

## Theatre Resources: Week of September 28-October 2

### Pre-Kindergarten – 8<sup>th</sup> Grade

#### Pre-Kindergarten – 1<sup>st</sup> Grade *Let's Play Pretend!*

**Objective:** Students will explore characters through movement.

**TEKS:** 1.b. Explore space using expressive movement

**ELPS:** 1.a. Use prior knowledge and experiences to understand meanings in English

**Instructions:** Characters move in all sorts of ways! Silly walks are a great way to explore the world as a character. Watch the video below and look for all the silly walks. When you finish, think of some silly walks you can use for the characters below, and walk around like them!

Video Link: *Ministry of Silly Walks Parade*

<https://www.youtube.com/watch?v=rP3Mxhi4Uio>

What kinds of silly walks do these characters have?



Make sure you have enough space to practice your silly walks. Silly walks need to be both SAFE and fun!

## 2<sup>nd</sup> – 3<sup>rd</sup> Grade

### ***Theatre: The Art of Playing Pretend!***

**Objective:** Students will gain understanding of theatre and what it is.

**TEKS:** 3.A. Identify technical theatre elements such as props, costumes, sound, visual elements that define character, environment, action and theme

**ELPS:** 1.a. Use prior knowledge and experiences to understand meanings in English

**Materials:** A piece of paper and any supplies for drawing and coloring

**Instructions:** What is theatre, anyway? Watch this video to learn more about what theatre is.

Video Link: The Young Explorers – What is Theatre?

<https://kera.pbslearningmedia.org/resource/20d7ea1d-cf9a-44ec-8351-1661eab9b7df/what-is-theater-young-explorers/>

When you finish watching the video, think about what looks like the most fun to do.

Would you want to be the actor getting dressed up on stage or the director telling the actors what to do?





Would you want to be the person creating the costumes or building the set?

**Draw a picture of what you'd like to do in the theatre!**

## 4<sup>th</sup> – 6<sup>th</sup> Grade

### ***Theatre: Stories Brought to Life***

**Objective:** Students will gain understanding of dramatic structure

**TEKS:** 1.G. Define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, theme

**ELPS:** 4.g. Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling, or summarizing material

#### **Materials:**

A Notebook/Journal

**Instructions:** Theatre is stories brought to life. Watch the video below to learn about how those stories are structured for the stage.

Video Link: *Dramatic Structure | Artsville*

<https://kera.pbslearningmedia.org/resource/dramatic-structure-video/artsville/>

After watching the video, think about a story that you would like to see on stage. In your journal write out the three parts of the story like they did in the video.

- What is the *rising action* of the story?
- What is the *climax* of the story?
- What is the *falling action* of the story?

## 7<sup>th</sup> – 8<sup>th</sup> Grade

### ***Theatre: Stories Brought to Life***

**Objective:** Students will gain understanding of the history of theatre

**TEKS:** 4.B. Explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions

**ELPS:** 4.g. Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling, or summarizing material

**Materials:**

A Notebook/Journal

**Instructions:** Watch first video that gives you a very brief introduction to the history of theatre.

Video Link: *One Minute Theatre Lesson*

<https://kera.pbslearningmedia.org/resource/307d3ffa-1543-4b63-82b8-3c105bb8326f/307d3ffa-1543-4b63-82b8-3c105bb8326f/>

This video shows how theatre was born from people wanting to share their stories. Not only that, but that these stories are told in a variety of ways in different cultures.

Watch this second video all about Shadow Puppetry, an art form born in Indonesia.

Video Link: *Shadowlight Production – Theatre (Shadow Puppetry)*

<https://kera.pbslearningmedia.org/resource/969a4c1d-c9f5-4fe2-a627-607f05ebb265/shadowlight-production-performance-art/>

In your journal, reflect on the Shadow Puppetry video.

- What did you see in the video?
- What did you learn about shadow puppetry as a theatrical form?
- How did you feel about the use of music in the storytelling?