

Teamwork • Ensemble Building • Conflict Resolution •
Personification • Theatre



Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

- ELACCKSL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- ELACCKSL3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- ELACCKSL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- ELACCKSL5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- ELACCKSL6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- ELACCKL1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 1

- ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- ELACC1SL3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- ELACC1SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ELACC1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 2

- ELACC2SL1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- ELACC2SL3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- ELACC2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- ELACC2SL6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- ELACC2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Georgia Performance Standards

THEATER ARTS

GRADE K

- TAESK.2:** Developing scripts through improvisation and other theatrical methods
- TAESK.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments
- TAESK.7:** Integrating various art forms, other content areas, and life experiences to create theatre
- TAESK.11:** Engaging actively and appropriately as an audience member in theatre or other media experiences

GRADE 1

- TAES1.2:** Developing scripts through improvisation and other theatrical methods
- TAES1.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments
- TAES1.7:** Integrating various art forms, other content areas, and life experiences to create theatre
- TAES1.11:** Engaging actively and appropriately as an audience member in theatre or other media experiences

GRADE 2

- TAES2.2:** Developing scripts through improvisation and other theatrical methods
- TAES2.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments
- TAES2.7:** Integrating various art forms, other content areas, and life experiences to create theatre
- TAES2.11:** Engaging actively and appropriately as an audience member in theatre or other media experiences

National Standards

THEATER

- 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.