

Theatre - Grade 2 Lesson 2 & 2.5 – Building Ensemble
STANDARD(S) California Arts Standards 2.TH:Cr3 b. Use and adapt sounds and movements in a guided drama experience.
OBJECTIVE(S) • Perform warm up activities and ensemble games utilizing the actor's tools of body, voice and imagination.
VOCABULARY • actor: person, male or female, who performs a role in a play or an entertainment • actor's tools: body, voice and imagination • ensemble: a group of theatrical artists working together to create a theatrical production
INSTRUCTIONAL MATERIALS • Arts Smarts Rules Poster • Respect Poster to be signed by class members • Ensemble Poster • Actor's Tools Poster
WARM UP <i>(Engage students, access prior learning, review, hook or activity to focus the student for learning)</i> 15 minutes • Remind students of your name and review the Arts Smarts Rules and their Respectful Class Agreements. • Ask students what they think theatre is. Provide a definition. "Theatre exists to tell stories. It can happen any time there are actors and an audience. Actors tell stories. Audiences watch and react to the stories." • Explain that the students will be learning to be actors as well as practice being an audience. • Have the students stand in a large circle with you. Remind students of the actor's tools (voice, body and imagination) and "actor's ready" or "actor's neutral" stance (feet together, standing tall, hands by side, eyes focused). • Explain that the body is like an instrument that needs to be tuned every day. • Lead the same warm up from Lesson 1 • http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-less-on1/
LESSON <i>(Presentation of new material, demonstration of the process, direct instruction, Application of knowledge, problem solving, corrective feedback)</i> 25 Minutes • Allow students to be seated in their ensemble circle. Discuss what makes a good theatre classroom (people feel safe to take risks, respect, listening, etc.) Tell students that good theatre classrooms work together as a team or an ensemble. One way to build ensemble is to have fun experiences together.

- Tell students that theatre games, especially ones you play in a circle, help to build teamwork, listening skills and the actor's tools.
- Explain that these games are intended to be fun and that when playing them, everyone makes a mistake at some point and that is part of the fun. We just say "ahoooga" (like an old fashioned car horn) shake it off and start again. Have students practice this.
- Play as many theatre warm up games as time allows. (google them for specific directions and videos) Explain all the rules before you take questions or comments. Be sure to demonstrate all the physical actions of a game. Play along with the students. Keep the pace quick. Often the first time a game is played, it can be a mess. But, usually the next time you come back to it, it has magically sorted itself out.
 - o Name Game w/Motion (<https://www.youtube.com/watch?v=AcIZyuOTe5w>)
 - o Red Ball, Thank You (<https://www.youtube.com/watch?v=6GxG4t1pW7M>)
 - o Yes, Let's (play the circle version of this) (<https://www.dramatoolkit.co.uk/drama-games/item/improvisation/yes-let>) (<https://www.youtube.com/watch?v=v3WhqZSS-ik>)
 - o Zip, Zap, Zop (<http://dbp.theatredance.utexas.edu/node/29>) (<https://www.youtube.com/watch?v=gpX975ya08A>)
 - o Zombie Name Tag (<http://www.bbbpress.com/2015/05/drama-game-zombie-name-game/>)

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

Part 1 2 Minutes

- Show students how to sit "knee to knee" with a partner for partner talk. Have them discuss the following question via partner talk. Circulate so you can note some of the responses. After the discussion topic, share some of the responses you overheard. If there is time, you may have a few more students share with the class what they talked about in their partner talks.
 1. **What did you learn about the actor's tools today?**
 2. **What was your favorite exercise today and why?**
 3. **Why are you excited to have a theatre class?**
 4. **What surprised you today during the lesson?**

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.

LESSON 2.5

Repeat the same lesson. Make it familiar and a routine. Work on building ensemble and relationships.

Add the following exercises:

- o ADD Three Changes (<https://dbp.theatredance.utexas.edu/content/three-changes>)
 - Discuss the observation skills necessary to be a good actor
- o ADD Group and Partner Mirroring (<https://www.childdrama.com/mirror.html>)
 - Lots of different types of mirroring exercises at this link
 - Continue to discuss observation skills as well as self-control/body control and using our instrument

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

Part 1 (2 minutes) Partner Talk

- What were you better at this time when playing the games?
- How are we using these games to build the actor’s tools and our sense of ensemble?
- Why is it important for an actor to have good observation skills?

Part 2 (3 minutes) Breathing and Mindfulness

- Lead students through Three Breaths.



Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: 2nd Grade 2 and 2.5 - Building Ensemble	
Lesson Objective(s): Perform warm up activities and ensemble games utilizing the actor's tools of body, voice and imagination.			
Key Vocabulary: actor: person, male or female, who performs a role in a play or an entertainment actor's tools: body, voice and imagination ensemble: a group of theatrical artists working together to create a theatrical production			
To see today's lesson, go to https://www.sandiegounified.org/aep-lessons 			