

Teamwork • Ensemble Building • Conflict Resolution •
Personification • Theatre



Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

GRADE 4

ELACC4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

GRADE 5

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Georgia Performance Standards

THEATER ARTS

GRADE 3

TAES3.2: Developing scripts through improvisation and other theatrical methods

TAES3.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES3.7: Integrating various art forms, other content areas, and life experiences to create theatre

TAES3.11: Engaging actively and appropriately as an audience member in theatre or other media experiences

GRADE 4

TAES4.2: Developing scripts through improvisation and other theatrical methods

TAES4.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES4.7: Integrating various art forms, other content areas, and life experiences, to create theatre

TAES4.11: Engaging actively and appropriately as an audience member in theatre or other media experiences

GRADE 5

TAES5.2: Developing scripts through improvisation and other theatrical methods

TAES5.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES5.7: Integrating various art forms, other content areas, and life experiences, to create theatre

TAES5.11: Engaging actively and appropriately as an audience member in theatre or other media experiences

National Standards

THEATER

Standard 1: Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history

Standard 2: Acting by assuming roles and interacting in improvisations

Standard 3: Designing by visualization and arranging environments for classroom dramatization



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Challenge your students in a brand new way as they work collaboratively to explore critical thinking, creative problem solving, and team work with basic theatrical techniques!

Essential Question

How can utilizing theater help students explore conflict resolution?

Process:

SKILL CUP

This ensemble building warm-up is a good exercise to keep coming back to throughout the year. You will see how your students start to work as a team as the time passes.

- Arrange students in a circle.
- Tap the base of the cup so that it is air-born!
- Allow students to continue tapping the base of the cup without the cup hitting the floor. (No one can hit the cup two times in a row, but he or she can hit the cup more than once in the sequence.)
- All students must audibly count to ten; the goal is to keep the cup from hitting the floor before the number ten is reached. If the cup hits the floor, the process must be repeated.

ORCHESTRAL THEATER

This exercise invites students to discover the actor or actress within!

- Ask students to define the word conductor. Discuss this role and identify what signals he/she uses to get the musicians to slow down, speed up, get louder and softer, and eventually stop.
- Next, encourage students to imagine they are great conductors gathered at a convention and choose the geographic location for this convention.
- Say aloud, *“Think of a name for yourself and the name of the musical piece that you are most famous for conducting. Then show us how you bow at the end of your concerts and we will clap for you!”*
- One at a time, each conductor will come forward and choose a card. Each card has a topic with suggestions for unusual instruments. The conductor chooses 4 classmates to be his/her orchestra and assigns each to act as a chosen peculiar instrument. The conductor may use the suggestions on the card or make up his/her own. The orchestra members will use a sound and a movement to create this instrument.
- The conductor will then generate a name for the piece of music before leading his/her orchestra! The conductor will use signals to indicate whether the orchestra members should play faster or slower, louder or quieter, simultaneously or individually (eye contact and focus are important for both the conductor and the instruments).
- The conductor and all orchestra members take a bow!

Materials

- whiteboard
- markers
- blank index cards
- clipboards and pencils

Vocabulary

Theater

Dramatic literature or its performance; drama

Ensemble

All the parts of a thing taken together, so that each part is considered only in relation to the whole

Theater

Dramatic literature or its performance; drama

Improvisation

A performance given without planning or preparation

Sanctuary

A safe place or place of refuge

Conductor

The director of an orchestra or symphony

Signal

Non-verbal cue

Classroom Tips

This activity works best in an open space with chairs around the perimeter of the room.

GROUP POEM

This exercise allows students to vocalize their thoughts as a group. This enhances and strengthens ensemble.

Theme Based

- This is poem based on any theme that you wish to explore with your students. You can tie your theme to a particular issue that your class is dealing with, a unit of study, or a virtue that you are exploring.
- Have students sit in a circle.
- Teacher: Call out the first thing that comes to your mind when I say a particular word.....“heart”.
- Listen for answers and then call out another word....“love” .
- Once the students feel free to talk and explore, head toward the theme.
- Teacher: Now I’m going to start a phrase and you finish it for me..... “It hard to be honest when.....” or “Forgiveness is.....”
- Write down answers as they are called out. Make sure to scribe word for word.
- Read the title (“Forgiveness is”) and then read all of the student’s comments aloud in poem form.
- Type the poem up and distribute to students on the following day.

Person to Person Based

- Teacher: “We all have things we want to tell people in our lives but don’t always feel comfortable saying to them in person. if you could tell anything to a particular person (ie, your mother, father, teacher, president, etc.) Who would you speak to?”
- Allow time for answers.
- Teacher: “Let’s decide to all talk to the same person today. To tell that person something that you don’t feel comfortable telling them face to face or you just haven’t ever told them for some reason.”
- Teacher: “Who are some people you might want to talk to? (allow for answers and write them down) Great! Let’s take a vote to see who we will all talk to today. “
- Call out list and have everyone vote one time.
- Teacher: “Today we are going to talk to.....(boys). Let’s title our poem, (Girls to Boys).” (insert the appropriate people based on your students and the person they voted to talk to.)
- Teacher: “Now, close your eyes for a moment and think about standing in front of this person, face to face. What would you say to them? Call out your answers one at a time.”
- Write down answers as they are called out. Make sure to scribe word for word.
- Read the title (“Girls to Boys”) and then read all of the student’s comments aloud in poem form. Type the poem up and distribute to students on the following day.

Assessment

- Students must utilize voice modulations/modifications during improvisations.
- Students should actively participate in creation of group poems.