

## **Grade One Theatre Lesson Introduction**

**Note:** Teaching artist will lead this lesson the first week. Each following week the teacher should lead some version of this lesson immediately prior to the arrival of the teaching artist.

### **Warm Up**

Teacher introduces the idea of theatre lessons telling students that they will all learn how to be actors and audience members. Teacher asks students what they think an actor does. What do they think an audience does? Teacher follows with explanation that actors use their bodies like an instrument and they have to tune that instrument each day.

### **Modeling**

Teacher arranges students in a circle, emphasizing personal space or “bubble”. Teacher demonstrates introduction by stepping forward into the circle, circling their arm in an exaggerated wave being sure to cross over the midline of the body, and saying their name in a loud theatre voice. Take turns around the entire circle.

### **Guided Practice**

Have students follow instructor through a series of “warm-up” theatre games to improve focus and concentration while warming up the body, voice and imagination.

- Stretching
- Yawning
- Humming
- Big Face/Little Face
- Marshmallow Tree
- Body Isolations/Bells
- Tongue Twisters
- Mirroring
- Loud/Soft Voice
- Large/Small Shape
- Guided Imagery
- Pass the Balloon/Keep it in the Air
- Name 10
- Red Light, Green Light

### **Debrief**

Pull the class together to discuss and share what an actor does, how they use their body and why focus and concentration are important. Remind students to be ready to work for each theatre lesson and any rules of conduct that need to be shared.

## **Grade One Theatre Lesson – Integration #1**

**Note:** This is to follow lesson # 1, Facial Expression. This lesson should be co-taught by the classroom teacher and the teaching artist. Focus is very similar to lesson #1 making a connection to text.

### **Warm Up**

- Teacher leads group warm up.
- In pairs have students practice mirroring each other.

### **Modeling**

- Choose two classroom texts, one fiction and one non-fiction
- With class review the pictures in each book without looking at the words.
- Assist students in describing the people or characters with words.
- Assist students in making “I wonder...” statements about the people/characters with feelings words. (Ex. “I wonder if she is feeling sad/happy/scared/etc.”)

### **Guided Practice**

- In pairs have one student (A) create a facial expression to portray one of the people/characters in the book.
- The other student (B) mirrors this facial expression.
- Repeat with the other people/characters in the book alternating who leads the expression/movement and who mirrors.
- Circulate among the students calling out specific details about the facial expressions they are creating.
- Pull the class together and read the two books.

### **Debrief**

- “How does an actor use the face to show emotion to an audience?”
- “What kind of emotions do we see in a fictional book? Non-fiction?”
- “Were the emotions we came up with together in class the same as what the words said in the books?”

## Grade One Theatre Lesson – Integration #2

**Note:** This is to follow lesson # 4, Acting Without Speaking. This lesson should be co-taught by the classroom teacher and the teaching artist.

### Warm Up

- Teacher leads group warm up.
- Discuss pantomime and have students pantomime simple activities that the teacher calls out.

### Modeling

- Select a simple storybook that has been read in class.
- Assist students in identifying the major plot points, focusing on beginning, middle and end. These will become the parts to be pantomimed.
- Create a list of characters and descriptions.
- Ask for student volunteers to create a tableau for each character focusing on facial expression and gesture.

### Guided Practice

- Using the same class management technique as in lesson #4, have students pantomime the major plot points while teacher reads the text with expression. Not every idea needs to have a motion to it.
- Rehearse once then perform for video.
- Be sure to identify the acting space and audience, call out “curtain open”, have students make an entrance, at the end have students bow and make an exit.
- Audience listens actively and responds appropriately.

### Debrief

- If possible, view the video of the performance. Ask students to make comments on specific facial expressions and gestures they see their classmates making.
- Review how students created a “page to stage” performance by taking a book, identifying the plot points and characters and pantomiming the story.
- Ask students if pantomiming the story helped them to remember the plot and characters more?

**Grade One Theatre Lesson – Integration #3 & #4**  
(spend two additional weeks on this culmination project)

**Note:** This is to follow lesson # 9, Dramatizations: Fables – The Lion and the Mouse. These lessons should be co-taught by the classroom teacher and the teaching artist.

The classroom teacher may choose to use a different text if deemed more effective for the classroom learning.

Because lesson #9, Dramatizations: Fables – The Lion and the Mouse, is such an in depth project, more time is allotted for this.

This is a 14-week residency. Week #12 should be devoted to creating and organizing the piece. Week #13 should focus on rehearsal. Week #14 is devoted to performance and reflection.

**\*Be sure to video the process and performance!**

When creating the setting for the play, consider having students draw representations of the jungle or savannah (or other setting) on the white board.

This three-week lesson integrates theatre with the following concepts from the Grade One Units of Study:

- Analyze story structure
- Setting
- Focus on character, problem and solution
- Determine main ideas
- Listening and speaking
- Explore ideas/themes/characters
- Explore ideas and theme in fiction
- Oral presentation skills

## **1<sup>st</sup> Grade Theatre Lessons**

Introduction Lesson with Warm Ups

#1 Communication: Facial Expression

Integration Lesson #1 – This lesson follows lesson #1

#2 Communication: Body Expression

#3 Communication: Vocal Expression

#4 Pantomime: Acting Without Speaking

Integration Lesson #2 – This lesson follows Lesson #4

#5 Tableau: Retelling Stories with Frozen Pictures

#6 Tableau: Retelling Stories with Frozen Pictures

#7 Tableau: Retelling Rhymes with Frozen Pictures

#8 Dramatization: Nursery Rhymes

#9 Dramatization: Fables – The Lion and the Mouse

Integration Lesson #3

Integration Lesson #4