

Theatre - Grade 4

Lesson 4 – Words and Action

CALIFORNIA ARTS STANDARD(S)

4.TH:Cr3

b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.

OBJECTIVE(S)

- I can use my actor's tools to devise, interpret and perform simple scenes.

VOCABULARY

- **actor:** a person, male or female, who performs a role in a play or an entertainment.
- **stage:** the area where an actor performs.
- **entrance:** coming into someplace in a memorable way or an actor coming on stage.
- **exit:** a way or passage out or an actor leaving the stage.
- **pantomime:** acting without words through facial expression, gesture, and movement. It is also the manipulation of imaginary objects often called "space work."

INSTRUCTIONAL MATERIALS

- Statement cards

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

(5 minutes)

- Introduce yourself (e.g. "I am Mr. Jones.").
- Review Art Smarts rules.
- Assemble students in a circle.
- Lead the warm up.
- Perform a physical warm up called the "8 Count Shake Down"

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

Part 1 (20 minutes)

- Teach "Body Talk Game".
- Tell students that using their bodies and facial expressions (no words!) they will take turns pantomiming the lines below.
- One at a time, each student takes a piece of paper with an action from a container. (You may want to write these on popsicle/craft sticks for longevity) After they pantomime it, the class guesses the action.
 1. Hooray!
 2. I'm sorry.
 3. I didn't do it!
 4. Shame on you.
 5. I really blew it.
 6. Stop, Stop!
 7. I didn't mean to do it.
 8. What did you say?

9. I don't know.
10. Come here, quick!
11. Good job!
12. I don't get it.
13. Can you help me?
14. You make me so angry!
15. I am so tired?
16. I am so hungry.
17. I feel sick.
18. Hurry up! Let's go!
19. Oh No!
20. Are you kidding me?
21. I'm begging you, please forgive me.
22. Watch out!
23. Leave me alone.
24. Go away!
25. Will you please do me a favor?
26. I'm so confused.

- Using these prompts, students will create and perform a short scene that includes the phrase with an appropriate body action, facial expression **ADDING** voice.
- Arrange students in pairs or trios.
- Distribute one action to each group.
- Explain to students that they will decide what gestures, movements, and facial expressions will be used to convey the meaning of their action.
- Explain that the vocal tone and emotion must match the action (volume, tone, projection, pace, etc.).
- Students must also decide on a relationship and location.
- Their scene should be very short while having a beginning, middle and end. Encourage six lines of dialogue or less.

Part 2 (20 minutes)

- Students devise and rehearse their scenes.
- Each solo or duo must make an entrance into the performance area (stage), perform their actions, bow and exit the space.
- After allowing 10 minute rehearsal/devising time, have the groups share their scenes with one other group.
- Ask audience group to make suggestions. Group performs a second time using the suggestions.
- Switch groups for performance and repeat process.
- As time allows, have selected scenes perform for the whole class.

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

Part 1 (2 minutes)

- Ask the following questions after the performances
 1. Which duo did you feel was the most convincing and why? How did they use the actor's tools?
 2. In partners "If you could perform your actions again, what changes would you make?"

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 as part of your teaching practice whenever the class needs to be refocused.

Hooray!	I'm sorry.
I didn't do it.	Shame on you.
I really blew it.	Stop, stop!
I didn't meant to do it.	What did you say?
I don't know.	Come here, quick!
Good job!	I don't get it.
Can you help me?	You make me so angry.
I am so tired.	I am so hungry.
I feel sick.	Hurry up! Let's go!
Oh, no!	Are you kidding me?
I'm begging you!	Please forgive me.
Watch out!	Leave me alone.
Go away!	Come here!
Will you do me a favor?	I'm so confused.



Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: 4th Grade 4 - Words and Action	
Lesson Objective(s): Students use movement, facial, and vocal expression to interpret and perform simple phrases and devised scenes.			
Key Vocabulary: actor: a person, male or female, who performs a role in a play or an entertainment. stage: the area where an actor performs. entrance: coming into someplace in a memorable way or an actor coming on stage. exit: a way or passage out or an actor leaving the stage. pantomime: acting without words through facial expression, gesture, and movement. It is also the manipulation of imaginary objects often called "space work."			
To see today's lesson, go to https://www.sandiegounified.org/aep-lessons			