

Theatre - Grade K

Lesson 3.5 – The Actor's Tools: Body

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.

OBJECTIVE

- I can work with a partner and use my body to create shapes and stories.

VOCABULARY

- **general space:** the immediate spherical space surrounding the body in all directions referring to actors moving throughout a given area
- **personal space:** the immediate spherical space surrounding the body in all directions referring to the movement of the actor in place or within a body bubble

INSTRUCTIONAL MATERIALS

- Alphabet cards, upper and lower case
<http://www.teachchildrenesl.com/flashcards/alphabet-upper-and-lower-b&w/alphabet-upper-and-lower-b&w.pdf>

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

Part 1 (10 minutes)

- Greet students and set up room and review the Arts Smarts Rules
- Arrange students seated in a circle and remind them of personal space
- Remind students of your name.
- Tell students that an actor has three tools, body, voice and imagination.
- Tell students this week will focus on working with and controlling our bodies.
- Invite students to stand in the circle.
- 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/>

Part 2 (5 minutes)

- Transition: Have students spread out in the space in their own personal bubbles.
- Lead them through a space walk. (For more information refer to the Viola Spolin book *Theatre Games for the Classroom*)
 - Students walk slowly through the space, making sure to keep their distance from other students.
 - Call out different substances for student to pantomime walking through.
 - Pretend you’re walking through water, jello, mud, soda, air in outer space, etc.

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

Part 1 (15 minutes)

- Explain that actors have three tools that they always have with them; body, voice and imagination.

- Tell students that today they are going to explore using their bodies as actors.
- Teach the Alphabet Game
 - Have students spread out in their own personal space.
 - Tell students to individually use their whole bodies to create each UPPERCASE letter of the alphabet.
 - Call out the letters, writing the letters on the board as needed or showing the flashcards.
 - Keep the game moving quickly, don't make corrections.

Part 2 (15 minutes)

- Pair students up and repeat the game with lowercase letters (or use objects/animals if you like) working together to create the shapes.
- If time allows, call out a sound and have pairs create letter that matches the sound.
 - Side Coaching:
 - Use your whole body.
 - Don't direct each other, just create.
 - Work together.
 - Create one letter with two bodies.

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

Part 1 (2 minutes)

- What are the actors three tools?
- How did you use those tools today?
- What did you learn about using your body?
- Did you prefer working by yourself or with a partner? Why?
- What would you do differently next time?

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.”**



Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: Kindergarten 3.5 - The Actor's Tools: Body	
Lesson Objective(s): I can work with a partner and use my body to create shapes and stories.			
Key Vocabulary: general space: the immediate spherical space surrounding the body in all directions referring to actors moving throughout a given area personal space: the immediate spherical space surrounding the body in all directions referring to the movement of the actor in place or within a body bubble			
To see today's lesson, go to https://www.sandiegounified.org/aep-lessons  VAPA TRANSFORMING LIVES THROUGH THE ARTS.			