

Everson K.A.S.V. - Playing with Pantomime

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| Grade levels: 3-5 | Session Date: 1/17/17 Time: 1 hour | Prepared by: Cassie [REDACTED], Danielle [REDACTED] |
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Goals: Further explore characterization through pantomime and imagination; define theatre-related terms.

Objectives: Students will begin to understand character development and choice; specifically, characterization through physicality and the importance of imagination. They will work together to create a pantomime to perform for classmates.

Materials Needed: FVC + tape, additional blank poster, marker, pantomime song soundtrack, MP3 player, portable speaker, pantomime song prompts list, the Passing Game prompts list, group pantomime cards

Preparation: media player/speaker set up, hang FVC and additional poster, prepare pantomime song

Activities:

Students retrieve nametags.

Samoan Warrior Chant: (3 minutes - Christian and Melanie)

* **Bridge-In: Nonverbal Groupings** (10 minutes - Danielle)

Students are prompted to form groups according to shirt color, birth month, and then favorite animal without speaking.

* **Warm-Ups:**

Pantomime Song Activity (5 minutes - Cassie)

Students mill around the room as music plays. As the music changes, students are given different animals to pantomime along with the music.

The Passing Game (10 minutes – Danielle)

Students find a partner. The partners split up across from each other and form two lines, partners facing one another. They will be prompted to play a game of “catch” with their partner with an imaginary ball. Danielle will inform the students how to pass the ball to one another using their pantomime skills (“the ball is a very heavy bowling ball,” “the ball is a balloon,” “the ball is the size of a marble, etc.”).

Definitions Discussion: (up to 10 minutes - Cassie)

Key terms: *character – movement, emotion, and imagination*

- What is a character?
- What do actors use to create characters? Movement – pantomime!, voice, emotion, imagination (and yes, costumes and props)

Main Event: Group Pantomime (10 minutes – Danielle)

Students will be split into groups of 5-7 along with 1-2 leaders per group. Each group will draw one pantomime card from the stack prepared. With guidance from the group leaders, students work as a team to create a pantomime of the situation they have drawn. Each student should be a moving component of the scene, human or otherwise. One by one, the groups share their pantomime. Goal: can the audience guess what you were pantomiming based on effective character choices? What specific things did group members do that helped you guess?

Cool Down/Bridge-Out: Imaginative Journey (5 minutes – Cassie)

Students lay down, and are led on an underwater imaginative journey.

Samoan Warrior Chant: (3 minutes - Christian and Melanie)

Cassie and Danielle's Lesson Plan (Page 2)

Back-Up activities: Emotional ABC's (5 minutes – Danielle):

Danielle recites letters from the alphabet using a specific emotion. The rest of the group tries to guess the emotion, and then mimics the sound.

Museum (5-10 minutes – Cassie): A leader stands in the middle of the room, closes their eyes, and counts to five to start the game. The leader then keeps their eyes open and looks around the room, turning around. Students, the “statues,” must change poses when the leader is not looking, but freeze when the leader looks at them or risk getting caught. If they're caught moving, they should continue to play from a seated position.

Pantomime song: Cassie will create (it will sound similar to the track from Tuesday) and then create a list based on the tracks found.

The Passing Game prompts:

“How would you pass _____ to your partner?”:

* A ball that is so heavy you cannot lift it off the ground

* A balloon that is trying to lift you off the ground

* A water balloon

* A ball covered in super glue

* A newborn kitten

* An egg

* A hot potato

* A paper plane

* A bowling ball

* A feather

* A lightning bolt because you have superpowers!

* A tarantula

* A snow ball

* A hockey puck

* A bee's nest

Group Pantomime cards:

* The Beach

* Grocery Store

* Going Through a Car Wash

* A Snow Day

* The Moon

* Planting a Garden

Everson K.A.S.T. - Making Choices with Voices

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| Grade levels: 3-5 | Session Date: 2/7/17 Time: 1 hour | Prepared by: Sada [REDACTED] |
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Goals: Further explore characterization through voice along with having an understanding of how vocal changes show emotions and why projection is important when performing.

Objectives: Students will further their understanding of character choices through vocal variation, and explore how voice and sound effect emotion and feeling.

Materials Needed: Speaker and Ipod, poster board for discussion, note cards with product names, 10-15 random objects

Preparation: Prepare note cards with product names, create playlist for music, gather objects (Sada)

Activities:

Samoan Warrior Chant: (3 minutes - Christian and Melanie)

* **Bridge-In: Stretching** (5 minutes - Chris)
Chris will lead creative stretching in a circle.

* **Warm-Ups:**

Vocal Warm Ups (5 minute- Sada)
Students will listen and repeat tongue twisters and other vocal warm ups still in a circle. (More in depth list on page 2)

Feeling the Music (5 minutes – Chris)
Students walk around the room listening to music and acting out how the music makes them feel. With no speaking and no touching others.

Sensory (5 minutes – Sada)
Students will act out the use of different senses, such as “act like your smelling cinnamon rolls, act like you see your best friend, act like you taste cheesy pizza” (list on page 2)

Color your words: (up to 10 minutes - Chris)

Chris says words such as “cold, sad, happy” in a monotone way, and the students repeat back the words ‘colored’ with emotion. (Full list on page 2)

Definitions Discussion: (up to 10 minutes – Chris & Sada)

Key terms: *Voice – emotion, volume, breathing*

- What makes a voice easy to hear? Diction and volume
- How does voice change with emotions?

Main Event: Commercial scenes (15 minutes – Sada)

Students will be split into 3 groups, then into pairs. Each pair will receive an object, then have 7 minutes to come up with a commercial for it. They will be encouraged to focus on the vocal qualities they learned that day. Then they will perform for the rest of their group. After they perform the audience will give three positive feedback comments.

Cool Down/Bridge-Out: Emotional numbers (5min- Chris)

Similar to the emotional alphabet we will count to ten as a group building up voice and emotion till we get to ten, and then working back down becoming quieter and calmer.

Samoan Warrior Chant: (3 minutes - Christian and Melanie)

Vocal Warm up

-make your face really big, make your face really small

- Chew like a cow

- Key-ooo vocal warm up

-Ha Ha Ha

Tongue Twisters

Selfish shellfish

Rubber baby buggy bumpers

Red leather yellow leather

Unique New York

Fresh fried Fish

Preshrunk shirts

Specific pacific

Color your words

- Cold
- Angry
- Harsh
- Freezing
- Happy
- Soft
- Mad
- Crackly
- Breezy
- Tense
- Rustle
- Smooth
- Calm
- Wavy
- Windy
- Soggy
- relaxed
- Wiggly
- Happy
- Gentle
- Nervous

Sensory

See

- A giant moon
- A ghost
- A big Lolli pop
- A your best friend

Hear

- A tornado
- A baby crying
- Your favorite song on the radio
- Fire works
- Popcorn popping

Smell

- Rotten milk
- Fresh baked cookies
- Burnt toast
- Fresh spring flowers
- A big pot of hot chocolate

Taste

- Salty chips
- Vanilla ice cream
- A jalapeño
- A lemon wedge
- A big juicy tomato
- A sticky marshmallow
- Crunchy crackers

Touch

- Sticky Glue
- Hot oven
- Cold ice
- Soft kitten
- Spikey porcupine

Everson K.A.S.T. - Playing with Emotions

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| Grade levels: 3-5 | Session Date: Time: 1 hour | Prepared by: Felicity [REDACTED] Mijo [REDACTED] |
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Goals: Explore how actors use emotions to tell stories.

Objectives: Students will learn how having a variety of emotions makes theatre interesting, allows students opportunities to use facial expressions and body posture to express different emotions.

Materials Needed: Red/Yellow/Blue posters (Felicity and I will make these), FVC and other posters, blank poster, and note cards with emotions on them (Felicity will make these)

Preparation: make yellow/red/blue posters, hang posters

Activities:

Samoan Warrior Chant: (3 minutes - Christian and Melanie)

Bridge in: I want a Pomegranate (3-5mins Felicity)

But with having to say a new emotion each time. Can't copy the person that just talked to you. And no touching.

Warm up: Colores (7-10mins Mijo)

Three colored posters with expressions (happy, sad, and angry) are tacked up on three walls in the gym. When I say a word on a poster, the students walk in whichever manner I specify (skip, tip toe, stroll etc.) to that wall. I will do this in three steps.

1) English colors

I will take a quick break to ask if students know these colors in Spanish (allowing our Spanish speaking students to have a moment to share out), leading us into our second round. Bring up Spain.

2) Spanish colors

3) Emotions- in this round they will walk/stroll/tip toe embodying that emotion.

Warm up: I'm so (5-8mins Felicity)

We do 2 rounds of "you're not my partner". (play it up)

Once pair the students will stand together. I will shout out an emotion, I will count down from 3, on 3 the students will turn to their partner and say "I'm so _____" in that emotion.

Example: "Your emotion is frustrated. 1.. 2..3" *students turn* "I'm so frustrated" *said frustrated*

Once the students have declared "I'm so _____!", I will shout and "GO!" and they will have 5 seconds (counting down 5,4,3,2,1) to find a new partner and stand with them. I will shout out a different emotion, and the game repeats. Will do 5 emotions. More if the students seem to be enjoying it.

Discussion: (15min Mijo)

Recap from previous week: One of the things we learned about was what makes up a character! One of those things are emotions.

There are many different kinds of emotions!

Students can call them out.

2) There are negative and positive ones!

Students can differentiate!

3) Emotions are caused by an action.

Ex. She ate my cookie, so now I'm sad. My new pet dinosaur ate my homework, so now I'm happy!

4) When emotions change in a scene/play, that makes theatre fun!

5) Emotions 101: How do we communicate emotions?

Ex. Frowning, smiling, whether I'm hunched over or standing up, etc.

Main Event: Open Scenes (15mins Felicity)

The students will be split off into three groups. In those groups the students will pair off with a scene partner. Each pair will be given one of two, four lined nonsense scenes. Each pair will be given a note card on it that says two different emotions on it. As the scene goes through the students will have to from the first emotion to the second. They will have 10 mins to talk to the leaders about the emotions they have and practice their scene. After the 10 mins are up they pairs will perform their scenes for the individual groups. The people will try and guess the pairs emotions as well.

Cool Down: Imaginative Journey (6-8mins Mijo)

See back

Bridge Out: Roses (2mins Felicity)

One word for a positive feeling you felt today.

Samoan Warrior Chant: (3 minutes - Christian and Melanie)

Colores:

Methods of travel: stroll, tip toe, skip, a (sad, happy, angry) dinosaur, crawl,

I'm so: Emotions

1. Nervous
2. Surprised
3. Upset
4. Angry
5. Peaceful
6. Annoyed
7. Amazed
8. Embarrassed
9. Bored
10. Excited

Nonsense Scenes: Emotion changes

1. friendly->suspicious
2. Confident -> annoyed
3. Loving -> angry
4. Disgusted -> joy
5. embarrassed -> brave
6. excited-> sad
7. Nervous -> excited
8. Fearful -> hope
9. Rage -> joy
10. Amazement -> boredom
11. Embarrassed-> peaceful
12. Sadness-> excited
13. Joy -> disgusted
14. suspicious -> joy
15. Brave -> fearful
16. Surprised -> suspicious
17. Excited -> embarrassed
18. Hope -> annoyed
19. Sad -> shocked
20. Joy -> nervous

Imaginative journey: The students will lie on the floor, far enough away from each other that they can't reach each other. "Your bodies will get heavy, sinking into the floor starting with your toes, your ankles, your wrists, your legs, your necks, your heads, your eyelids. You find you are lying in soft green grass, bathed in soft sunlight. Imagine you can hear the sound of birds singing, and the wind gently rustling through the trees. Now stand slowly, your eyes open and ready to pantomime what we see in our imagination. The sun starts to disappear behind the clouds, the winds begin to blow. It gets stronger, and stronger and rain begins to fall, at first only a few drops here and there, but then it becomes a cold, driving downpour. A hurricane! You see a small house nearby and go inside to build a fire. As it begins to warm up, imagine you are sitting by the fire until the feel dry again. You look outside the window! It's sunny again! You go to try the door you came in by but it's locked! You look around the little house and see a very, very tiny door. You try the door and it opens into a big passageway. It's dark, musty and full of obstacles you have to find your way around. It's damp and slimy, dusty, full of cobwebs and flying bats and scurrying mice. The passage becomes narrower, and narrower until it's really hard to move! Just then, you see a rope above you. You climb up it and you come out into a big room! It's so bright in there that it hurts your eyes. The room is huge, beautiful with high windows, fireplaces and a huge table filled with everyone's favorite food! Pizza, burgers, red vines! They see people they know in the room, some people from Everson and some people from Western! They say hi to each other *in pantomime*. Suddenly, they all find themselves very tired so they all sit down, stretch, lie and down and go back to sleep."

Everson K.A.S.T. -Setting

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| Grade levels: 3-5 | Session Date: Time: 1 hour | Prepared by: Melanie [REDACTED] and Brenna [REDACTED] |
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Goals: Further explore characterization through setting along with gaining an understanding of being “on stage.”

Objectives: Students will start learning about setting and its significance in stories/plays through exploring different types of settings. Students will work together to create a pantomime based on the setting they receive, integrating the idea of objective.

Materials Needed: Poster board for discussion, signs indicating stage left and stage right, note cards with settings on each

Preparation: Prepare group notecards with settings

Activities:

Samoan Warrior Chant: (3 minutes - Christian and Melanie)

* **Bridge-In: Creative Stretching!** (5 minutes - Melanie)
While in a circle, students will be lead through some very creative stretching.

* **Warm-Ups:**

Baywatch (5 minutes - Brenna)

Two leaders will be on opposite ends of the gym. The students will be told to walk or run slomo to or from each leader. For example: “Walk to stage right like your best friend is there.”

Kids are all on one side of the gym now from last activity.

Parts of a World (10 Minutes - Melanie)

Students are in 4 groups of 6. In this, they will create real world places. A classroom, a playground, a marketplace, etc. One leader plants the seed of the scene, and then one at a time students add to the scene. No one can have the same role. And inhabit the kind of object you would find in that world. This should be quick (about 20 seconds per “world” until we give them a new prompt.

Definitions Discussion: (up to 10 minutes – Brenna and Melanie)

Key terms: *Setting*

- What is setting?
- Why is it important in telling a story?
- How does it help shape a story or create objectives for characters?

Main Event: Group Pantomime With Settings (15 minutes – Brenna)

Students will be in the same group as they were in Parts of the World. Each group will draw one setting card from the stack prepared. With help from the leaders, each group will create a pantomime that could exist within the setting they have drawn. There has to be at least two people who are objects in the scene and two people who have a line of dialogue. After they have created their pantomime, two groups will share with each other, and have students guess what the setting is. They will have one more minute to practice it and change things if they want, and then share with all the groups.

Cool Down/Bridge-Out: Need A Thing (5 minutes – Melanie)
Students Sit crosslegged on the ground and listen to surroundings. They will try to isolate a sound- Outside the building - Inside the room - Their own breathing

Samoan Warrior Chant: (3 minutes - Christian and Melanie)