

Students experience a variety of approaches to reflecting on and assessing their learning in drama.



***The student is at the centre.*** Students' own feelings, perceptions, ideas, and expressions are integral to the drama experience and must be valued, explored, and celebrated within the learning community.

*Drama provides a holistic context for learning and gives students opportunities for active and creative responses to what they know. It helps students to organize information, interpret ideas, gain new insights, and work with others.*

# The Learning Context

**The Big Idea:** How can we use drama to show what we have learned about the characters and events in a novel? [\*The Lion, The Witch and the Wardrobe\*](#) by C.S. Lewis

**The students** were in Grade 5 in a northern school.

## **Prior learning**

- Students had little prior experience with drama.
- The class had just started reading the novel and discussed the events in Chapter 1.

## **The classroom setting**

- All activities were carried out in the regular classroom, with desks and chairs pushed to the side.
- The experiences in the exemplar were concurrent with the novel study, some at the beginning and others at the conclusion of the novel study.





# Overview

of teaching and learning experiences

## ***First the students***

- discussed what a **tableau** is
- played the game, **statue**
- brainstormed criteria for a good tableau

## ***Next they***

- created tableaux in larger groups
- made tableaux of important events that happened in the novel
- added **tapping in** to their tableaux.
- reflected on the activity

## ***Then they***

- brainstormed a typical day for a student and a typical day for a character in the novel
- worked on **A Day in a Life slideshows**

## ***Finally the students***

- performed a Day in the Life Slideshow for a student like themselves
- performed a Day in the Life Slideshow for a character in the novel
- reflected on their learning in various ways



# First the students

- read Chapter One of *The Lion, the Witch and the Wardrobe* by C.S.Lewis
- discussed what a tableau is, and how it is similar to the game, “Statue”
- played “Statue”.

## **Drama Glossary:**

**Tableau:** still picture created by one or more students of an event, setting and/or emotion

**Statue:** a “move and freeze” experience where a coach asks participants to freeze by saying “statue”.



*In Drama Language & Performance Skills, students use a variety of dramatic forms appropriately, demonstrating understanding of the structure and purpose of the forms 5–8 DR–L1.1*

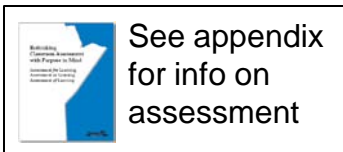


# Next

the students created and applied their own criteria to creating “statues” of the main characters from Chapter One in their novel study.

Criteria for a good tableau:

- Be still for at least 10 sec.
- No talking
- Make no noise, just breathing
- Be a real life picture



See appendix for info on assessment

*Student representation of the character, Mr. Tumnus.*

*In Valuing Dramatic Experience, students demonstrate understanding of learning goals for own drama experiences 5–8 DR–V4.1*

*In Drama Language & Performance Skills, students stay focused and in character for the duration of various play and drama experiences 5–8 DR–L2.8*





*Student representations  
of “Lucy” and “Peter”, characters in the novel*



*In Drama Language & Performance Skills, students use a variety of dramatic forms appropriately, demonstrating understanding of the structure and purpose of the forms 5-8 DR-L1.1*



The students then created scenes from Chapter 1 in their novel study.

*Student representation of the moment that Lucy meets Mr. Tumnus by the lamp post at the end of Chapter one. "Lucy" as you can see is quite shocked to see "Mr. Tumnus" who has horns and is a faun.*

**Drama Glossary:**

**Scenes:** movements, gestures and/or dialogue which represent a situation or event that the students are exploring.



*In Drama Language & Performance Skills, students use the elements of Characterization (body, gesture) selectively to develop a range of characters. 5-8 DR-L2.1*



*Student representation of “Lucy” meeting “Mr. Tumnus” by the lamp post.*



*In Creative Expression in Drama, students explore the expression of ideas through experimentation with character and role, theatrical elements, and dramatic forms 5-8 DR-C2.1*



The students were then asked to think of a word or thought that their character would be thinking at the moment a “frozen picture” was taken.

The student then said their thought or word when they were tapped on the shoulder by someone who was not in the tableau. This is called “**Tapping**”.



***Drama Glossary:***

**Tapping:** an extension of the tableau activity. A word or sentence that a person or people in the tableau speaks out loud in character about the situation. A tap on the shoulder starts the tapping-in.

*Student representation of “Lucy” coming through the closet. This group decided to have “Mr. Tumnus” on the other side.*

*In Drama Language & Performance Skills, students collaborate with others in the interpretation of characters K-8 DR-L2.6*



# Tapping dialogue

*Student tableau showing the children who are not sure what to do because it is raining outside. In the novel the children talk about what to do and Peter has the idea to play hide and seek which leads to Lucy entering the wardrobe.*

*The “tapping- in” dialogue:*

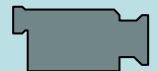
*Edmund – “I’m bored.”*

*Lucy- “What are we going to do today?”*

*Peter- “I have an idea.”*



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*In Drama Language & Performance Skills, students sustain voice, dialogue, body, gesture, and movement consistent with the character and situation. 5-8 DR-L2.2*

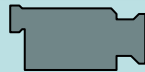


# Commentary: Student Reflection

After finishing the tableau and tapping in activities, the teacher interviewed the students to see what they thought of their drama experience.



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*In Valuing Dramatic Experience, students share and justify own preferences regarding drama experiences, using appropriate drama language 5–8 DR–V3.3*



# Commentary: Teacher Reflection

## **Teacher Comments:**

*“My students have not had a lot of drama experiences. Most of their experience comes from what they have seen and participated in during Christmas Concerts. So it was nice to see them get so excited to do this activity. I found it amusing that all they had to say were things like “I liked it” and “it was good”. I need to work on getting more in-depth reflections. At least it’s a start and I know it will come with time.”*

*“After doing a tableau and tapping in activity, I decided to end our project with a variation of “A day in the life” technique. “A day in the life” is looking at the daily activities of a character/person. I blended it with an improv game, “slide show”, where a person narrates different tableaux that center around a theme. I called this blending “A Day in the Life Slideshow”.”*

## **Drama Glossary:**

**A Day in the Life:** a drama technique where everyday events in a character’s / person’s life are brainstormed and explored. It is usually a written activity or can be presented as scenes or skits.

## **Drama Glossary:**

**Slide Show:** an improv technique where a narrator explains a tableau that is created on the spot by others.

## **Drama Glossary:**

**A Day in the Life Slideshow:** a blending of these two dramatic techniques which I created ( as far as I know) to connect the students’ lives and the lives of fictional characters using a tableau.



# Then the students

- prepared for an “A Day in the Life” slide show
- brainstormed and made lists of different things that they did on an average day
- created tableaux of these different activities
- brainstormed for different activities that the children in Narnia would do on a average day
- created tableaux of what the Narnia characters would do in an average day.



*In Creative Expression in Drama, students generate multiple ideas for drama in response to an idea source (e.g., as expressed within extended brainstorming and mapping activities, experimental play experiences) 2–4 DR–C1.3*





# Brainstorming: “A day in a Life” activities

## **Students: “Kelsey Kids”**

1. Wake up
2. Eat Breakfast
3. Get Dressed
4. Listen to MP3, computers, DS
5. Walk the dog
6. Lunch
7. Video games
8. Jog/Exercise
9. Go to friend’s house
10. Supper
11. Watch a movie
12. Go to Bed

## **Characters in the Novel: “Narnia Kids”**

1. Wake up
2. Get Dressed
3. Breakfast
4. Practice Fighting
5. Talk to Aslan
6. Lunch- Fish/Bread/Tea
7. Go Swimming
8. Play Outside
9. Look for “Evil”
10. Buy a horse/ Race horses
11. Beans for Supper
12. Washup
13. Go to Bed



## Day in the life of a Narnia Kid

*Student representations:*

*Tableau of practicing fighting skills as a Narnia character*



*In Creative Expression in Drama, students collaborate with others to develop and extend drama ideas*  
K-8 DR-C2.6



## Day in the life of a Kelsey Kid

*Student representations:*

*Tableau of playing on the computer,  
talking on the phone as Kelsey Kids*



*Tableau of exercising as Kelsey Kids*



*In Understanding Drama in Context, students demonstrate appreciation of drama as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events, cultures) K-4 DR-U3.4*



# Finally the students

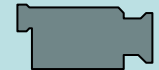
worked in groups of 3-4 and chose five sequenced tableaux to create a day in the life slideshow for Kelsey Kids and for Narnia Kids.

*Student representations:*

*This group shows their day in the life of a Kelsey Kid tableaux of walking a dog, riding a bike, playing on a computer, watching a movie and then going to bed.*



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*In Creative Expression in Drama, students share own ideas and respectfully consider the ideas of others in the creative process*K-8 DR-C1.6



*Student representations:*

*The Life of Kids in Narnia* slideshow included drinking tea, fighting, playing outside, stone table scene ( where Aslan dies) and getting dressed.



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*In Valuing Dramatic Experience, students engage consistently and constructively in drama learning experiences 5–8 DR–V1.1*



# Student Reflection

After each work was shown to the rest of the class, the students were asked to share a star (something they liked) and a wish (something they wanted to see).



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*In Valuing Dramatic Experience, students provide and respond to constructive feedback based on appropriate criteria for assessing drama experiences 5–8 DR–V4.3*



# Commentary: Student Written Reflection

## ***Teacher Comments:***

*Because of time restraints, I asked to students to also do a written response to the “A Day in the Life Slideshows” that the groups presented to the class.*

*The students were asked to answer the following questions:*

- 1. Tell me one thing that you liked about our drama project?*
- 2. Tell me one thing that you did not like about our drama project?*
- 3. Is there anything similar between the students and the characters?*
- 4. How are the students and the characters different?*
- 5. Which would you rather be: a Kelsey Kid or a Narnia Kid? Why?*
- 6. Why do you think I asked you to do more than one tableau?*

**Student Comments:**

1. *Tell me one thing that you liked about our drama project?*

*Responses:*

- “One thing I liked about the drama project was we got to work with our friends.”
- “It helps us to stand out in the crowd.”
- “I liked it a lot and it was funny.”
- “We were having fun.”
- “Staying still- I liked doing that.”
- “Everything.”

**Student Comments:**

2. *Tell me one thing that you did not like about our drama project?*

*Responses:*

- “I didn’t like that they took so long to think.”
- “I did not like having to show everyone.”
- “There was talking and you can’t hear the people who talked.”
- “Staying still was hard.”

A lot said that there was nothing that they did not like about the project

**Student Comments:**

3. *Is there anything similar between students and the characters?*

*Responses:*

- “No, because most of Narnia is fantasy.”
- “I find that the kids in Narnia are curious like the kids in Kelsey.”
- “We all eat, sleep, drink and breathe”
- “We’re both human.”



**Student Comments:**

4. *How are the students and the characters different?*

*Responses:*

- “Narnia: sword fighting, battling, sitting around; Kelsey: working on papers, running in gym.”
- “We don’t fight in Kelsey.”
- “We have dogs, they have fauns.”
- “In Narnia, they have no school to attend.”
- “The kids in Kelsey don’t get weapons and have a battle like the kids in Narnia.”
- “In Narnia they look for evil.”

**Student Comments:**

5. *Which would you rather be: a Kelsey Kid or a Narnia Kid? Why?*

*Responses:*

- “I would rather be a Kelsey kid its more fun because in Kelsey we have games.”
- “Kelsey: I like being in Kelsey and I like my life.”
- “Narnia, so I could battle.”
- “Kid at Kelsey because I wouldn’t have to worry about anything.”
- “A kid in Narnia because Narnia sounds fun.”
- “A kid in Narnia because I could talk to a lion and fight.”
- “A kid in Narnia so I could fight evil.”
- “A kid in Kelsey because I want to be in the real world.”

**Student Comments:**

6. *Why do you think I (the teacher) asked you to do more than one tableau?*

*Responses:*

- "To see what we can come up with."
- "So you could see all the different things."
- "So you can compare the differences in a Kelsey kid and a Narnia kid."
- "To make it harder."
- "So we can have more experience."
- "So we could understand what a tableau is."
- "Because you want to know how good or well we do on it."
- "You wanted to see if we could do it and I think I did it well."

*Additional Comments:*

- "I had a very cool time."
- "I would like to do more tableau it was fun and exciting!"
- "It was awesome!"
- "I wish we could do more drama."

# Commentary



## **Teacher Comments: Evidence of Learning**

*"I know that learning occurred by the fact that the students were really concentrating with each aspect of the activity. My one student continually asks, "So when are we going to do some more drama stuff?" If nothing else it makes them look forward to the possibilities that are in the books we read and the ways that they can explore stories and situations.*

*The comments that they were making after presentations showed evidence of learning. They were talking about what a tableau is and the length of time a person has to be still in order for it to be a tableau.*

*I love their written and verbal responses. It makes me remember why I decided to be a drama teacher in the first place."*

## **Teacher Comments: Surprises**

*"It was a wonderful surprise to see how excited the students were when I said we would be doing some drama. They were really hyper and then I brought out the camera and some of them changed what they were doing or became silly. Even though I did tell them that we would be taking pictures and I would be videotaping our activities. It is always fun to see students get so involved in something new."*



### **Teacher Comments: Future learning**

*“After this experience, children are ready to start looking at characters in different ways. I continued by getting them to do a attribute web of the main characters which explored at how the characters in the novel acted, how they felt, what they said and what they looked like. This led to doing **character on the wall** activities. We also did more tableaux and tapping in experiences every few chapters. There is also the possibility of going as far as doing some **scenes** with them, making **masks** and **costumes** to represent the characters. Novels and literature can open up all kinds of ideas dealing with all of the arts: visual art, music, dance and drama”*

#### **Drama Glossary:**

**Character on the Wall:** drawing an outline of a “character” and write words to describe a made up “being”. The words may describe their likes, dislikes, occupation, family life, physical features and personality traits.

**Masks:** creating an artistic interpretation of an animal, character, and/or being.

**Scenes:** movements and gestures which represent a situation or event that the students are exploring.

**Costumes:** clothes that a character wears.



# Appendix: Resources

## Resources

- Open space in the classroom.

## Print & Non Print

The Novel Study book:

- *The Lion, The Witch and The Wardrobe* by C.S. Lewis

# Appendix: Drama Glossary



**Tableau:** a still picture created by one or more students of an event, setting and/or emotion

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**Slide Show:** an improv technique where a narrator explains a tableau that are created on the spot by others.

**A Day in the Life Slideshow:** a blending of these two dramatic techniques which I created ( as far as I know) to connect the students lives and the lives of fictional characters using tableau.

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**Costumes:** clothes that a character wears.

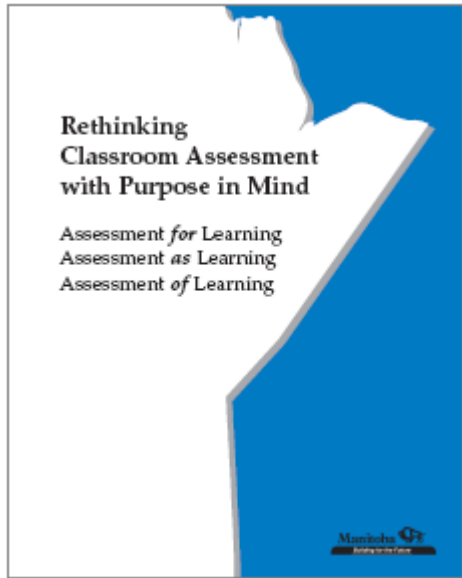
**Masks:** creating an artistic interpretation of an animal, character, and/or being.

**Scenes:** movements and gestures which represent a situation or event that the students are exploring.

**Statue:** a "move and freeze" experience where a coach asks participants to freeze by saying "statue".

# Appendix: Manitoba Education Resources

## Rethinking Classroom Assessment with Purpose in Mind



For more information, see:  
[\*Rethinking Classroom Assessment with Purpose in Mind\*](#)

“Assessment can enhance student motivation by

- emphasizing progress and achievement rather than failure
- providing feedback to move learning forward
- reinforcing the idea that students have control over, and responsibility for, their own learning
- building confidence in students so they can and need to take risks
- being relevant, and appealing to students’ imaginations
- providing the scaffolding that students need to genuinely succeed”

Rethinking Classroom Assessment with Purpose in Mind, page 7

## Constructing Student-Generated Criteria for Quality Work

BLM 2

The process of constructing student-generated criteria for *quality work* is a four- to six-week learning-teaching sequence. Develop only three to five criteria to reflect the targeted learning outcomes or essential learnings. Keep in mind that “less is more.”

- Clarify the purpose of a task and target the appropriate learning outcome(s).
- Share “exemplary” models of quality work.
- Guide students to identify and respond to “What’s powerful?” from a model or exemplar.
- Invite students to share “What’s powerful?” from their own work. Discuss “What is quality work?”
- Record responses on a class experience chart : EG: *A quality \_\_\_\_\_ looks/sounds like:*
- Continue to chart responses over several days/weeks to “see” the differences and gain a grounded sense of the qualities, characteristics, and development of the criteria.
- Use charted responses to Sort and Predict the BIG ideas (significant aspects of the task, essential questions, skills or behaviours being assessed). Repeat this process throughout the theme or unit over four to six weeks to enhance and deepen reflective thinking and raise expectations for quality work.
- Post a checklist or T-chart such as the following:

### Criteria for Quality Work

Met (M)

Not Yet Met (NY)

\*  
\*  
\*

- Have students use the checklist or T-chart for self-assessment and peer assessment. Use the same criteria for monitoring observations and summative assessments.
- Revise criteria constantly as learning becomes more sophisticated, *always raising the bar.*

Independent Together: Supporting the Multilevel Learning Community : BLM 2

Adapted, by permission, from Kathleen Gregory, Caren Cameron, and Anne Davies, *Setting and Using Criteria: For Use in Middle and Secondary School Classrooms* (Merville, BC: Connections Publishing, 1997), 7-14.



# Why was this exemplar a valuable learning experience?

## *Drama Language and Performance Skills*

Students used a variety of dramatic forms appropriately, demonstrating understanding of their structure and purpose. They used the elements of characterization and they sustained voice, dialogue, body, gesture, and movement consistent with the character and situation. Finally, they collaborated with others in the interpretation of characters.

## *Understanding Drama in Context*

Students demonstrated awareness that there are different kinds of drama and they identified, described and compared drama experiences.

## *Creative Expression in Drama*

Students explored the expression of ideas through experimentation with character and role, theatrical elements, and dramatic forms..

## *Valuing Drama Experience*

Students shared and justified own preferences regarding drama experiences, using appropriate drama language.