

Physical Play!

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6th grade — Introduction to Theatre Class — Sheltered-English Immersion — 50 minutes

Stage 1- Desired Results	
<u>Content Standards</u> <ol style="list-style-type: none">1. Develop and refine artistic techniques and work for presentation. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work (e.g., altering voice, gestures, or posture). (5-6.T.P.05)2. Interpret intent and meaning in artistic work. Use domain-specific vocabulary to identify details about a play or theatre work. (5-6.T.R.08)	
<u>Understandings:</u> Students will understand that physical traits can tell a story Students will connect as actors and audience members through humor and physicality	<u>Essential Questions:</u> How can we tell a story through gesture and movement? What does it mean to be a clown? How does this technique help us as actors?
<u>Learning Objectives:</u> Students will know... <ul style="list-style-type: none">• That movement can help reinforce what a character is feeling• How to use warm-ups in theatre class and for performance Students will be able to... <ul style="list-style-type: none">• Define essential vocabulary• Take physical risks• Share reactions with an audience• Use movement and facial expressions to tell a story	
Stage 2- Assessment Evidence	
<u>Performance Tasks:</u> <ul style="list-style-type: none">• Movement warm-ups and activities• Students will not be graded on anything other than completion	<u>Other Evidence:</u> <ul style="list-style-type: none">• Check in• Participation• Turn and talk• Peer feedback

Stage 3- Learning Plan

WARMUP

Check in (5 min)

Students will spend 4 minutes writing or drawing on a post-it note to the prompt “how are you feeling right now?” It can be anything from a simple doodle to a few key words or a complete sentence. Students are encouraged to write their name on the back of the post-it so it is not immediately visible to the class. Then, students will stick post-it note on the board. As a class, we will step back from the board and take one minute and share out anything we notice or that stands out from our array of post-it notes.

Movement Shakeout (6 minutes)

Students stand in a circle and will be asked to shake their right arm, then left arm, then right leg, then left leg for 8 counts each. Then repeat with 7 counts, 6 counts, 5 counts...until we explode with energy after we reach 1.

BODY OF LESSON

Shoe Character Activity (4 minutes)

Students walk around the space.

Prompt: Pretend that you’re in different kinds of shoes. Whenever I call out a type of shoe, you must change the way you are walking to make it look like you’re currently in those shoes. “Walk like you’re in roller skates”, “Walk like you are in space boots.”

Questions to ask throughout the activity: How would you walk with space boots - are they heavy or light on your feet? Do your shoes feel comfortable? Are they too tight or do they fit just right? Can you glide or are you having to pick up your feet to take each step? Think about what kind of floor/ground you are walking on when wearing these shoes.

Closing: “Bring your walking to a slow but natural stop. Now shake it all out.”

Cows! (5 min of demonstration, 15 min of exercise)

~This exercise is adapted from the San Francisco Shakespeare Festival~

Class will be split into two groups. Each group will take turns being the “clowns” and the audience.

Prompt clowns to bring audience into their world by making eye contact. “See us. Stay with us.” Encourage big physical reactions.

Clowns will leave the room and re-enter with music, then will follow prompts. Text and images of prompts ([found here](#)) will be projected on board as well. Play Carmina Burana and students return to classroom:

Prompts:

You love cows... you can’t stop dreaming about them.

It’s a beautiful day and then suddenly you smell something.

It’s cow pooh!

You see a farmer’s field in the distance.

Go to the red barn

Place your hand on the door.

You vibrate with excitement... you can feel the 100 cows behind the door.
You open it up... 100 cows rush out... you love it!
Then you see your cow... you love her. Embrace her!
The farmer kicks you out
Say good-bye to your cow
Now get out
Come back and say one last good-bye to your cow (you can use a word or a look)

Encourage clowns to take a bow and audience to respond, then switch groups.

REFLECTION

Think pair share (8 minutes)

Class will pair up (one person from each group) and discuss.

Prompt: In your group, you will discuss anything that came to mind when watching the other group. How did their movements and acting compare to how your group did the activity? Now thinking about your group: did you have big reactions? big gestures? lots of movement or small movement? Do you think the audience understood your actions, reactions and discoveries during this activity?

Questions/discussion ideas will be printed on a handout and each group will be given one copy to share.

All class discussion (7 minutes)

The remaining class time will be used to close out with our vocabulary for the week. *Prompt:* "Can anybody give me an example of..."

- Clown
- Discovery
- Reaction
- Physicality
- Gesture

All vocabulary words for the week will be up on the board ([found here](#)) - it will include a definition and a corresponding image.

General theater vocabulary will be kept on one main wall for students to view.

(tier 1) vocabulary examples:

- Performer
- Audience
- Emotion (i.e. happy, upset, confused)

Links:

[Cow-Clown Prompts](#)

[Physical Play Vocabulary](#)

[Carmina Burana: O Fortuna](#)