

## Theatre – Grade 3

### Lesson 5.5 – Life in a Box - Continued

#### CALIFORNIA ARTS STANDARD(S)

##### 3.TH:Cr1

c. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.

#### OBJECTIVES

- I can use props to show character, environment, and to tell a story.

#### VOCABULARY

- **character**: the personality or part an actor recreates.
- **gesture**: an expressive movement of the body or limbs.
- **props** (properties): items carried on stage by an actor; small items on the set used by the actors.
- **scenario**: an imagined sequence of possible events
- **tableau**: a silent and motionless depiction of a scene created by actors, often from a picture. The plural is *tableaux*.

#### INSTRUCTIONAL MATERIALS

- Life Box papers from previous lesson

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

##### 10 minutes

- Greet students and set up room.
- Arrange students in a circle and remind them of personal space.
- Remind students of your name.
- Ask if they remembered what the lesson was last time. (Life in a Box; props) Have them tell their neighbor what they remember. Call one or two students to recap for the class.
- Review Actor Neutral. Lead a **circle warm up that focuses in isolation**.
- Have students sit in a circle.
- **Remind students** of the work they have done the **previous three lessons with the Cinderella folktale**.
- Ask the following questions:
  1. **Who** are the main characters?
  2. **What kinds of props** did each character have?
  3. **How did these props define the character?**
- **Review** a list of the **main characters** with the students: (Cinderella, Prince, Stepmother, Stepsisters, Fairy Godmother).

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

##### Part 1 (10 minutes)

- Ask one group from the previous lesson to share their character and the props from the “life box”
- Have them recreate one of their tableaux using a prop.

- Coach students to add other characters to the tableau. For example, it might be the Fairy Godmother holding a dress. Add Cinderella and two mice to the tableau.
- Once in tableau, tap each student, one at a time and ask them to say something in character that supports the scene.

**Part 2** (30 minutes)

- Arrange students in small groups from the previous lesson
- Have them review their character and the props they decided on.
- Starting with pantomime, create a tableau using one of the props and a character gesture.
- Coach students through the process in the modeling section.
- Tell each student to decide what they are going to say.
- Have all groups perform for the rest of the class.
- Lead feedback after the performance.
  - o What character(s) did this group create?
  - o How could you tell? Support your ideas with specific details.
  - o What did you like about this tableau?
  - o What is one suggestion you have for the group?
  - o How did the prop help the scene?

**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 each group of students to answer the following questions:
  1. How did the prop help you create a scene?
  2. How can characters use props to help tell the story?

**Part 2** (3 minutes)

Breathing and Mindfulness

1. **“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!**
2. **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.**
3. **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.



# Arts Education Project



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| <b>Date:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Teacher:</b> | <b>Classroom</b> | <b>Discipline:</b><br>Theatre                                       |
| <b>VAPA Teacher:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Room #:</b>  |                  | <b>Lesson #:</b> 3rd Grade<br>5.5 - <b>Life in a Box</b><br>(Props) |
| <b>Lesson Objective(s):</b> <ul style="list-style-type: none"><li>I can use props to show character, environment, and to tell a story.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                          |                 |                  |                                                                     |
| <b>Key Vocabulary:</b> <ul style="list-style-type: none"><li><b>character:</b> the personality or part an actor recreates.</li><li><b>gesture:</b> an expressive movement of the body or limbs.</li><li><b>props</b> (properties): items carried on stage by an actor; small items on the set used by the actors.</li><li><b>scenario:</b> an imagined sequence of possible events</li><li><b>tableau:</b> a silent and motionless depiction of a scene created by actors, often from a picture. The plural is <i>tableaux</i>.</li></ul> |                 |                  |                                                                     |
| <p>To see today's lesson, go to <a href="https://www.sandiegounified.org/aep-lessons">https://www.sandiegounified.org/aep-lessons</a></p>  <p><b>VAPA</b><br/>TRANSFORMING LIVES THROUGH THE ARTS.</p>                                                                                                                                                                                                                                               |                 |                  |                                                                     |