

Kinder 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.

Kindergarten Theatre Lesson – Integration #1

Note: This is to follow lesson # 4, Party Hearty, Goldie! This lesson should be co-taught by the classroom teacher and the teaching artist.

Warm Up

- Teacher leads group warm up.
- Teacher reviews the story of “Goldilocks and the Three Bears”.
- Keep emphasis on outlining the beginning, middle and end.

Modelling

- Discuss what the story might be like if Goldilocks encountered a different type of animal (snakes, pigs, cats, etc.)
- Compare and contrast how this set of animals with bears. Focus specifically on how these animals move differently from bears and where they live.

Guided Practice

- As a class, create the story points (characters, setting, sequence of events) for the new “Goldilocks and the Three _____” story.
- Divide students into four or five groups around the room.
- Students act out how the new animal would move.
- As the teacher narrates the new story students act out the action.

Debrief

- Discuss how this new story is the same as the Goldilocks story.
- Discuss how this new story is different from the Goldilocks story.
- Ask, “Why does a story need a beginning, middle and end?”

Kindergarten Theatre Lesson - Integration #2

Note: This lesson is to follow lesson #6, I'm Just Putty in Your Hands! This lesson should be co-taught by the classroom teacher and the teaching artist.

Warm Up

- Teacher leads group warm up.
- Call out shapes discussed in lesson #6. Students respond by making that shape with their bodies.
- Call out different character types. Students respond by standing in a frozen shape (tableau) that makes them think of that character.

Modeling

Note: Teacher chooses a classroom book to use for this activity. A social studies book may be an appropriate choice, showing different kinds of people in different situations. Otherwise, any picture book should work.

- Read the story together as a class.
- Ask for volunteers to create the shapes in the text.
- When students are in shapes have other students walk around the shapes and report what they see.
- Guide students helping them to make inferences about the relationships, characters, body positions, etc. based on the tableau.

Guided Practice

- Divide the students into groups of four or five.
- Give each group a book from which they can create shapes.
- Have each group practice the shapes from the story and choose one to present to the class.
- Gather class back together and present each group asking students who the characters in the shapes might be and what they are doing.

Debrief

- Discuss how a body shapes can tell a story without words.
- Ask which characters were the easiest to identify and why.

Kindergarten Theatre Lesson - Integration #3 & #4

Note: This lesson is to follow lesson #9, Stage Fright? Not!!! #2. This lesson should be co-taught by the classroom teacher and the teaching artist.

Warm Up

- Teacher leads group warm up.
- Display three or four familiar picture books for the student to see.
- Have volunteers create tableaux of each book cover.
- Allow students to vote on which book to bring to life (page to stage.)

Modeling

- Read the book aloud to the group.
- Assist students in identify the key story points (beginning, middle, end.)
- Create tableaux for each of the story points.

Guided Practice

- Create a class performance of the storybook.
- If students know the text, divide up the narration for them to deliver while other students create tableaux. If not, teacher will narrate the story.
- Have a rehearsal. Define the performance space. Teacher says, "open curtain." Teacher or student delivers narration. Students enter the performance space and create related tableau then exit. Process is repeated until all tableaux and narration have been performed. At the end all students come on stage and take a bow. Teacher says "close curtain" and all students exit the space.
- Rehearse a second time as time allows.
- Perform the play for a video camera and an audience, if available.

Debrief

- If possible, have students view the video of their performance. If there was an audience have them give positive comments about what they saw.
- Ask students how they felt performing on the stage.
- Have students compare and contrast the difference between stories on books and on stage.

Kindergarten Theatre Lesson - Integration #3 & #4

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Warm Up

- Teacher leads group warm up.
- Display three or four familiar picture books for the student to see.
- Have volunteers create tableaux of each book cover.
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- Read the book aloud to the group.
- Assist students in identify the key story points (beginning, middle, end.)
- Create tableaux for each of the story points.

Guided Practice

- Create a class performance of the storybook.
- If students know the text, divide up the narration for them to deliver while other students create tableaux. If not, teacher will narrate the story.
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Kindergarten Theatre Lessons

Introduction Lesson with Warm Ups

#1 The Name Game: Animal/ Activity Illustration

Integration Lesson #1 – This lesson follows lesson #1

#2 A Hunting We Will Go... Going On A Bear Hunt! #1

#3 A Hunting We Will Go... Going On A Bear Hunt! #2

#4 Party Hearty, Goldie! Goldilocks and The Three Bears

Integration Lesson #2 – This lesson follows Lesson #4

#5 One, Two... Look What I Can Do!

#6 I'm Just Putty in Your Hands!

#7 Mirror, Mirror On the Wall

#8 Stage Freight? Not!!!

#9 Stage Freight? Not!!!

Integration Lesson #3

Integration Lesson #4