

## Theatre Resources: Week of November 2<sup>nd</sup> – November 6<sup>th</sup>

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

#### Pre-Kindergarten – 1<sup>st</sup> Grade

##### ***Let's Act It Out!***

**Objective:** Students will practice becoming different characters by using visual cues.

**TEKS:** 5.B. Respond to dramatic activities

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

**Cambridge:** Demonstrate knowledge of a range of performance techniques.

**Instructions:** Actors work hard to become different characters onstage. Today we'll practice becoming different characters. Follow along with the video to become the different characters.

Video Link: *Act It Out*

<https://www.youtube.com/watch?v=LNK5eNQqAaA>

##### ***Let's Mime!***

**Objective:** Students will learn how to pantomime simple items.

**TEKS:** 5.B. Respond to dramatic activities

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

**Cambridge:** Demonstrate knowledge of a range of performance techniques.

**Instructions:** Today we'll continue working on becoming different characters by focusing on character movements. Follow along with the movements to the Wishy Washy Washer Woman song.

Video Link: *Wishy Washy Washer Woman*

<https://www.youtube.com/watch?v=OYL20BXsIQc>

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

### ***Creating Theatre: Where the Wild Things Are***

**Objective:** Students will learn how stories can be translated from books to the stage.

**TEKS:** 1.D. Role-play, imitate, and recreate dialogue

**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:** Theatre comes from stories. In the book, *Where the Wild Things Are*, a forest grows in Max's room. Today we'll practice using our bodies to grow like a tree in the forest. Use your imagination and follow the directions below:

1. Curl up on the ground like a seed
2. Close your eyes
3. Imagine being a seed in the ground surrounded by cold soil
4. Now the sunlight starts to warm you up in the ground
5. Finally some rain starts – imagine the rain falling on you
6. In the rain and sunshine, you slowly start to wake up
7. Slowly start stretching out as you grow bigger and bigger as a seed in the ground
8. Now start to move upwards and out of the ground towards the sunshine and rain
9. Now pop! – you break through the soil just a little bit into the fresh air
10. Take a big deep breath of fresh air
11. Now you continue to grow slowly
12. Slowly move your bodies upwards towards the sunlight
13. Your branches get stronger – start moving your arms out into big branches
14. Take another big breath of fresh air
15. Show how happy to are
16. Grow up up up until you are a tall and strong tree
17. Keep your feet firm on the floor as your tree roots holding you in the ground while you enjoy the fresh air
18. Now you are a big strong tree in the forest – sway in the gentle breeze

### ***Creating Theatre: Where the Wild Things Are***

**Objective:** Students will use pantomime to practice becoming different characters.

**TEKS:** 2.B. Roleplay in real-life and imaginative situations through narrative pantomime, dramatic play and story dramatization

**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 Max finds himself in the forest where the Wild Things live, they make him King of the Wild Things. Now that you have grown a forest, imagine what kind of Wild Thing you would be. Use your imagination to try moving and making sounds like your Wild Thing, and draw a picture of what your Wild Thing would look like!

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

### ***Set Designers: Making Theatre Come to Life***

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

**TEKS:** 5.D. Analyze and compare theatre artists and their contributions

**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:** This week we are continuing our exploration of set design. Today we'll dig even deeper into what a set designer does. Watch the video below about set designer and MacArthur Fellow, Mimi Lien.

Video Link: *Set Designer Mimi Lien*

<https://www.youtube.com/watch?v=2NqRHiNHJc>

After watching the video, write in your journal about some of the things you learned.

1. Predict: What are some things that set designers could do outside of the theatre?
2. Questions: What differences did you notice between how Mimi described set design versus the designer from last week?

What similarities did you notice?

3. Clarify: The difference between a set design and a model of the set.
4. Summary: Write 2 to 3 sentences discussing what you found interesting about this week's set design video

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

**Instructions:** We're now going to dive even deeper into the world of set design. There are five key elements to set design. They are:

1. Line: The outline of the scenic units onstage
2. Mass: The bulk or weight of the scenic units
3. Composition: The balance and arrangement of the scenic units
4. Texture: The “feel” of the scenic units
5. Color: The color and tone of the scenic units

Below is a video of the set designer from the Broadway production of Newsies. He discusses his process of designing the set, and you also get to see the set design in action. Describe what you see of the set’s lines and colors in your journal.

Video Link: *Tony Nominee Tobin Ost Discusses the Set Design of Newsies*

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

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

### ***Theatre: The Art of Design***

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

**TEKS:** 5.D. Compare career and avocational opportunities 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 the set designer does to help the show come to life.

Video Link: *Building Broadway, Hamilton Set Designer David Korins*

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

After watching the video, write in your journal about some of the things you learned.

1. Predict: The meaning of the set designers' job.
2. Questions: What is one thing a set designer has to consider when designing a set?

Who does the set designer work with when designing a show?

3. Clarify: The difference between the set designer and the director.
4. Summary: Write 2 to 3 sentences discussing what you learned about set designers.

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After watching the video, write in your journal about some of the things you learned.

1. Predict: What are some things that set designers could do outside of the theatre?
2. Questions: What differences did you notice between how Mimi described set design versus the designer from the musical *Hamilton*?

What similarities did you notice?

3. Clarify: The difference between a set design and a model of the set.
4. Summary: Write 2 to 3 sentences discussing what you found interesting about this week's set design video