

## Theatre Resources: Week of October 12<sup>th</sup> – October 16<sup>th</sup>

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

#### **Pre-Kindergarten – 1<sup>st</sup> Grade** ***Let's Get Moving***

**Objective:** Students will practice moving their bodies by following directions given in the song.

**TEKS:** 1.B. Develop spatial awareness in dramatic play using expressive and rhythmic movement.

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

**Cambridge:** Demonstrate understanding of vocal and physical techniques and use of space.

**Instructions:** Actors use their bodies to tell stories on stage. Let's practice moving our bodies by following along with the video below. Be sure to find a big space to watch and follow along to make sure you stay safe and have room to move around!

Video Link: *Go Bananas*

<https://www.youtube.com/watch?v=zFQWVN4xip0&t=56s>

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

#### ***Theatre: The Actor Moves***

**Objective:** Students will learn and participate in a song and movement game that actors use to get warmed up for the stage.

**TEKS:** 3.C. Respond to sounds, music, images, language, and literature using movement

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

**Cambridge:** Demonstrate understanding of vocal and physical techniques and use of space.

**Instructions:** When an actor prepares for a play, they need to warm up their bodies and voices. Warming up can be boring, but it can also be fun! One warm-up game actors use is called *Boom Chicka Boom*. Watch the video and follow along using your voice and body to play *Boom Chicka Boom*. Make sure to watch and follow along in a safe space where you can move around freely.

Video Link: *Boom Chicka Boom*  
<https://www.youtube.com/watch?v=1b6axyuaKcY>

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

### ***Theatre: How It Comes to Life***

**Objective:** Students will gain understanding of how theatre is created through the eyes of the actor.

**TEKS:** Compare selected occupations in theatre

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

**Cambridge:** Understand how original drama may be created.

#### **Materials:**

A Notebook/Journal

**Instructions:** A lot of work goes into creating a theatrical production. This week you'll learn a little about what an actor does when they are in a production, as well as learn about the profession of acting in and out of the theater.

Video Link: *Working in Theatre - Actor*

<https://youtu.be/edjxtFfV85I>

After watching the video, write in your journal about some of the things you learned. Was there anything that surprised you about what actors do?

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

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

**Objective:** Students will gain understanding of different theatrical styles across the world

**TEKS:** 4.A. Demonstrate the role of theatre as a reflection of society, history, and culture

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

**Cambridge:** Understand the stylistic conventions associated with different genres

#### **Materials:**

A Notebook/Journal

**Instructions:** This week we're continuing our exploration of theatre around the world. Below is a video all about Greek Theatre, which laid the groundwork for theatre as we know it today.

Video Link: *Plays of the Ancient Greeks – Tragedies and Comedies*

<https://youtu.be/GWmfltQOT8U>

In your journal, reflect on what you learned in the video.

- What did you learn about the origins of Theatre?
- Do you recognize any elements of Greek Tragedy and Greek Comedy in the movies or TV shows you watch today?