

Teachers Guide to using the Imagine Glow resource – Evaluating the Performing Arts online

Overview

Welcome to Imagine's **Evaluating the Performing Arts**; a step by step guide. This online resource has been designed to enhance a live performance visit, by encouraging pupils and teachers to discuss their performance experience back in class.

This online lesson is led by an animated theatre critic who will guide you and your class through a step by step process of discussing live theatre performance. It is a learning tool designed to develop pupils' ability to evaluate and appreciate live performance, a core element of the Curriculum for Excellence outcomes for expressive arts. The resource is best viewed for the whole class on an interactive white board or projector screen.

This user guide has been put together to help you plan your lesson ahead of using the online lesson and additional resources. We would encourage teachers take time to go through the online lesson themselves at least once before using it in class.

Lesson length

- 45 – 60 minutes depending on level and ability of pupils.
- The resource has an in-built timer function at the end of Step 1 and Step 2 to allow you to set optional time limits at each step of the discussion.

Resource list

You will need:

- A classroom or General Purpose area with space to sit in a discussion circle
- An interactive whiteboard
- Internet connection to GLOW with access to the Imagine Glow Group
- Paper and pens
- Copies of pupil prompt questions for Step 2: Explore

Curriculum for Excellence

Level

- Second and Third Level
- May also be suitable for First Level if you feel your class will be confident with the questions in Step 2 (see Step by Step guide below)

Key Outcomes

- Assessment in the expressive arts will focus on children and young people's skills and abilities to express themselves through ... evaluating and appreciating.
- Evidence of progress will also be demonstrated through learners' abilities and skills in communicating... and justifying their opinions of their own and others' work.

Step by step explanation of your online resource



Introduction

Your animated guide is a theatre critic called Stevie. He will talk directly to the class as he takes you through the lesson.

For teachers Stevie will call your attention to:

- User Guide
- Warm up activities

Warm-up activities

These optional activities use drama games to help pupils focus their minds before beginning the online lesson and should be used at the discretion of the teacher.

Evaluating the performing arts – main lesson

The main lesson is divided into three simple steps

Step 1: Remembering a Performance

Pupils discuss the things they remember about the performance

Step 2: Exploring a Performance

Pupils answer questions relating to four key themes within the performance: Story, Design, Performance/Characters and Technology.

Step 3: Evaluating a performance

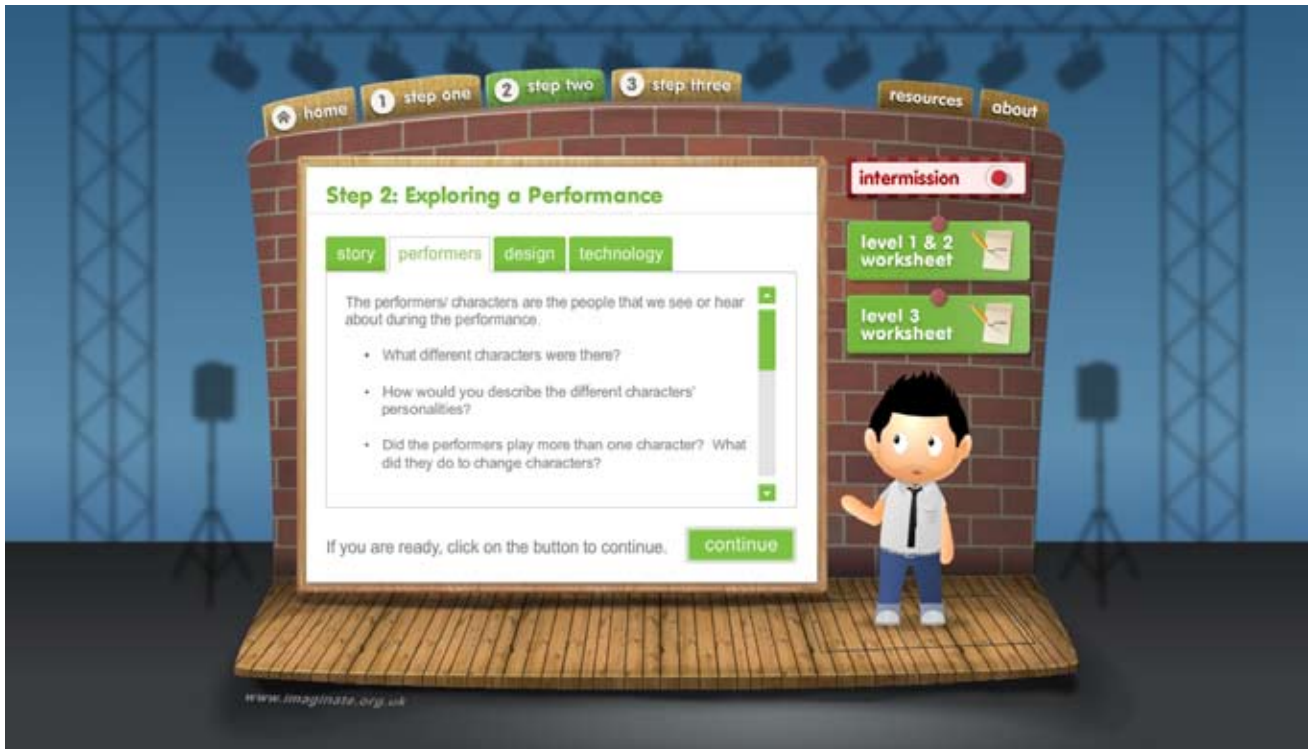
The class make a decision about what their overall opinion of the performance was by completing a quick class review.

Step 1



Step 1 is a simple circle-time exercise. Pupils are encouraged to share as many memories as possible about the performance. As teacher, encourage pupils to remember as many simple details as possible. The point of this Step is to build up a rich description of the performance. By sharing memories pupils will help each other to recall elements of the performance which may have been forgotten.

Step 2



Step 2 requires more focussed discussion. Stevie will provide prompt questions to help pupils explore 4 key areas of the performance. We suggest two options for managing these class discussions:

- **Option 1:** Discuss each area one after another as a whole class group using prompt questions on-screen.
- **Option 2:** Download and print prompt questions for each of the 4 areas. Divide class into small discussion group and instruct each group to discuss one area in detail. Groups will then feedback to the rest of the class the outcome of their discussions.

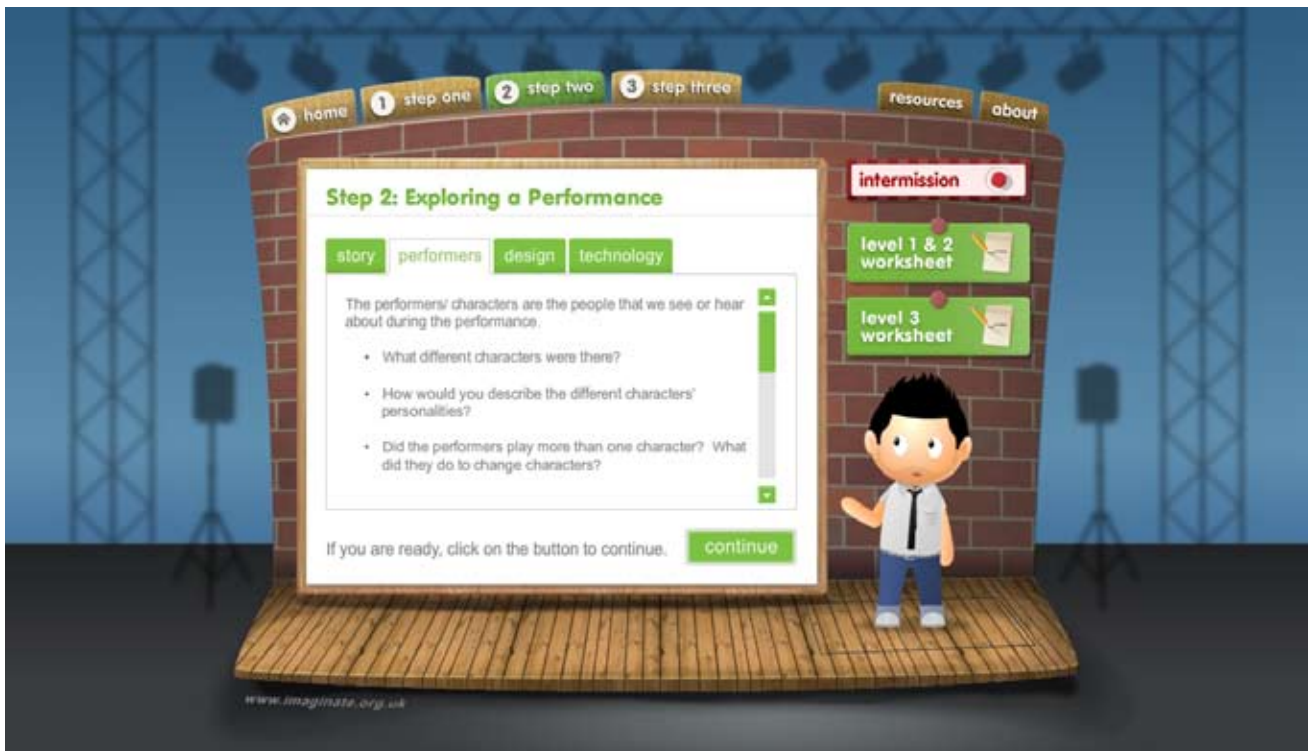
The point of this step is to encourage pupils to think critically about the decisions made by the production team. The aim of this step is to generate a rich class debate. Where pupils are working in small groups be sure to allow time for each group to share the outcomes of their discussions with the rest of the class.

NB

In this step you can download and print questions for different level learners. We have provided simple questions for Second Level learners (P4-7) with more in-depth questions for Third Level learners (S1-S3).

For First Level learners we would advise a teacher-led discussion with questions from the Second Level list being selected as you feel most suited to the ability of your pupils.

Step 3



IMPORTANT NOTE - Before beginning your Step 3 review please ensure that your **online pop-up blocker is turned off**. If you do not turn your pop up blocker off your computer will not allow you to see the summary of the work you do in Step 3.

Step 3 is a whole class activity. Stevie will ask you 6 questions about the performance which will be used to produce a **Quick Class Review**. Pupils vote on all questions, except number 5 which requires teachers to collect statements about the performance and type them into the review.

At the end of Step 3 you will be given an option to print your findings. Results of the **Quick Class Review** will include graphs and charts to give a visual representation of the class' feelings about the performance. **Remember, this will only work if your pop-up blocker is turned off!**

Follow up activities: personal reviews

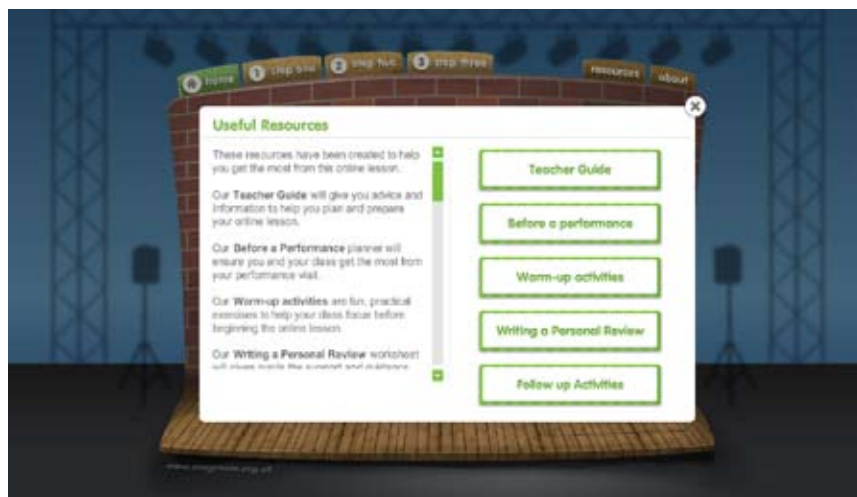
At the end of the Step by Step process pupils are encouraged to write their own personal review of the performance. A pupil worksheet is available to download to help with this activity.

Further Useful Information About The Resource

Additional Resources

There is a button on the top of the screen which will take you to the additional resources area. Within this area you will find the following resources available to download as PDFs to view or print:

- Preparing for a performance (pupil worksheet)
- Warm up activities
- Writing a personal review (pupil worksheet)
- Follow up activities (creative ideas for additional performance related activity)

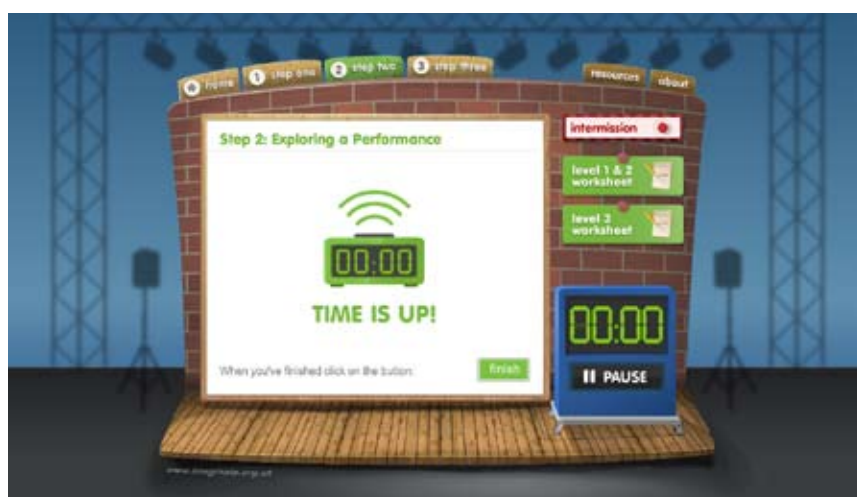


Navigation

The resource has been designed to allow you to jump to specific steps if you wish. Simply click on the relevant tab at the top of the “wall”

Timer Function

Step 1 and Step 2 have an optional timer function to allow you to specify time limits for these activities.



Intermission

An Intermission button has been provided to allow you to pause the lesson, for example during intervals or lunchtime – or just for fun!



Teachers Notes for Evaluating the Performing Arts

Why talking?

- 1) Supported discussion creates an environment in which individual opinion is both welcome and encouraged, as long as it can be backed up with evidence.
- 2) Talking about theatre gives pupils a chance to ask any questions they may have about the production or experience.
- 3) Detailed discussions allow time and space for the experience to settle and may lead to a change of opinion or better understanding of the art-form as a result.
- 4) Talking about theatre takes us beyond the surface evaluation allowing us to get to the heart of the experience, understanding not only how we were affected, but why we were affected in that way.

The above lesson will have:

- 1) Engaged pupils in a process of reflection and critical thinking that will deepen their understanding of their particular art experience.
- 2) Created an atmosphere of open discussion where pupils feel equally supported and safe when sharing thoughts and opinions, or asking questions about their particular art experience.
- 3) Increased pupils' enjoyment of and engagement with live art experiences.
- 4) Developed pupils' ability to empathise and understand human emotion and experience through reflection on characters and events in a particular piece.

Curriculum for Excellence

Through this lesson and the activities within it children will be able to have met the following experiences and outcomes:

Curriculum Area	Experiences & Outcomes	Notes
Health & Wellbeing Mental and emotional wellbeing	Using my experience of attending a performance I am able to express my feelings and the ability to talk about them. HWB0-01a, 1-01a, 2-01a, 3-01a, 4-01a	
	By exploring and discussing the actions of characters in a performance I am developing my understanding of the things which affect mine and other people's behaviour. I am learning that feelings and reactions can change depending on what is happening within and around myself and others. HWB0-04a, 1-04a, 2-04a, 3-04a, 4-04a	
	When discussing my thoughts and feelings about a performance I am learning to build positive relationships through respecting and believing in my own opinions whilst listening to and respecting the opinions of other people. HWB0-05a, 1-05a, 2-05a, 3-05a, 4-05a	
Health & Wellbeing Social wellbeing	By respecting others I am learning to value people as individuals. HWB0-10a, 1-10a, 2-10a, 3-10a, 4-10a	
	I make the most of the opportunity to discuss my feelings and reactions to a performance I have seen as a way of managing my learning and strive to support others to be confident learners too. HWB0-101a, 1-11a, 2-11a, 3-11a, 4-11a	
	I enjoy this opportunity to work with others in a new situation. HWB0-14a, 1-14a, 2-14a, 3-14a, 4-14a	
Health & Wellbeing Planning for choices and changes	By bringing my thoughts, opinions and understanding of a performance to our group work I am learning what my strengths and abilities are which will help me as I develop as a learner. HWB0-19a, 1-19a, 2-19a, 3-19a, 4-19a	

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Teachers Notes for Evaluating the Performing Arts

Curriculum Area	Experiences & Outcomes	Notes
Health & Wellbeing Relationships	Working with others through play and discussion I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB0-45b, 1-45b, 2-45b, 3-45b, 4-45b	
Expressive Arts Participation in performances and presentations	I have experience the energy and excitement of being an audience for a professional performance. EXA0-01a, 1-01a, 2-01a, 3-01a, 4-01a	
Expressive Arts; Visual Art <i>(this assumes all feedback will involve some discussion of the visual elements of the performance)</i>	I can respond to the work of artists/designers and give constructive feedback on their work. EXA0-07a, 1-07a, 2-07a, 3-07a, 4-07a	
Expressive Arts; Dance, Drama, Music <i>(this generic experience or outcome can be matched specifically to the relevant art form featured in the performance you have seen)</i>	I can respond to the experience of watching dance/drama/music by discussing my thoughts and feelings and can give constructive feedback on other people's work. EXA0-011a, 1-011a, 2-011a, 3-011a, 4-011a (dance) EXA0-015a, 1-015a, 2-015a, 3-015a, 4-015a (drama) EXA0-019a, 1-019a, 2-019a, 3-019a, 4-019a (music)	
Literacy; Listening & Talking <i>(enjoyment & choice)</i>	I can use my experience of exploring theatrical texts to develop my enjoyment of exploring characters and stories and help me to identify texts which I enjoy or find interesting. LIT0-01b, 1-01b, 2-01b, 3-01b, 4-01b	
Listening & Talking Tools for listening & talking	When I am working with others I am learning to take turns, listening when others are expressing their opinions and responding with respect, understanding that everyone has a right to their own opinion, even if it is different to mine. LIT0-02a, 1-02a, 2-02a, 3-02a, 4-02a	
Listening & Talking Finding and using information	Through analysing and discussing the way performers tell a story I can begin to understand the features of spoken language and use what I learn. ENG1-03a, 2-03a, 3-03a, 4-03a	
Listening & Talking Finding and using information	When seeing a piece of theatre I am learning to be an active audience member, listening and watching for clues to help me understand what is happening in the story. This will let me discuss the performance afterwards and may help me to learn new things. LIT0-04a, 1-04a, 2-04a, 3-04a, 4-04a	
Listening & Talking understanding, analysing and evaluating	After seeing a piece of theatre I will ask questions and offer opinions which show my understanding of what I have seen. LIT0-07a, 1-07a, 2-07a, 3-07a, 4-07a	
Listening & Talking understanding, analysing and evaluating	When listening and talking with others about a performance I can exchange information, ideas and opinions and clarify points by asking questions or asking others to say more. At second, third and fourth level I can draw conclusions and summarise findings with increasing confidence and clarity. LIT1-09a, 2-09a, 3-09a, 4-09a	
Reading Understanding, analysing and evaluating	I enjoy exploring events and characters in stories and other texts sharing my thoughts in different ways. LIT0-19a At first, second, third and fourth level I can discuss my thoughts about characters, structure with increasing confidence and clarity. I can begin to recognise the writer's message and relate it to my own experience. ENG1-19a, 2-19a, 3-19a, 4-19a	