

Theatre - Grade K

Lesson 2.5 – Setting and Movement for a Story (Bear Hunt Part II)

CONTENT STANDARD(S)

California Arts Standards

K.TH:Cr1

a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience.

OBJECTIVE

- Identify setting, mimic and explore movement using the actor's tools for a story in personal and general space.

VOCABULARY

- **sound effects:** sounds produced to imitate objects (e.g. telephone ring, engine), scenarios (e.g. busy street, underwater), or people and animals
- **mimic:** to imitate or copy somebody's voice, gestures or appearance
- **setting:** where the story takes place
- **character:** the personality or part an actor recreates
- **senses:** sights, sounds, smells, tastes, and textures. It is used to help define a character in a certain situation

INSTRUCTIONAL MATERIALS

- Story: "Going on a Bear Hunt" (additional attachment)
- <https://www.youtube.com/watch?reload=9&v=BAJc6sLTOPw> Bear Hunt video
- <https://www.youtube.com/watch?v=7pvVsTmYp1Q> Bear Hunt and 5 Senses
- Hula Hoop

WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

15 Minutes

Part 1

- Remind students of your name and review the Arts Smarts Rules and their Respectful Class Agreements.
- Have the students stand in a large circle with you. Remind students of the actor's tools (voice, body and imagination) and "actor's ready" or "actor's neutral" stance (feet together, standing tall, hands by side, eyes focused).
- Lead the same warm up from Lesson 1
- <http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson1/>
- Really focus on establishing a warm-up routine that students can begin to memorize. This will help the teacher assess individual student growth.

Part 2

- Transition to working on a traveling version of "Bear Hunt."
- **"We are going on another Bear Hunt today. Last Bear Hunt we used our actor's tools (body, voice and imagination) to tell the story and make the sound effects. Let's try it again and see what you remember."**
- Read the story "Bear Hunt" to students. Remaining in a circle, while you are reading students should show you what they remember in terms of sound and movement for the

story as they mimic your voice. Stop and refine any sound effects to be sure they are all making the same sound. The movements are not as important as they will be changing today.

LESSON (*Presentation of new material, demonstration of the process, direct instruction*)

15 minutes

- **“Good work, actors. Now we are going to add another one of our actor’s tools and use our whole bodies to tell this story.”**
- Explain that when actors move but stay in one place they are using our personal space.
- Procedure:
 1. Students stand and pantomime movements in the various settings in the story in their own personal space.
 2. Discuss what pantomime is.
 3. Call out each of the following movements and model them for students. Students mimic the teacher walking, walking through tall grass, walking through sticky mud, climbing up and down a tall tree, swimming through a river, walking through a dark cave.
 4. Repeat all of these same movements using running feet, in place. Use the words slow and fast to describe your walking movements vs. your running movements.
 5. Emphasize the senses to inspire their movements. For example, encourage students to notice how tall the grass is, how it feels in their hands and on their legs, what color it is, what it sounds like as they move through it, etc. Do this for each environment. Don’t rush the work.
 6. Sidecoach and share any observations of successful pantomime (facial expressions, use of focal point, change in quality of movement from grass to mud, etc.) and have all students try to add that to their movements. Be as specific as possible.
 7. Have students sit in a circle again. Continue to work with the ideas of fast and slow movements but add up/down, over/under to add location words.
 8. Have the students raise their hands up in the air and bring them down to the ground. Have them try this with fast movements and slow movements.
 9. Have them swoop their hands over their heads for over and then sit on their hands for under their bodies playing with fast and slow movements again.
 10. After doing the movement a few times add, “We can’t go over it” while students say the words and raise hands over heads, “we can’t go under it” while students say the words and sit on hands.
 11. Remind the students that these movements are all done in personal space. Explain that we are going to change how we tell the story today by moving all around the room using general space.
 12. If possible, use a hula-hoop and have the students walk in a line through the hula-hoop saying “We have to go through it.” If not, set up some chairs to emphasize the idea of going through something. If you do use the hoop you could have students make the connection to having to duck to walk through a small cave. (Depending on the group, you could bring several hula-hoops and divide the students into small groups, giving each group a hoop. They could raise it above their heads for over, put it on the ground below their hands for under and then take turns going through it with one or two students holding the hoop for the others.)
- Explain that the whole classroom is now the stage or performance space. Depending on the class and the set-up of the space, in a line or in a clump, have students walk with you as

you move to different parts of the room to represent the different settings. Change your body movement as you encounter the different settings (tall grass, sticky mud, etc.).

Part 2

15 minutes

- Now that the class has explored the space, allowing different parts of the room to be the different settings, they are ready to dramatize the story.
- Read the story “Bear Hunt” to students again having them repeat the lines, make the vocal sound effects and add the general space movements. Lead them through the room modeling the voice and the movements as you read.
- After the first “performance”, give the students feedback regarding the use of actor’s tools to tell the story.
- Time permitting, split students into 2 groups so the students can practice being a good audience and practice being actors on stage. Read the story again having student groups perform the Bear Hunt without you physically leading it. After the performance have students bow and ask the other group to perform.

STUDENT REFLECTION *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?)*

Part 1

(2 minutes)

- Using turn and talk partners, ask students, “**How did you use your actor’s tools today to tell a story? What was your favorite part of the work today?**”

Part 2

(3 minutes) Breathing and Mindfulness

“Actors, thank you for working so hard today. You were good ensemble members as well as good audience members. I’m excited to work with you again next time! Before we go we are going to practice a focusing exercise. As actors you need to focus to do good work. This is called three breaths. Please stand in actor neutral, 5 point position. Now close your eyes. Be quiet and notice you breathing. With your eyes closed, I want you to take in a deep breath, imagine you are smelling beautiful flowers, and then slowly let that breath out. Do that again. Take a deep breath in, and relax your mind. Breath out. One more time. Take a deep breath in, and relax your body. Breath out. Open your eyes and focus on being relaxed.

Thank you for breathing with me. Keep that sense of calm and focus as you transfer to your next class.”

Use this “three breath” routine whenever the class needs to be refocused.



Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:		Lesson #: Kindergarten 2.5 - Setting and Movement for a Story
Lesson Objective(s): Identify setting, mimic and explore movement using the actor's tools for a story in personal and general space.			
Key Vocabulary: sound effects: sounds produced to imitate objects (e.g. telephone ring, engine), scenarios (e.g. busy street, underwater), or people and animals mimic: to imitate or copy somebody's voice, gestures or appearance setting: where the story takes place character: the personality or part an actor recreates senses: sights, sounds, smells, tastes, and textures. It is used to help define a character in a certain situation			
 To see today's lesson, go to https://www.sandiegounified.org/aep-lessons			