The Pitch – Planning Our Living Paintings

Living Paintings: Image Theatre, Lesson 6 · 45 minutes · Grade 6 · Intro to Theater

Lesson Goals

Central Focus

Students will collaborate to plan a Living Painting from an approved situation, cast roles thoughtfully, and pitch their plan, receiving teacher feedback before the Showcase.

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:Cn11.1a – Identify common social issues and express them through a drama/theatre work.
- CA ELD Standards, Part I.A.1 – Exchanging information and ideas through collaborative conversation.

Learning Objective

I will help my team plan a Living Painting and explain our plan in a pitch.

Academic Language and Language Supports

Language function: Plan, Explain, Revise

Language demand: Speaking, Listening, Writing/Sketching

Lesson vocabulary: Pitch / propuesta; Cast / repartir papeles; Revise / revisar; plus Painting Rules and Power Tools vocabulary.

Syntax:

- Our painting shows ___. / Nuestra pintura muestra ___.
- We follow the Painting Rules by ___. / Seguimos las reglas al ___.
- The audience will know ___ because ___. / El público sabrá ___ porque ___.

Discourse:

- What if we tried ___? / ¿Qué tal si intentamos ___?
- I like your idea, and we could add ___. / Me gusta tu idea, y podríamos agregar ___.

Materials

- Approved Situation Cards (bilingual, teacher-curated from the Worry Map ballots)
- Team Planning Sheets (bilingual)
- Our Criteria and Painting Rules posters
- 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.
- Pitch may be given with a partner, using the Planning Sheet sketch and sentence frames.

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.
- Captains lead the pitch and help quieter teammates share one sentence each.

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 choose the situation that feels most real to them and may reflect their own community norms in how bystanders respond.

Lesson Plan Details

5 min Step 1 – Warm-Up: Complete the Image

Quick pairs round of Complete the Image to activate bodies and creativity.

5 min Step 2 – Final Teams & Situation Cards

- Announce Showcase teams. Assign a Team Captain and a Timekeeper for each team.
- Present approved Situation Cards. Each team selects one (different from the other team).

15 min Step 3 – Planning Time

- Teams sketch the Real Image on the Planning Sheet, cast roles, and mark which Power Tools they will use.
- Casting rule: the harm role is volunteer-only and goes to someone who did not play it in the last lesson.

10 min Step 4 – The Pitch

- Each team pitches to the teacher (2-3 minutes): the situation, the sketch, and how the painting follows the Painting Rules.
- Teacher approves or gives specific redirecting feedback. While one team pitches, the other team runs its image silently.

> **Assessment 6.1 (Informal) · Standards: 6.TH:Cr2b, 6.TH:Cr3a**

5 min Step 5 – Run It Once

Each team builds its painting once. Teacher checks Air Gap and Symbols-not-violence.

5 min Closure: Step 6 – Shake It Off & Exit Slip

- Shake It Off.
- Exit slip: "My role is ___. The Power Tool I will use is ___."
- Teacher collects Planning Sheets to return next class.