

# Theatre Arts Residencies: Grade 5

<b>Grade level: 5</b>	<b>Session: 1</b> <b>Time: 1 hour, 30 min</b>	<b>Prepared by: D. Greer Currier</b>
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**Goals:** Introductions and establishing workshop behavior; defining terms; explore pantomime, tableaux, character/place/action  
**Objectives:** Students will be able to- define terms; work together to Create tableaux of emotion; Perform tableaux; Respond to each other's work  
**Materials Needed:** Chalkboard/dry erase board, Emotion prompt cards, cd player, warm-up music; reflection journals for students

**Activities:**  
**\*Nametags and Introductions:** Circle up~ name and favorite \_\_\_\_\_ (10 mins)  
**\*Activity:** Q & A (15-20 mins)  
 - "What is Theatre?: list on board, highlight "acting"  
 - "What are people most afraid of?" (being in front of people #1 – already did it!)  
 - "What is a 'warm-up' and why do actors need one, too?"  
**\* Warm-ups** (15 mins)  
 1. stretching  
 2. imagination warm-up  
 3. "walking through"  
 Discussion: What is imagination? Why is it important for actors to use it?

**Break**

**\* Main Event: Group Pantomimes and Emotion Pantomimes**  
 - Discussion: What is the difference between a story and a play?  
 - Terms: Character, pantomime, tableaux, setting, actions, imagination, observation  
 - **Group Pantomimes:** create a scene all together, adding one character at a time of a *beach, a zoo, a forest*  
 - discussion: what characters did you create using observation and imagination?  
**Observation + Imitation(Action) + Imagination = Acting**  
 - **Emotion Pantomimes**  
 - Discussion: Why do actors study/observe emotions?  
 - Divide into groups of 3, pass out emotion cards  
 - use imagination and imitation (bodies) to create a tableau (using all 3 people) of a situation which might produce this emotion (**Create**)  
 - share tableaux (**Perform**)  
 - Discuss: What sort of characters did you see? Situations? What was the clearest tableaux for showing us a situation/emotion? Why? (**Respond**)  
**\* Bridge-out/cool down:** imagination journey

**Assessment:**  
*Reflection Writing:*  
 Why are observation, imitation and imagination important for actors? Have you ever used observation and imagination to imitate a character? Who did you imitate and why?

<b>Grade level: 5</b>	<b>Session: 2</b> <b>Time: 1 hour, 30 min</b>	<b>Prepared by: D. Greer Currier</b>
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**Goals:** To introduce stage pictures, dialogue/scenes; to identify character, setting, action and dialogue within a story; generate original characters from story prompt

**Objectives:** Students will be able to- define terms; generate original characters through physical exercises; act-out characters, setting, action and dialogue with leader prompt

**Materials Needed:** Chalkboard, Cd player and music; stage directions cards for game; copy of *Where the Wild Things Are* by Maurice Sendak; sample *wild thing* description paragraph

**Activities:**

\***Circle-up/check-in** (20 min): What are the important tools for an actor to have?  
Check-in question: One sentence –  
Discussion: scripting – actors need characters, setting, action and dialogue!

\***Warm-ups** (10 min):

1. stretching
2. physical: Walking Through
3. imagination warm-up: tableaux – Monster invention, bedroom, forest, ocean with boat
4. Vocal:

\* **Stage Directions Game**

**Break**

\***Main Event:** “Where the Wild Things Are”

- Discussion: reading this because it is all about imagination!
- Read the book, showing pictures, etc.
- Discussion: What characters are in the story? What settings? What actions? What dialogue? Can we make this go from page to stage?
- Go over dialogue; recite story again, with tableaux inserted and leader as Max

\***Bridge-out/cool down:**

- Discussion: How did we make this go from page to stage? What did you have to do to make this an acting exercise? What sort of “wild thing” were *you*?
- assign homework

**Assessment:**

*Writing exercise:*

What is your *wild thing* name? Write a one-paragraph description of your wild thing in first person perspective. Include the following:

Your *wild thing* name  
 What you look like to others  
 Your biggest fear as a *wild thing*  
 What you are most proud of as a *wild thing*  
 What makes you special as a *wild thing*

**Grade level: 5**

**Session: 3**  
**Time: 1 hour, 30 min**

**Prepared by: D. Greer Currier**

**Goals:** To introduce scenes/dialogue *outside* of given script/story; to generate original scenes; to further explore character, action, setting and dialogue

**Objectives:** Students will – share their wild thing descriptions and physicalize characters; work together as a group to create the story as well as individual wild things; pair up and work with another student to write an original scene using stage directions, characters, action and dialogue

**Materials Needed:** Chalkboard; cd player; music for warm-ups; open space; Copy of *Where the Wild Things Are*, scene worksheets; sample scene for example

**Activities:**

\***Check-in** – Share *wild thing* characters (20 min)

\* **Warm ups** (10 min)

1. stretching
2. imagination warm-up: tableaux repeated from last week (refresher)
3. “walking through” or “object toss”
4. Vocal

**Break**

\***Main Event: “Wild Things” scenes**

- Recite and perform “Wild Things” story (refresher) (10 min)
- Discussion: were your *wild things* characters there in the story when it came to your part? Did you use your imagination, body and voice to create a character? Etc. (5 min)
- Scene writing: Two Wild Things Make a Plan
- Pair students, hand out scene worksheets – perform sample scene
- float and prompt writing

\* **Bridge-Out:**

- In scene pairs, tableaux of action in your scene, or of *wild things* together
- assign homework

**Assessment:**

You and your *wild thing* partner will complete your scene and make two copies – one for each of you to hold as a script. Rehearse your scene and be prepared to perform it next week!

**Grade level: 5**

**Session: 4**  
**Time: 1 hour, 30 min**

**Prepared by: D. Greer Currier**

**Goals:** To perform and respond to original scenes; to further use terms and language from theatre and performance

**Objectives:** Students will demonstrate understanding of character, stage directions, actions and dialogue through Critical Response Tool

**Materials Needed:** cd player and music; open space; chalkboard

**Activities:**

\* **Circle up/Check-in** (5 mins): One word: The most interesting thing about acting!

\* **Warm ups** (5 min)

1. stretching
2. Physical
3. Imagination warm-up
4. Vocal

-Rehearse scenes for sharing! (10 min)

**(QUICK) Break**

\***Main Event:** Scenes and Response (50 min)

- Go over guidelines for responding to artistic work: Critical Response Tool[CRT] (5 min) – write on board and refer during the process

1. Affirmation
2. Artist as Questioner
3. Responders ask Questions
4. Opinion Time
5. Subject Matter Discussion

- draw numbers for order of performance  
- perform scenes with CRT (won't get through all of them)

**Bridge-out:** (3-5 min)

- "Magic School Bus" performance next week – look for characters, settings, action and dialogue!
- Circle Up; 3 breaths or listening outside/in/breath
- assign homework

**Assessment:**

*Reflection Writing:*

After the "Magic School Bus" performance, please answer the following:

1. What *characters* were in the show? Do you think the actors portrayed their characters believably?
2. What *settings* were used in the show? Did the set designer do a good job of creating a setting?
3. What happened in the show (*actions*)? Did the actions make sense to you? Was it interesting? Why or why not?
4. What did you think of the script for the show (*dialogue*)? Was it funny? Sad? Believable? Interesting? How did the actors use the dialogue to create their characters?

If you didn't perform today, don't forget to rehearse your scenes for next week's performance!

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**Goals:** To finish up performance of scenes and response using CRT; to use terms and ideas learned in workshops to critique a professional performance

**Objectives:** Students will be able to – response to each other’s work using CRT; to respond to professional performance using critical thinking skills

**Materials Needed:** Cd player and music; open space; chalkboard with CRT written on it for reminder

**Activities:**

\* **Circle up/Check-in** (5 mins): One word: What is the best thing about your scene you wrote?

\* **Warm ups** (5 min)

1. stretching
2. Physical
3. Imagination warm-up
4. Vocal

- rehearse scenes – those who performed already will do short activity...

**(QUICK) Break**

\* **Main Event:** Finish up performance of scenes

1. Affirmation
2. Artist as Questioner
3. Responders ask Questions
4. Opinion Time
5. Subject Matter Discussion

\***Main Event 2:** “Magic School Bus” Discussion

- check-in: one word description of performance
- Affirmations (Roses): What did you like about the performance?
- Criticisms (Thorns): What would you have done differently?
- prompt use of terms and ideas as part of critique

**Assessment:**

*Reflection writing:*

What aspects of acting do you like the most?

What aspects of acting do you like the least?

What was the most interesting thing (or things) you learned from the theatre workshops?