

AEP Theatre - UTK

Lesson 2 - The Actor's Tools and Our 5 Senses

CALIFORNIA ARTS STANDARDS

Creating - Anchor Standard 2: Organize and develop artistic ideas and work.

PK.TH:Cr2a: With prompting and supports, contribute through gestures and words to dramatic play or a guided drama experience.

PK.TH:Cr2a: With prompting and supports, express original ideas in dramatic play or a guided drama experience.

OBJECTIVE(S)

- I can use gestures to show the five senses

ACADEMIC LANGUAGE

- **gesture:** a movement of the body that shows meaning

INSTRUCTIONAL MATERIALS

- Arts Smarts Rules Poster (slide deck)
- Respect Poster to be signed by class members
- Actor's Tools Poster (slide deck)
- Audience Poster (slide deck)
- [Slide Deck](#)

TEACHER TIPS

- Use the slide deck as you need it. The best reason to use slides is addressing diverse learning styles.
- Tailor the lesson to your students and your strengths but meet the objective.
- Mind your pacing and total time.
- Read the room. If students need more time, allow it. If they are quick to pick up or something isn't working, move on.

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

(5 minutes) (text in bold are examples of what the teacher says to the class)

Part 1 (5 minutes):

1. While in line/transition:

- a. **"Welcome to theatre class! I'm Mx. Parky!"**
- b. Give expectations about what to do when arriving to class
 - i. **"When we get to the classroom you will enter silently and stand in a circle."**
- c. Provide a goal for mode of travel
 - i. **"Let's use our noses to smell the air as we walk to the room."**

Part 2 (10 minutes) In the classroom

- **"Good job, actors! Now let's get to work!"**
- **"Welcome to Theatre class! Let's sing a song together."**
 - Lead class in "If You're Happy and You Know It" using "clap your hands", "shout hurrah!" and "be a cat (meow)". This has them use their actor tools straight away: voice, body and imagination.
- **What fun, actors! Tell me, what do we do together in theatre class?**

- **We are going to have lots of fun together in theatre class!** Share additional expectations about Theatre class.
 - Review the Arts Smarts Rules and [sing the song](#).
 - **"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."**
 - Have a discussion about what those three things look like and how they apply to all the issues that may come up in class.
 - **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.**

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

Part 1(5 minutes)

1. **"Good work actors! Actors use gestures all the time. Remember, actors have tools that they use. Can anyone tell me what the three actor's tool's are? (pause for answers. give hints by doing the gestures associated with voice, body and imagination) The actor's tools are voice, body and imagination. Let's all say those tools. Repeat after me. Voice. Body. Imagination. Good job! Let's do that again and add a gesture to each word. A gesture is a movement you make to show meaning. Mimic or copy me. Voice (put fingers to mouth and then extend arm). Body (put arms at sides and then run hands up side of body extending arms fully to the sky). Imagination (put pointer fingers on temples and then extend hands out to the side with wiggly fingers.)"** Show the poster/slide.

Part 2(5 minutes)

- **"Let's warm up our bodies with a game of Simon Says"** (5 min.)
 - Introduce and play Simon Says
- **"Let's warm up our voices by saying our name out loud to the group."** (5 min.)
 - Explain that the student actors are going to practice introducing themselves. This exercise will use two of the actor's tools; body and voice.
 - Ask all students to simultaneously say the sentence frame "Hello, my name is _____ (insert their name)."
 - **"Here are the rest of the instructions. You will take two steps into the circle, say "Hello, my name is _____." while you make a circle with your arm. Then you will take two steps back to your place in the circle."**
 - Demonstrate for the student actors and then go around the circle having each one complete the task.
- *NOTE: Do not correct students at this point. Meet them where they are. Eventually, the circle with the arm should use the arm, fully extended, and it should cross the entire body. By doing this, it activates both sides of the brain helping students be ready to learn. You can mentally note improvement as an informal assessment.*
- **"Good work, actors!"**
- *NOTE: Be sure to use gender neutral terms when addressing the class, such as actors, class, team*

Part 4 The Five Senses (5 minutes)

1. **"We've warmed up our bodies and voices. Now we are going to warm up our imaginations. To do this we are going to use our five senses. Show me a thumbs up if**

you know what our five senses are.” Take note of where the class stands and how much background you need to teach.

2. **“Let’s watch a video about the five senses.”** [Show a video about the five senses.](#)
3. **Let’s name the five senses together. Point to the part of your body connect to that sense”**
 - a. sight - point to eyes
 - b. hearing - point to ears
 - c. taste - point to tongue
 - d. smell - point to nose
 - e. touch - point to hands

Part 5 Imagination and the 5 Senses (5 minutes)

4. **As actors, we use our imaginations to show these five senses. And you will have your first opportunity to perform for an audience!**
5. While seated, divide the class into five groups, one for each sense. Lead them through the following script. **Group 1, you are sight. Group 2, you are hearing. Group 3, you are taste. Group 4, you are smell. Group 5, you are touch.**

NOTE: If you have other example ideas for the senses, feel free to use them. Especially if they connect with your student’s culture and community.

6. **In a moment, I’m going to invite your groups, one at a time, to stand on stage and face the audience. You will use your imagination to show the audience one of the five senses.**
7. **Before we do that, let’s rehearse together. Let’s all stand up. Everyone, imagine seeing a statue in front of you. Now imagine that the statue is very, very tall. Show me that you are seeing a statue that is very, very tall.**
8. **Okay. Shake that off. Let’s imagine hearing. Imagine you are hearing music. In your seat move to the music. Now, imagine the music is getting very, very loud. Show me that you are hearing very, very loud music.**
9. **Okay. Shake that off. Let’s imagine taste. Imagine you are tasting something sweet. You like it! Now, imagine the taste changes to very, very sour. Show me you are tasting something very, very sour.**
10. **Okay. Shake that off. Let’s imagine smell. Imagine you are smelling a lovely flower. Now, imagine the smell changes and it is very, very stinky. Show me you are smelling something very, very stinky.**
11. **Okay. Shake that off. Last one. Let’s imagine touch. Imagine you are petting a soft, friendly puppy. It’s SO soft and cuddly! Uh oh! It’s changing. The puppy’s fur is changing into sharp spikes! Show me you are touching sharp spikes.**

Part 6 Performance of 5 Senses (15 minutes)

12. **Good work, actors! Let’s sit down and get ready to be an audience. Now let’s try it on stage in front of an audience. Group 1, you are sight. Group 2, you are hearing. Group 3, you are taste. Group 4, you are smell. Group 5, you are touch.**
13. **Invite the first group onto the stage and have them face the audience. Remind the rest of the class to be a considerate audience.**
14. *NOTE: through side coaching, ask students to add sounds and movements related to their imaginary experience.*
15. **Okay, group 1! Use your imaginations and show us that you see a dragon. It’s very far away and looks friendly! Now it is getting closer. Show us that you see it getting closer. Good work! Take a bow! Sit back down in the audience.**
16. **Invite group two onto the stage.**
17. **Okay, group 2! Use your imaginations and show us that you are hearing your friend**

laugh. It makes you happy. Oh, no! The laugh is changing into crying. Show us that you hear your friend crying. Good work! Take a bow! Sit back down in the audience.

18. Invite group three onto the stage.

19. Okay, group 3! Use your imaginations and show us that you are tasting a delicious cupcake. It's so yummy! Uh, oh! There is a bite that has something yucky in it! Show us that you are tasting something yucky. Good work! Take a bow! Sit back down in the audience.

20. Invite group four onto the stage.

21. Okay, group 4! Use your imaginations and show us that you are smelling the garbage. Ugh. It's gross garbage. Oh! you found a box in the garbage. Imagine opening it up. It has a beautiful rose in it. Show us smelling the beautiful rose. Good work! Take a bow! Sit back down in the audience.

22. Invite group five onto the stage.

23. Okay, group 5, last group! Use your imaginations and show us that you are touching a piece of wood that is very hard. Try to squeeze it. Show us how it feels. Oh! The wood is changing! Now it's very soft. Show us how that feels. How is it different? Good work! Take a bow! Sit back down in the audience.

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

Part 1 (2 minutes)

- How did we use our 5 senses and imaginations as actors?
- Talk to your elbow partner.
- Tell your elbow partner what your favorite part of the lesson was today.

Part 2 (3 minutes) Breathing and Mindfulness

"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.



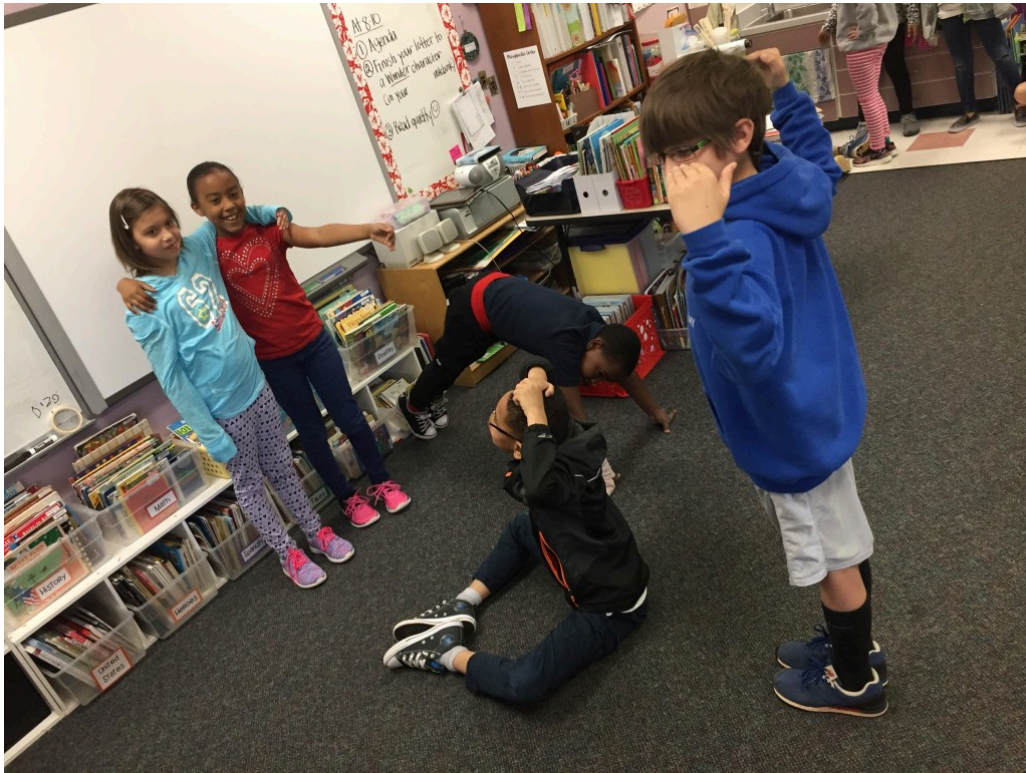
THE SPACE

THE WORK

YOURSELF

AND

EACH OTHER



Actor's Tools

- Voice
- Body
- Imagination


audience





Arts Education Project




Date:	Classroom	Discipline:
	Teacher:	Theatre
VAPA Teacher:	Room #:	Lesson #: UTK 2 - Actors Tools and Our 5 Senses
Lesson Objective(s): <ul style="list-style-type: none"> I can use gestures to show the 5 senses 		
Academic Language: <ul style="list-style-type: none"> gesture: a movement of the body that shows meaning 		
		



Arts Education Project



Date:	Classroom	Discipline:
	Teacher:	Theatre
VAPA Teacher:	Room #:	Lesson #: UTK 2 - Actors Tools and Our 5 Senses
Lesson Objective(s): <ul style="list-style-type: none"> I can use gestures to show the 5 senses 		
Academic Language: <ul style="list-style-type: none"> gesture: a movement of the body that shows meaning 		
		

--