

## Theatre - Grade K

### Lesson 3 – Mirroring

#### CALIFORNIA ARTS STANDARD(S)

K.TH:Cr2

a. With prompting and supports, interact with peers and contribute to dramatic play or a guided drama experience.

#### OBJECTIVES

- I can work with a partner and mimic or mirror their actions.

#### VOCABULARY

- **mirror:** to accurately reproduce somebody's voice, gestures or appearance. A focus and concentration technique used when two partners face each other.
- **mimic:** imitate somebody's voice, gestures or appearance
- **gesture:** expressive movement of the body or limbs
- **leader:** the person who initiates and guides another
- **follower:** someone who is lead, guided or influenced by a leader

#### INSTRUCTIONAL MATERIALS

- [Slide Deck](#)
- Full length mirror/hand mirror (optional)

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

**Part 1 OPENING:** (5 min.)

- **While in line/transition:**
  - **"Welcome to theatre class! I'm Mx. Parky!"**
  - Give expectations about what to do when arriving to class
    - **"When we get to the classroom you will enter silently and stand in a circle."**
  - Provide a goal for mode of travel
    - **"Now we will silently walk like bears to the classroom"**

**Part 2 In the classroom** (10 min.)

- **"Good job, actors! Now let's get to work!"** (text in bold are examples of what the teacher says to the class)
- **"Welcome to Theatre class!"**
- Review the Arts Smarts Rules and [sing the song](#).
- Share additional expectations about Theatre class. **"It's all about respect. What does respect mean to you?"** Lead a short discussion about what respect looks like in the classroom. **"For theatre class it is about three things: Respect the space. Respect the work. Respect yourself and each other."**
- **TIP:** Refer back to this throughout all the lessons, whenever discipline issues are displayed. Ask the student(s) which rule they are breaking.
- **One way we show respect is by listening to each other. Let's practice our**

**attention getter routine.**

- Ask student if they remember the actor's three tools. (body, voice and imagination)
- Tell students **this week will focus on working with and controlling our bodies.**
- Invite students to stand.
- Remind students of the "actor's ready" or "actor's neutral" stance (feet together, standing tall, hands by side, eyes focused). Use the warm up from lesson 1  
<http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson1/>
- This week, focus the warm ups on body isolations  
(<https://www.youtube.com/watch?v=3L3ZyiS99kA>)

**LESSON** (*Presentation of new material, demonstration of the process, direct instruction, Application of knowledge, problem solving, corrective feedback*)

**Part 1 (5 minutes)**

- Transition: students can stand or be seated for this
- Ask students to observe their hands and all the ways hands can move.
- Demonstrate to students different ways to move the hand in isolation and ask students to mimic your movements.
  1. strong/weak or limp
  2. stretched wide open/closed
  3. "explode" hands in slow motion by closing them up tight and uncurling them while raising them up and out
  4. moving individual fingers
  5. circling at the wrist
  6. wave
  7. make large circles with hands
- Go around the circle and have each student do a hand movement and have the rest of the class mimic it.
- Encourage students to extend their movements to include hands and arms.
- Observe movements that you may be able to use in the modeling section.

**Part 2 (5 minutes)**

- Remind students that to mimic is to imitate. Have them mimic the following hand movements:
  1. Move your right hand for a set number of beats
    - a. shake 4 times
    - b. snap 3 times
    - c. windshield wiper motion 5 times
  2. Ask students to mimic the movement with their left hands.
  3. Repeat several times using the same hand until they understand.
  4. Repeat the movements using your left hand while students mimic using their right hands.
  5. Now demonstrate similar movements with two hands. Move both hands in the same way and direction and ask students to mimic.
  6. Gradually make the movements more difficult. (e.g., change from small to large gestures and back again, open and close fingers, use the arms to make small and large circles, move the elbows up and down, wave hands in and out, etc.)

**Part 3 (10 minutes)**

- Introduce the idea of a mirror and talk about how the image in the mirror moves at the same time that you do. Now explain that the students will no longer mimic your movements but rather mirror them, moving at the same time.
- Start moving slowly, having students move their hands and arms at the same time as you, mirroring your movements.
- Draw students' attention to how slowly you are moving so that they can mirror your movement accurately.

*Transition: Pair students to mirror each other/facing each other*

- Explain that the students will now be working in partners. One will be the leader and the other the follower. Then the roles will switch so all students have a chance to be a leader and follower. It is NOT the object of the game for the leader to fake out the follower. The object is to move slowly enough that the follower can move at the same time as the leader. Explain that when you watch the partners you should not be able to guess who is the leader. (<https://www.youtube.com/watch?v=4SA1hMh1qKw> and [https://www.youtube.com/watch?v=qb-nEp\\_Ti60](https://www.youtube.com/watch?v=qb-nEp_Ti60))
- Designate one person as the leader and one as the follower.
- Reinforce the rule of the mirrors game – to move slowly so that the follower can follow the leader's movement accurately and make it appear as though both partners are moving at the same time.
- Followers mirror hand and arm movements exactly as the leader moves.
- Switch roles and repeat. \*If you see a successful partnership you may want them to model for the rest of the class and have them notice what makes the partnership successful.
- Music for independent practice: <http://www.purple-planet.com/reflective/4583971306> (optional)
- If students are ready: Do a whole group demonstration of mirroring from a standing position. Have students change levels, move their legs and arms, lean from side to side, etc.
- Allow students to try standing with their partners and moving other body parts while playing the mirroring game.

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

**Part 1 (5 Minutes)**

- Give students a non-verbal signal to indicate whether they preferred being a leader or a follower. Have students sit knee-to-knee with a partner to explain their choice. Circulate to hear answers.
- In talking partners have students discuss: what was challenging about mirroring, what helped make the mirroring successful. Circulate to hear answers.

**Part 2 (3 minutes)** Breathing and Mindfulness (Use the dialogue below or follow video)

**“Actors, thank you for working so hard today. I’m excited to work with you again next time! Give yourself a big hug!**

*(A 10-second hug a day may fight infections, boost your immune system, ease depression, and lessen fatigue. Wrapping your arms around yourself sends a strong message to your body and your brain: I've got you, I love you, and you are okay.)*

**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. Put one hand on your heart and one on your belly**

**button. 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 breathe in, and relax your mind. Breathe out. One more time. Take a deep breathe in, and relax your body. Breath out.**

**With your hand on your heart, gently pat your heart 10 times.**

(This action helps students calm down and feel safe)

**Open your eyes and focus on being relaxed.**

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

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