

Theatre - Grade 4

Lesson 3.5 – Mirroring, Observation and More

CALIFORNIA ARTS STANDARD(S)

4.TH:Cr3

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

OBJECTIVES

- I can use my actor's tools to observe, concentrate and communicate ideas through mirroring.
- I can work with my peers to improvise a short scene.

VOCABULARY

- **mirroring:** one that accurately reproduces, describes, or represents what another is doing

INSTRUCTIONAL MATERIALS

- <http://www.bbbpress.com/2013/02/whos-the-leader/>

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

15 minutes

- Introduce yourself (e.g. "I am Mr. Jones.").
- Review Art Smarts rules.
- Assemble students in a circle.
- Lead your lesson one warm up.
- Perform "8 Count Shake Down"
- Introduce and play, "Who Started the Motion"
 - o This game builds on the mirroring skills from last session
 - o One actor leaves the room while the others stand in circle and choose a secret leader.
 - o The leader will start with a repetitive motion that the others follow and the leader will slowly change the motion while the others follow without missing a beat.
 - o The student from outside will come back in and try to figure out who the leader is.
 - o He/she will only get two or three guesses.
 - o Encourage students in the circle not to stare at the person leading the motion, but to use other strategies to mirror.
 - o Play a few rounds.

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

Part 1 (10 minutes)

- Introduce the game "Taxi" or "Bus Stop"

- Tell students that this game uses their observation, mirroring and acting skills all at the same time.
- Set up one chair for the "taxi-cab driver" and three more chairs for the "passenger seats."
- One performer plays the role of the cab driver. He/she starts the scene by pantomiming driving.
- Two other passengers are in the car already for the ride.
- After a few moments of "driving," the performer spots a customer.
- The passenger hops into the back of the cab. Now, here's where the game begins. The new performer playing the role of the passenger should have a distinct emotion. (happy, sad, scared, excited, depressed, distracted, exhausted, etc.) This is shown silently with facial expression, gesture and posture. (pantomime)
- The cab driver and other passengers adopt the personality traits of his customer.
- The teacher or another actor call out "Taxi" indicating it is time to switch. The driver exits and other actors rotate up one position toward the driving position.
- When a new actor (a new passenger) enters the scene, the cab driver and the other passengers emulate the new personality/behavior. Players rotate out of the scene.
- Have a group of six (or more) students come up to demonstrate the scene.

Part 2 (20 minutes)

- Divide students into groups of 8 to 10.
- Have all the groups play the game silently at the same time. If chairs are not practical or available, they can play the game standing.
- Sidecoach as necessary, suggesting emotions and calling out excellent performances. If students have difficulty thinking of characters or emotions, have a list ready to make suggestions.
- After everyone in the groups has played, call the group back together.
- Play the game again as a whole group, adding dialogue and sounds this time.
- Call on the students who were most successful at the game to demonstrate this in front of the class.
- Passenger enters with an emotion or character. The cab driver asks where they want to go. The passenger who has entered tells the cab driver and the other passengers their destination and what's going on. All players in the car adopt the same emotion and or/character. They all chime in on the dialogue. Encourage players to talk one at a time.

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 students the following questions:
 1. What was challenging about the game?
 2. What are you learning about actors and characters?

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.



Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: 4th Grade 3.5 - Mirroring	
Lesson Objective(s): • I can use my actor's tools to observe, concentrate and communicate ideas through mirroring. • I can work with my peers to improvise a short scene.			
Key Vocabulary: • mirroring: one that accurately reproduces, describes, or represents what another is doing			
To see today's lesson, go to https://www.sandiegounified.org/aep-lessons  VAPA TRANSFORMING LIVES THROUGH THE ARTS.			