The One Change Challenge – Dress Rehearsal

Living Paintings: Image Theatre, Lesson 3 · 90 minutes · Grade 6 · Intro to Theater

Lesson Goals

Central Focus

Students will practice the full Living Paintings process with a low-stakes theme: plan and perform a Real Image, forge and repair the other team's image with one change, and give structured peer feedback using criteria.

State Standards

- 6.TH:Cr2b – Contribute ideas, and accept and build on the ideas of others, when devising drama/theatre work.
- 6.TH:Cr3a – Examine and refine artistic choices in a devised drama/theatre work.
- 6.TH:Re7a – Describe personal and peer reactions to artistic choices in a drama/theatre work.
- 6.TH:Re9a – Apply criteria to evaluate artistic choices in a drama/theatre work.
- CA ELD Standards, Part I.A.1 – Exchanging information and ideas through collaborative conversation.

Learning Objective

I will make a frozen picture of a frustrating moment, fix the other team's picture with one change, and give feedback using our checklist.

Academic Language and Language Supports

Language function: Plan, Perform, Evaluate

Language demand: Speaking, Listening, Writing (checklist), Movement/Embodying, Evaluating

Lesson vocabulary: Real Image / imagen real; Repaired Image / imagen reparada; Criteria / criterios; Glow / brillo; Grow / crecer; Evidence / evidencia; plus Power Tools and Forger vocabulary.

Syntax:

- In the Real Image, I see ___. / En la imagen real, veo ___.
- The one change was ___. It made the story ___. / El único cambio fue ___. Hizo que la historia ___.

- This painting met the criteria for ___ because ___. / Esta pintura cumplió el criterio de ___ porque ___.

Discourse:

- GLOW: One strong choice was ___ because ___. / BRILLO: Una decisión fuerte fue ___ porque ___.
- GROW: It would be even clearer if ___. / CRECER: Sería aún más claro si ___.
- I agree/disagree with ___ because I saw ___. / Estoy de acuerdo/en desacuerdo con ___ porque vi ___.

Materials

- Frustrating Moment cards (missed the bus, phone dies at the worst time, lost homework, rain on field trip day, losing at the buzzer)
- Team Planning Sheet (bilingual; stick-figure sketch box)
- Draft Criteria Checklist (bilingual): frozen and still; Levels, Faces, Focus; story is readable; one clear change (Repaired Image)
- Award certificates (criteria awards + category awards)
- Scoreboard, timer, exit slips

Differentiation

English Language Learners

- Bilingual (EN/ES) vocabulary cards and sentence frames posted and on handouts; students may share ideas in Spanish or home language and a partner bridges to English.
- Visual modeling first: teacher or peer demonstrates every task before students attempt it.
- Planning Sheet allows drawing instead of writing; partners rehearse feedback stems before sharing aloud.

IEP/504

- Chunked directions, one step at a time, with a visual checklist on the board.
- Alternate roles available (Scorekeeper, Timekeeper, Photographer/Sketcher) for students who need movement or performance modifications; these roles still earn full credit.
- Preferential placement and advance notice of transitions; extra processing time on exit slips (verbal or drawn responses accepted).

Gifted/Advanced Students

- Advanced students serve as Team Captains or Demonstrators and are challenged to add an extra Power Tool or more complex relationships to images.
- Extension: name which bystander strategy (from our earlier unit) the change uses.

Culturally Responsive Teaching

- Students draw images and situations from their own school and neighborhood experiences, valuing their knowledge as expertise.
- Home language welcomed in titles of paintings and in discussion; bilingual materials normalize Spanish as an academic language.
- Teams may title their painting in English, Spanish, or both.

Lesson Plan Details

8 min Step 1 – Warm-Up: Complete the Image Relay

Whole class adds one body at a time to a growing image; each new person changes the story. Teacher names Power Tools as they appear.

7 min Step 2 – Hook, Objective & Challenge Rules

- Announce: "Today is our dress rehearsal for the Living Paintings Showcase." Explain the structure: Plan, Real Image, Forge + One Change, Feedback, Awards.
- Review the Draft Criteria Checklist and post award categories (Most Readable Painting, Most Powerful Change, Best Frozen Faces, Most Precise Forgery). Every team that meets criteria earns awards. Assign a Team Captain and a Timekeeper for each team.

15 min Step 3 – Planning Time

- Each team draws a Frustrating Moment card, sketches its Real Image on the Planning Sheet, assigns positions, and rehearses.
- Teacher circulates and gives specific feedback tied to the checklist ("Your levels are strong; who is the focus?").
- Keep the scoreboard visible all period; award quick points for focus and fast freezes to keep energy channeled.

> **Assessment 3.1 (Informal) · Standards: 6.TH:Cr2b, 6.TH:Cr3a**

15 min Step 4 – Round 1: Team A Real Image, Team B Repairs

- "Lights down" (audience closes eyes), "Lights up": Team A holds its Real Image for 20 seconds. Team B shares 2-3 "I notice" observations.
- Team B studies the image, then has 5 minutes to forge it with ONE change that makes the moment better. Team B presents the Repaired Image.
- Team A names the change and says what it did to the story. Both teams Shake It Off.
- Large-section option: run four teams (A, B, C, D) instead of two; pair A with B and C with D, and shorten hold times to keep pace.

15 min Step 5 – Round 2: Swap

Team B presents its Real Image; Team A forges and repairs it. Same sequence and timing.

12 min Step 6 – Peer Evaluation & Feedback Circle

- Each student completes the Criteria Checklist for the other team's Real Image and Repaired Image and writes one Glow and one Grow.
- Feedback Circle: each student shares one Glow or Grow aloud. Teacher asks: "Which change made the biggest difference, and why?" and adds teacher feedback.
- Checklists collected as formal evidence of applying criteria.

> **Assessment 3.2 (Formal) · Standards: 6.TH:Re9a, 6.TH:Re7a**

10 min Step 7 – Awards Ceremony

Teams receive criteria awards for each item met. Each team also receives one category award (one voted by the other team, one chosen by the teacher) so every team is recognized.

8 min Closure: Step 8 – Shake It Off & Dress Rehearsal Debrief

- Full-group Shake It Off.
- Exit slip: "One part of our process that worked was ___. One part we need to practice before the Showcase is ___."