

Theatre - Grade 2

Lesson 6.5 – Character Study

CALIFORNIA ARTS STANDARD(S)

2.TH:Pr4

b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience.

OBJECTIVES

- I can create character and setting in an improvisation.

VOCABULARY

- **audience:** people who watch, listen and respond to live theatre
- **character:** personality or part an actor recreates
- **improvisation:** a spontaneous style in which scenes are created without advance rehearsing or scripting
- **action:** The core of a theatre piece; the sense of forward movement created by the sequence of events and physical and psychological motivations of the characters.
- **freeze:** stopping action for a period of time

INSTRUCTIONAL MATERIALS

- [Slide Deck](#)
- “Who Are You” character cards: king, queen, karate expert, movie star, secret agent, super hero, a baby, clown, cowboy, police officer, firefighter, witch, baseball player, soccer player, football player, evil villain, robot, dancer, robber, tightrope walker, gymnast, artist, soldier, and fisherman. (illustrations attached)

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

(15 minutes)

- Arrange students in a **circle** and remind them of personal space.
- Ask if they remembered what the **lesson was last time**. (Pizza Story Improv) Have them tell their neighbor what they remember. **Call one one or two** students to recap for the class.
- Ask students if they remember what the three actor tools are. **Body, voice and imagination**. Have students repeat.
- Remind them that last week worked on the body. This week they will continue that work creating characters with their bodies and voices.
- Warm-up with **tongue twisters**.
- Say each line three or four times. But remember, do not worry about speed. Focus on speaking clearly, even if you must over enunciate at first. Practice exaggerated pronunciation.
- Have students try tongue twisters in character voices (royalty, police officer, cowboy/girl, movie star, baby, really old person, etc.)
- **Play the “hello” game** as follows:
- In pairs, **discuss ways people greet each other** (wave, nod head, bow, etc).

- Tell students they will be walking around the room, meeting and greeting each other by making eye contact with a partner, using a character gesture and saying, “Hello”.
- Have students move through the space and say “Hello” and use a gesture as you call out the characters.

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

Part 1(10 minutes)

- **Discuss age ranges.** (e.g., babies 0-4 years, kids 4-12, teenagers, adults/moms and dads, and the elderly.)
- **Number students from 1 to 5** then arrange students in a circle or you may ask each group to come to the “performance area of stage”.
- **Assign each group an age range to play.**
- All students identified as 1’s will act like babies, 2’s will be kids, 3’s will be teenagers, etc.
- Have each **group come to the center** of the circle and **demonstrate the age range** through their actor’s tools.
- As time allows, **rotate roles** with 2’s being the babies, 3’s being the kids, 4’s being the teenagers, etc. until each group has performed all 5 ages.
- Once all the rotations are complete **discuss other ways to show character** besides age and occupation.
- **Ask the students**, “Can you think of other ways to show characters?”

Part 2 (20 minutes)

- Tell students that they will now select character cards and use pantomime to bring these characters to life.
- Select **four students at a time** to perform.
- Each student **selects a character card** (don’t let anyone see your card!).
- Students get **15 seconds to think** about the characteristics and mannerisms of this character.
- When the word **action** is said, **students move silently around the stage area in character.**
- When characters approach each other, they should **greet each other silently** in character. Allow **30 seconds to 1 minute.**
- Stop action by using the word **freeze.**
- When action is completed, **ask the audience to guess** who each of the characters were.
- (Suggestion: audience only has three chances to guess the character. If the character is not guessed, then the actor needs to tell who their character was.)
- Once the character has been guessed **ask the following questions:**
 - o “What movement was done to make characters clear?”
 - o “What could the actor have done to make that character more obvious?”
- **Repeat** until all students have had a chance to act as a character and audience member.

Option: Allow students to speak suitable lines as they act out their character.

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

- Ask the students the following questions:
 - o “Which characters were easy to do?”
 - o “Which were hard to do? Why?”
 - o “What was it the actor did to make the character obvious?”

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. Breathe 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.”

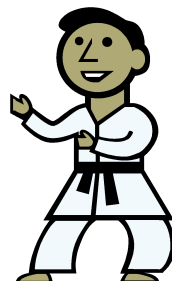
Use this “three breath” routine whenever the class needs to be refocused.



King



Queen



Karate Expert



Movie Star



Secret Agent



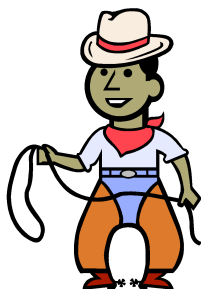
Super Hero



Baby



Clown



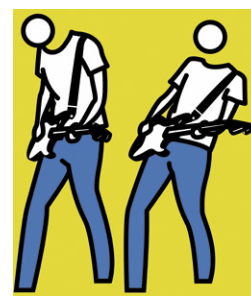
Cowboy



Police Officer



Fire Fighter



Rock Star



Baseball Player



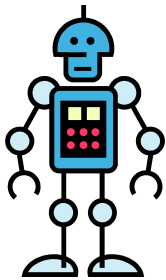
Soccer Player



Football Player



Villain



Robot



Dancer



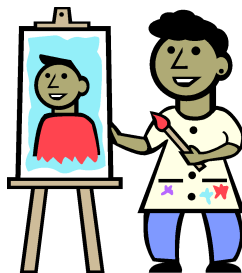
Spaceman



Tightrope Walker



Doctor



Artist



Soldier



Fisherman



Arts Education Project

Date:	Classroom Teacher:	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: 2nd Grade 6.5 - Character Study
Lesson Objective(s): I can create character and setting in an improvisation.		
Key Vocabulary: audience: people who watch, listen and respond to live theatre character: personality or part an actor recreates improvisation: a spontaneous style in which scenes are created without advance rehearsing or scripting action: The core of a theatre piece; the sense of forward movement created by the sequence of events and physical and psychological motivations of the characters. freeze: stopping action for a period of time		
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