

AEP Theatre - UTK

Lesson 3 - Imagination, Pantomime and the 5 Senses

CALIFORNIA ARTS STANDARDS

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

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

OBJECTIVE(S)

- I can use my imagination to experience the 5 senses.

ACADEMIC LANGUAGE

Imagination

5 Senses

Sense Memory

Pantomime

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](#)
- [Sensory Journey - Favorite Meal w/5 Senses](#)

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)*

(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 sense of hearing to listen to the sounds around us as we walk to the room."**

Part 2 (15 minutes) In the classroom

- **"Good job, actors! Now let's get to work!"**
- **"What did you hear as we walked to class?"**
 - Take 3 responses and have the class mimic the sound described
- **"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.**
- **REVIEW**
- **“Remember, actors have tools that they use. Can anyone tell me what the three actor’s tools 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.**
- Introduce students to the **“actor’s neutral”** stance (feet together, standing tall, hands by side, eyes focused, 5-point stance).
 - “Stand with your feet under your shoulders. Make sure your knees are relaxed. Lift your arms up and drop them at your sides. This is actor neutral. You have made a space in shape. Everytime I say “actor neutral” I want you to return to this shape. Is this shape actor neutral? (make a shape with your body that is not) Can you copy this body shape? Good! Actor neutral. Is this shape actor neutral? (repeat a few times until they have the idea.”
- **WARM UP**
- **“Let’s warm up with a game that’s like Simon Says. This is called Do As I Say, Not As I Do. You have to use your sense of hearing and listen very carefully in this game.”**
 - Students must listen to the teacher carefully and do what the teacher says, not what they do. For example, the teacher might say ‘Touch your nose.’ and at the same time touch their head.
- **“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*

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

Part 1 Sensory Journey (5 minutes)

- **“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 remember what our five senses are.”**
- Tell students they are going to use one of the actor’s tools (imagination) to explore the five senses.
- Set the objective for the lesson. “I can use my imagination to experience the 5 senses.”
- **Let’s name the five senses together. Point to the part of your body connect to that sense”**
 - sight - point to eyes
 - hearing - point to ears
 - taste - point to tongue
 - smell - point to nose
 - touch - point to hands
- **As actors, we use our imaginations to show these five senses. Now we are going to go on a sense journey as you imagine your favorite meal?**
- **What is your favorite meal?** Have students share with a partner and then call on 3 - 4 to share the meal with the group. Ask follow up questions so students can imagine the meal in detail. Encourage the cultural context of the classroom. Maybe ask about a special meal that families prepare together. If students are unfamiliar with some of the foods, consider googling images so all students can imagine them and have the student who introduced the food describe what it smells and tastes like. Make an effort to really engage the community with each other.
- Guide students through the exercise of experiencing their favorite meal with all of their senses. You can do this yourself, or play the video in the slide.
<https://youtu.be/KFJiudGFeCE>

Part 2 Pantomime (15 minutes)

1. **Good work actors! I can see you all using your imaginations. Now we are going to add some pantomime. Does anyone know what pantomime is?** (pause for feedback)
2. **Pantomime is showing something to an audience using your face and body rather than your words.**
3. **Let’s all pantomime brushing our teeth. Copy me.** (pantomime brushing teeth) **Great! Now let’s all pantomime eating spaghetti.** (pantomime eating spaghetti)
4. **Okay - now we are going to do the same 5 senses exercise, but we will add pantomime this time. Go slowly and use lots of detail! Don’t rush! Concentrate.**
5. Have half of the class stand “on stage” and the other half watch the exercise.
6. **Okay actors, pantomime seeing your favorite meal. What do you see? What are the**

shapes? How is it served?

7. Next let's use our sense of smell. What does the food smell like? Pantomime smelling your food. Does it smell sweet, sour? Does it make your nose itch?
8. Now let's use our sense of touch. How do you eat this food? With a fork or spoon? With your hands? Pantomime eating this food. Is it soft, hard? Is it hot, cold? Is it smooth, sticky? Let us see how it feels in your mouth.
9. Okay, let's taste the food. You're using your imagination to remember what the food tastes like. Pantomime tasting the food. Is it salty, spicy? Show us with your face and body how you feel about the taste of the food.
10. Using your sense of hearing - what does your meal sound like? Does it make crunchy sounds? Slurping sounds? What do you hear? Show us with your pantomime.
11. Good job, actors! Take a bow.
12. Switch groups and repeat the exercise. Sidecoach as appropriate

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

Part 1 (5 minutes)

- How did we use our 5 senses and imaginations as actors?
- What is pantomime?
- 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.