

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

**Note:** This is to follow lesson # 1, Characterization and Objective. This lesson should be co-taught by the classroom teacher and the teaching artist.

### **Warm Up**

- Teacher leads group warm up.
- Ask for volunteers to improvise short scenes from elementary school. (Ex. asking a teacher for help, solving a problem on the playground, sharing a snack with a friend)

### **Modeling**

- Choose a storybook from the classroom and read the story with the class.
- Assist students in identifying who the main character is and what their main objective is.
- Discuss how if they were the main character what would they do to achieve the objective.

### **Guided Practice**

- Divide students into groups representing the characters of the story.
- Allow students to improvise the actions the characters would take to achieve the objective. These can be directly from the text or new tactics the students create.
- Have student groups perform their improvisation for the class.
- If possible, video the performances.
- 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 performances. Ask students to comment on the similarities and differences between the different groups.
- Have students discuss different ways to approach the same objective.

**Grade Two Theatre Lesson – Integration #2, #3 & #4**  
(spend three additional weeks on this culmination project)

**Note:** This is to follow lesson # 9, Vehicles for Story Telling. These lessons should be co-taught by the classroom teacher and the teaching artist.

To support the Units of Study, it is recommended that the this culminating piece be developed with Cinderella tales, Red Riding Hood tales or another cultural fairy tale that is covered by the class.

Because lesson #9, Vehicles for Story Telling, is such an in depth project, more time is allotted for this.

This is a 14-week residency. Week #11 should be devoted to selecting the material, deciding on the story telling method and developing the script. Week #12 should focus on casting and rehearsal. Week #13 is devoted to production elements and dress rehearsal. Week #14 is all about the performance!

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

When creating the setting for the play, consider having students draw representations of the location (s) on the white board.

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

- Determine main idea
- How stories work
- Synthesize main idea
- Analyze characters
- Summarize important ideas/events
- Characteristics of fairy tales

## **2<sup>nd</sup> Grade Theatre Lessons**

Introduction Lesson with Warm Ups

#1 Improvisation: Characterization and Objective

Integration Lesson #1 – This lesson follows lesson #1

#2 Tableau: Objective and Alternate Ending

#3 Pantomime: Creating Detailed Scenarios

#4 Voice: Speaking with Intent

#5 Retelling Stories: Story Mapping

#6 Retelling Stories: Character Study

#7 Retelling Stories: Setting and Storyboarding

#8 Retelling Stories: Dramatization

#9 Dramatization: Vehicle for Storytelling

Integration Lesson #2    The next three integration lessons

Integration Lesson #3    are designed to create culminating

Integration Lesson #4    piece using cultural fairy tales

covered in class.