

**Semester Lesson Plans**

**Class Name & Course #: The Actor’s Toolbox #5758**

**Class Day/Time: Saturdays, 1:00-2:30pm**

**Grade: 6-8**

**Teacher: Abigail Dillard**

**Semester: Fall 2018**

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| **Class #5****Observation Day** | **Objectives*** Analyze classroom sharing’s/performances based on a set of criteria. “What did you  see & understand?”  Improvisation
* Develop an understanding of basic staging principles (cheating out, levels, audience  focus, upstaging/down staging, etc.) and staging areas.
* Demonstrate an understanding of the principles of playing a strong verb as a tool to  achieve an objective
* Build an awareness of speaking with a clear, loud, and supported sound.
* Students will explore making bold physical, vocal and imaginative choices

**Check In/Attendance****Warm Up*** **Sun Salutation**
	+ Stand, prayer hands, scoop air up, bend, touch toes, runner’s lungs, warrior pose, push up to plank, hold 2 in off the ground, up-dog, flip toes under, down dog, one foot foreword, together, scoop air up, prayer hands at center

**Focus Transition*** **Whoosh Whoa**
	+ Whoosh
	+ Whoa
	+ Ta-Da
	+ Zap
	+ Boing
	+ Add Grovilicious
	+ Add Slow Motion Freak Out

**Procedure/Activities*** **Tempo Tasks**
	+ How fast or how slow an action is performed
	+ An awareness of speed
	+ Pick an everyday task
		- Such as making the bed, ironing a shirt, brushing your teeth
	+ Have a clear beginning and end
	+ Repeat this action several times, naturally, repeatable, clear as to what action is being performed
	+ Perform the action in a medium tempo
	+ Perform the action in a fast tempo
	+ Perform the action in a slow tempo
		- \*\*be aware of how the action changing tempos alters the meaning of the physical action
* **Occupation, Location, Weapon**
	+ Send 2 people out of the room
	+ 1 person stays in the room
	+ with the audiences help we decide a job, place and object for the first person to act out: it helps if you make large movements and are very precise in what you are trying to show
	+ then the first person comes back in, only using gibberish and pantomime the first person should try and explain who they are, what they are, and then an object
	+ when the person who came back in thinks they understand, they should clap and the person showing the things knows to move on to the next topic
	+ when they get to the end, once the person who came in figures out the object, they should take it and kill the story teller with it
	+ then the next person would come in and the same stuff would happen but it would be off of what the first person thought they saw
	+ at the end we will have each group working backwards explain what they thought they saw
* **Director’s Cut/Take that Back/Freeze**
	+ Using the content-less scenes, let’s place them in a specific location. Name your characters, give you and your partner a relationship.
	+ Present these to the group
	+ Go Back
	+ Try Again
	+ New Objective
	+ New entrance
	+ Switch partners
	+ Go loud or quiet
	+ Be upset or happy
	+ Change character trait
* **Content-less Scenes (Recap)**
	+ Partner Up
		- First present in front of the group with side coaching
		- Round 1: read neutrally
		- Round 2: always become angrier with each line
		- Round 3: always get funnier
		- Always get sadder
		- Always get happier/more excited
	+ Partner Up in groups and work on the scene
		- Create an objective
		- Put it in a setting
		- Give yourself a character trait
	+ Present group scenes to whole class
		- Who were they
		- Where were they
		- What did they ask in the scene, was it answered
		- How old are they
		- What are there relationship
		- What character traits do they have
			* Focus: are the lines memorized by the group yet
* **Discussion**
	+ What did you notice the scenes
	+ Who are we
	+ Where are we
	+ What could we be talking about?
	+ Were they telling a story
	+ The levels?
	+ Could you add props
	+ What feelings are brought up when you look the scene?
	+ What pictures do you see?

**If You Have More Time*** **Pass the Beat Around the Room (rest)**
	+ Rest is hands on shoulders
	+ Each person says one beat as it goes around the circle
	+ Soon, then add beat as just a stomp
	+ Then add pass as just a zap motion with your hands
	+ Then create outs in the game, if you mess up, you sit out
* **X in X out**
	+ All group stand on the back wall
	+ One person jumps in with a solitary character scene
	+ Then person 2 jumps in and interrupts the scene and they start a completely different scene
	+ Then 3 and so on
	+ When everyone has entered the last person to jump in must find a way to end or leave the scene
	+ Once they’ve left it immediately picks up where the scene before that left off
	+ They must continue to end or leave the scenes until we are back to player 1
	+ Player 1 should then complete their task and exit the stage
* **Froggy Murderer**
	+ Set a location
	+ One person goes out to be the detective
	+ Silently select who the murderer is
		- They kill someone by secretly sticking their tongue out at them
	+ Walk around the room in the scene, be characters, hold traits
	+ When the murderer sticks their tongue out at you, die a dramatic death
	+ The detective has two chances to guess the murderer
* **Counting Game (Group Mind)**
	+ Try and get to 12
	+ Stand and face each other
	+ Backs to the circle
	+ Laying down, heads in the center of the circle, eyes closed
	+ See how high you can count
	+ Don’t go in order of the circle
	+ Don’t have the same three people saying all the numbers

**Materials*** Amidst the Mists Handout
* Content-less Scene Handouts
* 2-4 Actor Blocks
* Bench
* Notebook to Write Reflections

**Outcomes & Reflections*** **Today, I tried a different approach to warm up and that seemed to work. Typically, I explain what we’re going to do and then they all groan about warming up in any physical way. This time I just said let’s start by stretching and then I pop corned around the room asking them different questions about their week. Normally we do a check in first while doing attendance but this time I did it while stretching and if they groaned I asked them to check in so that they couldn’t talk and groan at the same time.**
* **We moved directly into out focus game of Whoosh Whoa, this was probably the best attempt at any focus game and that’s including some of the students lackluster participation.**
* **The chairs along the wall were an added distraction in the room but I explained that they were for the parents, not for us and we needed to stay in the stage area of the classroom.**
* **Moving into Tempo Tasks: I gave them an option to do the work individually at the same time or with partners and perform individually. They choose to do partner work which worked very well. I’m enjoying the small group/partner work because it gives them a chance to all have the full amount of time to work while also giving me a chance to go around and work individually with the groups. This has been a better directing tactic for this group that turns shy or complacent when put on the spot unexpectedly.**
* **A note for temp tasks the next time I do it might be to provide the tasks so that we remain more precise and specific than waking up or making a cake. We tried these options but they don’t necessarily pull out the full meaning of tempo from that versus using the task washing hands or ironing a shirt.**
* **Occupation, Location, Weapon was a great transition activity into the observation portion. We were able to learn a new game which progressed the class and then do a round before the parents arrived, we then could do another round with the parents showing off our building space and pantomime skills.**
* **We then moved into Freeze, which half of the class had played before. This worked well for this age group, they got the hang of calling Freeze and jumping in, we discussed at the end how this is helpful as an actor and they were pretty spot on: we discussed coming in with a clear idea, how the more physical action helped the scene transition and was easier to watch, being specific, making bold choices, creating characters, relationships and doing tasks rather than asking questions, and being yes and partners. I wish I had written down in that moment who said what because I was very impressed by their answers.**
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