

STANDARDS

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST	SECOND
<p><b>Envision/Conceptualize</b> PK.TH:Cr1a. With prompting and supports, transition between imagination and reality in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p><b>Select</b> PK.TH:Pr4a. With prompting and supports identify characters in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p><b>Share, Present</b> PK.TH:Pr6 With prompting and supports, use voice and sound in <b>dramatic play</b> or a <b>guided drama experience</b> and share with others.</p> <p><b>Reflect</b> PK.TH:Re7 With prompting and supports, recall an emotional response to characters in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p><b>Interrelate</b> PK.TH:Cn11.1b. With prompting and supports, use listening skills to participate in and observe a <b>guided drama experience</b>.</p>	<p><b>Envision/Conceptualize</b> K.TH:Cr1a. With prompting and supports, invent and inhabit an imaginary elsewhere in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p><b>Select</b> K.TH:Pr4a. With prompting and supports identify characters and setting in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p><b>Share, Present</b> K.TH:Pr6 With prompting and supports, use voice and sound in <b>dramatic play</b> or a <b>guided drama experience</b> and share with others.</p> <p><b>Reflect</b> K.TH:Re7 With prompting and supports, express an emotional response to characters in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p><b>Interrelate</b> K.TH:Cn11.1b. With prompting and supports, use listening skills to participate in and observe a <b>guided drama experience</b>.</p>	<p><b>Envision/Conceptualize</b> 1.TH:Cr1b. Identify ways in which gestures and movement may be used to create or retell a story in <b>guided drama experiences</b>.</p> <p><b>Select</b> 1.TH:Pr4b. Use body, face, gestures, and voice to communicate <b>character traits</b> and emotions in a <b>guided drama experience</b>.</p> <p><b>Share, Present</b> 1.TH:Pr6 With prompting and supports, use movement and <b>gestures</b> to communicate emotions in a <b>guided drama experience</b> and share with others.</p> <p><b>Reflect</b> 1.TH:Re7 Recall choices made in a <b>guided drama experience</b>.</p> <p><b>Interrelate</b> 1.TH:Cn11.1b. Use active listening skills to participate in and observe a <b>guided drama experience</b>.</p>	<p><b>Envision/Conceptualize</b> 2.TH:Cr1b. Identify ways in which voice and sounds may be used to create or retell a story in <b>guided drama experiences</b>.</p> <p><b>Select</b> 2.TH:Pr4b. Alter voice and body to expand and articulate nuances of a character in a <b>guided drama experience</b>.</p> <p><b>Share, Present</b> 2.TH:Pr6 Contribute to group <b>guided drama experiences</b> and informally share with peers.</p> <p><b>Reflect</b> 2.TH:Re7 Recognize when artistic choices are made in a <b>guided drama experience</b>.</p> <p><b>Interrelate</b> 2.TH:Cn11.1b. Use appropriate responses to react to a <b>guided drama experience</b>.</p>

Students Need To Know		Students Are Able To Do
<ul style="list-style-type: none"> <li>• audience</li> <li>• stage/acting area</li> <li>• improvisation</li> <li>• exaggeration</li> </ul>	<ul style="list-style-type: none"> <li>• character</li> <li>• characteristics of a character that is to be depicted.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, answer questions, and participate appropriately in a classroom discussion about the theatre experience using correct vocabulary from audience perspective.</li> <li>• Improvise a character using gestures, body movement and dialogue clearly communicating that character to an audience,</li> </ul>

<b>Formative Assessment</b>	Observation of participation, Questions for discussion and/or writing with sentence frames
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<b>Vocabulary for the Lesson</b>	<p><b>Improvisation</b> – a spontaneous performance in which scenes are created without rehearsing or scripting</p> <p><b>Character</b> – the personality or part an actor re-creates</p> <p><b>Exaggeration</b> – to magnify beyond the limits of truth, embellish, amplify</p>
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<p><b>Teaching Strategies</b></p> <p><b>Teacher Tips</b>  <i>Make sure you have a large empty space (clear desks to the perimeter).</i></p> <p><i>Frontload all group activities by reminding the students that there is no talking and that they need to use their own personal space.</i></p> <p><i>If students don't know how a particular character walks, model and describe the walk for them.</i></p> <p><i>Side-coach the students – “good job,” “yes- a kangaroo does hop,” “make it bigger,” “keep your hands to yourself,” etc.</i></p>	<p><b>Warm up</b>          Warm up with an energy building Theatre Game (one from previous lesson or other).</p> <p><b>Try That On For Size</b> <i>The goal is to warm up with concentration and build collaborative energy.</i>          This game is a variation on “What are You Doing?” All players stand in a large circle. The leader starts by introducing a non-objective movement. The leader then justifies this movement, explaining what they are doing. Then they will turn to the person on their left and say “try that on for size”. The next player will do the same exact movement and come up with a new justification/explanation of what they are doing. Then pass it to the left saying “try that on for size.” This repeats until the movement has passed through all players. Each justification must be new and not a repeat. If there is a repeat, then that player comes up with a new movement and justification and passes to the left.</p> <p>Example:          Player 1 says: I am casting a spell over the class.)          Player 1 turns to the player on the left and says, Try that on for size.”          Player 2: moves the right arm in a swinging motion over the head from left to right          Player 2 says: I am wash a large mirror</p> <p>Tip: If players struggle to come up with new justifications, encourage them to do the movement first and keep doing it until they think of something. The body will “tell” the brain what it is doing.</p>
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*As students discuss the performances, be sure they are using theater vocabulary in their comments to reinforce the vocabulary development.*

**Quick class discussion**

- *Does anyone know what it means to improvise something? - to make something up without practicing*
- *Today we are going to practice creating all sorts of different characters “on the spot.”*
- *Can someone tell me what a character is?*

**Full group improvisations with prompts**

**Walk**

- Before players actually work through these activities physically, it may be helpful to discuss the differences in how people walk and to model some examples for them.
- *Walk around the room. Try to find your own path. Don’t follow anyone else and stay quiet.*
- *I will shout out different characters. When I do, change your walk to match the character.*
- *Make sure to exaggerate all of your movements – make it big!*
- Call out a list of real and fictional characters (these are merely suggestions - choose characters that your class will know):
  - Cowboy, King, Superman, Dora the Explorer, Queen, Mailman, Elephant, Ballerina, Doctor, Businessman, Kangaroo, Princess, Soccer player, Grandparent, Spy, Cat, Policeman, Clown, Robot
- Add sound – repeat the list and ask to players to continue the walks, this time adding what the characters might say and how they might say it. Clap your hands or ring a bell when you switch characters, as it is more difficult to call out over the noise.

**Group practice with discussion:**

- Once players have had a chance to explore independently split the players into groups of 5-6. Have all players sit down along the sides of the room.
- Call up one group at a time. Call out a character and have the group “cross the room” walking in a character.
- Ask whole group what they noticed about how the players bodies changed to show the character. What changed in the way they walked.
- Have the group repeat the walk if necessary and if time.
- Repeat with a new character for each group to “cross the room”.
- Repeat discussion

**Sit**

- *Everyone grab your chairs! Now we are going to play a game called 1,000 ways to sit in a chair.*
- Have the students spread their chairs out all over the room.
- Call out the character list again. Students now change how they are sitting on the chair to match the character. Include what the characters might say and how they might say it as well.
- Practice with independent exploration, then if time, have small groups show the rest of the class. Discuss the change in physicalization for each character.
- Summarize: *In order to create a character, an actor has to change how they walk, sit, and talk.*

**Group practice with discussion:**

- Once players have had a chance to explore independently split the players into groups of 5-6. Have all players sit down along the sides of the room. Place 5-6 chairs at the front of the space.
- Call up one group at a time. Call out a character and have the group sit in a character.
- Ask whole group what they noticed about how the players bodies changed to show the character. What changed in the way they sat.
- Have the group repeat the sit if necessary and if time.
- Repeat with a new character for each group to “sit”.
- Repeat discussion

**School Bus** (also known as “Taxi,” just with more chairs)

- *Now we are going to put our characters into a situation*
- Have the Players arrange the chairs so that six chairs are in a straight line (line them so that the audience sees the side view and the front of each chair is facing the back of the one in front of it – simulating a school bus).
- Have all the players sit in the audience.
- Take nine volunteers. Six sit in the chairs and three “wait” for the bus to come pick them up.
- The first person in the bus (the one with no one in front of him or her) creates a character and starts to speak like the character.
- Once the rest of the bus riders know what the character is, they too, become that character.
- Once everyone becomes the character, one of the students “hails,” waves down the bus by yelling, “Bus driver, I need a ride.” The new person takes the front seat and everyone rotates back one seat. The last person in the row “exits” the bus, and sits down in the audience.
- Once the students understand the game they can get in line to get on the bus. Have all the students get on the bus at least once.
- Remind the students in the audience that they should be thinking of a new character before they get in line for the bus. Help students who can’t think of a character.
- Assess the students and give formative verbal feedback as they perform on the bus. Look that the players change in body position, use exaggerated movement, change in voice and use exaggerated voices

**Review**

- *So what is a character? What does an actor do?* Characters are real or fantasy and are created by actors.
- Actors have to exaggerate the characters.
- Characters need to walk, sit, and talk differently than I do.

**NOTES and REFLECTIONS**