

## Lesson Plan #1

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: Acting Fundamentals	DATE: TBD; 50 Minute Lesson
UNIT: How to Utilize the Actors Handbook	LESSON TITLE: What is theatre?

**UNIT DESCRIPTION:** In this unit, Students will understand and learn how to utilize their very own Actors Handbook. They will explore the fundamentals of acting and the amazing world that it introduces. Through a variety of games and activities students will begin using their bodies, voices, and imaginations to discover the fun that theatre has to offer. The students will put the skills they learned to practice when they will select a piece that they will perform at the end of the unit.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

**OVERVIEW OF LESSON (Instructional Strategy):** It is the first day of class and students are ready to hop into the world of theatre courageously! Over the course of the lesson, students will begin to develop an outlet to express themselves with. Through these fun and silly theatre games, students will be able to break out of their shell and begin to get to know themselves a little better!

<b>OUTCOMES</b> 1. Students will continue developing confidence in their bold choices (ER)	<b>ASSESSMENT CRITERIA</b> 1. Students will enthusiastically participate in games and make bold choices (M, ER, BR)
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<p>2. Students will start to become more open with their classmates <b>(ER)</b></p> <p>3. Students will begin to develop a theatrical outlet <b>(M, ER, BR)</b></p>	<p>2. Students will accomplish goals and improve and shine in different areas <b>(BR)</b></p> <p>3. Students will have fun! <b>(M, ER, BR)</b></p>
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<b>GUIDED PRACTICE</b>	<p><b>Introduction-</b> Question of the Day <b>(M)</b></p> <p><b>Warm up</b> - SuperHero Name Pass <b>(M, BR)</b></p> <p><b>Game 1</b> - Ninja <b>(M, ER, BR)</b></p> <p><b>Learn</b> - How to take the step of courage... <b>(M)</b></p> <p><b>Game 2</b> -It is what it isn't <b>(M, ER, BR)</b></p> <p><b>Cool Down</b> - YEE-HAW <b>(M, ER, BR)</b></p>
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<b>SCHEDULE</b>	<p><b>Introduction:</b> 5 Minutes</p> <p><b>Warm Up:</b> 5 Minutes</p> <p><b>Game 1:</b> 10 minutes</p> <p><b>Learn:</b> 15 minutes</p> <p><b>Game 2:</b> 10 minutes</p> <p><b>Cool Down:</b> 5 minutes</p>
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<p><b>MATERIALS</b></p> <p>All items you need to make the lesson happen</p>	<p>Random Objects: pool noodle, fork, etc.</p> <p>Blank Paper and Marker</p>
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<p><b>OTHER RESOURCES</b></p> <p>Additional resources such as a way to play amplified sound</p>	<p>Bluetooth speaker</p>
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<p><b>STANDARDS</b></p> <p>Alabama State Standard, found at perma-bound.com</p>	<p>3.2.12. Students will describe the sensory elements of a dramatic performance. (Visual; Aural; Oral; Kinetic)</p> <p>3.2.8. Students will identify the who, what, when, where, and why in theatre experiences.</p> <p>3.4.22. Students will plan and rehearse improvisations collaboratively.</p>
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**PROCESS**

**Introduction: Question of the Day**

The Teaching Artist will greet the students by asking them to say their names and answer a question. Today’s question is, “If you could have any superpower what would it be and why?” The Teaching Artists should begin by introducing themselves and answering the question, in order to give the students an example.

My name is Mr. Braydie and if I could have any superpower it would be the ability to fly.

**Name Game: Superhero Name Pass**

Everyone will come up with a Superhero Name, power, and motion to do when they say their Superhero name. Then, the Teaching Artist will begin “passing” their own name to someone else by saying their name and doing their own motion then saying another student's name and that student’s motion. Once a student has been passed their name, they pass along to another student. An example is if Amazing Alice started, Amazing Alice would say, “Amazing Alice (with her motion) to The Flash (with his motion).” Then The Flash could say, “The Flash (with his motion) to Shadow Guard (with her motion).”

Those superhero names are so cool! Now it's time to play one of my favorite games. It's called ninja...

### **Game 1: Ninja**

Players form a circle, each standing at arm's width away from each other. On the count of "3... 2... 1... NINJA!" all players jump into ninja poses. Choose your pose wisely! Randomly choose a ninja to begin. On their turn, each player is allowed to make one swift ninja attack. *KAPOW!* This can involve your whole body. *HAYA!* Eliminate others by striking their hand - the wrist is not included. You must stay hold the position you end your move in. The next player is allowed to move once you have finished your attack. If you are attacked by another player, you may dodge, but you can't move your feet. When only two players remain, they begin the final duel. The final two ninjas stop fighting, bow, and stand back-to-back. On the count of "3... 2... 1... NINJA!" they jump into poses. The ninja with the boldest pose goes first and play resumes normally. The game ends when only one ninja remains.

OHHH wow! We have a champion. Now everyone take a seat. Take a sip of water. Let's talk about theatre.

### **Learn: How To Take The Step of Courage...**

Teaching artist will ask the question: what is theatre? Have any of you done theatre before? What is your experience level? Who are your favorite actors? Favorite movies and shows? What makes you like them? What do you think the actors Handbook is? What terms should be in our Actor's Handbook? The first term that every actor should know is courage. It takes courage to be an actor. It takes courage to go out onstage and say your lines, do your part. Acting is purely an act of courage. You are all courageous individuals for being in this theatre class.

Now let's play one more game before I have to go. It's a game called...

### **Game 2: It is What it Isn't**

Teaching Artist has the class sit in a circle. They reveal an object, such as a wooden spoon. Discuss with the class what the object is used for. Pass the spoon to a student and have them perform an action that involves the spoon, however, the spoon must be used as anything other than a spoon. For example, the spoon could become a

microphone or a hairbrush. Ask observers to guess what the object is being used as. Pass the object to the next student and repeat.

You all have some creative minds, that was amazing. Now to close us out we are gonna do this thing called a YEE-HAW!

**Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

## Lesson Plan #2

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: Acting Fundamentals	DATE: TBD; 50 Minute Lesson
UNIT: How to utilize the Actors Handbook	LESSON TITLE: The Actors Handbook

**UNIT DESCRIPTION:** In this unit, Students will understand and learn how to utilize their very own Actors Handbook. They will explore the fundamentals of acting and the amazing world that it introduces. Through a variety of games and activities students will begin using their bodies, voices, and imaginations to discover the fun that theatre has to offer. The students will put the skills they learned to practice when they will select a piece that they will perform at the end of the unit.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

**OVERVIEW OF LESSON (Instructional Strategy):** Today Students will take a deep dive into the elements of the Actors Handbook. They will learn the foundational aspects of acting and how important the tools are in the actors handbook. They will begin to put these skills into practice through games and fun activities.

<b>OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
4. Students will understand what the Actors Handbook is ( <b>M</b> )	4. Students will listen and take in to the tools of the Actor's Handbook ( <b>M, ER</b> )
5. Students will begin to put the tools of the Actor's Handbook into practice ( <b>ER, BR</b> )	5. Students will set goals to accomplish in the class ( <b>M, ER, BR</b> )

6. Students will be more open and accepting of classmates <b>(ER, BR)</b>	6. Students will participate in discussions and the the group activities <b>(M, ER, BR)</b>
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<b>GUIDED PRACTICE</b>	<b>Introduction-</b> Question of the Day <b>(M)</b> <b>Warm up</b> - Boom, Chicka, Boom <b>(M, ER, BR)</b> <b>Game 1</b> - Zip, Zap, Zop <b>(M, ER, BR)</b> <b>Learn</b> - What are the Tools in the Actors Handbook? <b>(M)</b> <b>Game 2</b> - 10 Seconds to Make <b>(M, ER, BR)</b> <b>Cool Down</b> - YEE-HAW <b>(M, ER, BR)</b>
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<b>SCHEDULE</b>	<b>Introduction:</b> 5 Minutes <b>Warm Up:</b> 5 Minutes <b>Game 1:</b> 10 minutes <b>Learn:</b> 15 minutes <b>Game 2:</b> 10 minutes <b>Cool Down:</b> 5 minutes
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<b>MATERIALS</b>  All items you need to make the lesson happen	Blank Paper and Marker
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<b>OTHER RESOURCES</b>  Additional resources such as a way to play amplified sound	Bluetooth speaker
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<p><b>STANDARDS</b></p> <p>Alabama State Standard, found at perma-bound.com</p>	<p>3.3.17. Students will analyze how movement, music, or visual elements are used to enhance the mood of classroom dramatizations and/or theatre production.</p> <p>3.4.18. Students will suggest alternative settings, characters, and endings.</p> <p>3.2.6. Students will articulate and explain emotional responses to the whole, as well as the parts, of dramatic performances.</p>
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## **PROCESS**

### **Introduction: Question of the Day**

The Teaching Artist will greet the students. Hello everyone, how was your day? Did you have a fun weekend? Today's question is, "If you could be any animal what would you be and why?"

I would definitely be a kangaroo so that I can have a built in fanny pack and I could just hop around all day.

### **Warm up: Boom, Chicka, Boom**

This warm up is a call and response so the teaching artist calls out each line and then the students repeat back. It starts with *"I said a Boom"... "I said a Boom Chicka Boom"... "I said a Boom Chicka Rocka Chicka Rocka Chicka Boom"... "Uh huh" ... "Oh yeah" ... "One more time"*

Wowza. That was wild. Now we're going to play a classic...

### **Warm-Up: Zip, Zap, Zop**

Invite students to stand in a circle. Ask the group to repeat the words "Zip, Zap, Zop" three or four times, all together. Introduce the activity: Imagine that I have a bolt of energy in my hands. To start the game, I will send the bolt out of energy out of my body with a strong forward motion straight to someone else in the circle (use hands, body, eyes, and voice to make contact across the circle) and say, "Zip." Explain that



the next person takes the energy and passes it immediately to someone else saying “Zap.” That person passes it on to another participant with a “Zop.” The game continues and the “Zip, Zap, Zop” sequence is repeated as the energy moves around the circle. Encourage all plays to use their whole body to send energy and to make eye contact. They can send the energy to whomever they want but the goal is to include all players. Practice the game. If there is a mistake, encourage students to simply resume playing without discussion. The group challenge is to go very quickly and stay consistent in rhythm; if students struggle, pause the game, discuss strategy and try again.

Oh wow. Ok everyone settle down. It’s time to take a deep dive into the actors handbook...

### **Learn: What are the Tools in the Actor's Handbook?**

The Teaching Artist will go over the tools of the Actors Handbook. There are 5 W’s in the theatre. Can someone guess these W’s? These W’s are Who, What, When, Where, and Why. Can everyone say that with me? Who, What, When, Where and Why. Who - is the character you're portraying and who are they talking to. What - do you need to express or want from the other character you're talking to. When - does the action take place? Time-period, time of day, etc, are all important to support the character's storyline. Where - does the action take place? Specific environments help tell the story better. Why - did I say that? Why am I singing right now? Why did I end the song this way? Why is the character reacting this way? “Why” embodies the questions we ask about the material, because questions lead to answers. This Who, What, When, Where and Why are the building blocks of storytelling. To an actor you must also play a character. To build and act as a character you must use the who, what, when, where and why to build on who your character is, what they want and what are their goals. Only you as the actor playing the character must know these deep parts of the character and then it is your job to do your best to communicate these ideas to the audience. To communicate these ideas to the audience you must be aware of all aspects of your performance, such as voice, movement, your use of space, improvisation and silence. The voice is one of the actors most powerful tools. You can use your voice to deliver your lines in a certain pitch, tone or pace that will be able to communicate to the audience what your character is feeling. The next is movement. Your charter may have very subtle or exaggerated movements. It is for you to decide and create. An actor must also be aware of the space that they choose

to use or not use. An actor must be comfortable with improvising when something goes right or wrong. And finally an actor must know the power of silence.

Now lets try to put some of these tools to practice in the next game!

### **Game 2: 10 Seconds To Make**

Divide everyone into small groups (4-6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero. Usually every group will find a different way of forming the object. These ones are good to try: a car, a clock, a washing machine, a volcano, a fire, a girae, the empire state building, a skateboard, mt. Everest,

Amazing work! Ok peeps, it's time for a YEEEEEE-HAW!

### **Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

## Lesson Plan #3

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: Acting Fundamentals	DATE: TBD; 50 Minute Lesson
UNIT: How to utilize the Actors Handbook	LESSON TITLE: Pick a scene any scene...

**UNIT DESCRIPTION:** In this unit, Students will understand and learn how to utilize their very own Actors Handbook. They will explore the fundamentals of acting and the amazing world that it introduces. Through a variety of games and activities students will begin using their bodies, voices, and imaginations to discover the fun that theatre has to offer. The students will put the skills they learned to practice when they will select a piece that they will perform at the end of the unit.

**EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

**OVERVIEW OF LESSON (Instructional Strategy):** It is time for the teaching artist to assign scenes and monologues. The teaching artist should have asked each of the students in the last class if they would rather do a scene or a monologue. It is safe to assume that these students will all be working at different skill levels so letting the students choose their path will be a great way for the teaching artist to cater to their needs and wants. It will be easy to hand out different scenes and monologues from contemporary playwrights. However, if a student has a specific scene or monologue that they have found elsewhere, the Teaching artist should let them use that if it is appropriate.

<p><b>OUTCOMES</b></p> <ol style="list-style-type: none"> <li>7. Students will become inspired by contemporary playwrights work <b>(M, ER)</b></li> <li>8. Students will collaborate and support other classmates <b>(ER, BR)</b></li> <li>9. Create a unique character using the actors handbook. <b>(M, ER, BR)</b></li> </ol>	<p><b>ASSESSMENT CRITERIA</b></p> <ol style="list-style-type: none"> <li>7. Students will put forth an effort in their art <b>(ER, BR)</b></li> <li>8. Students will be respectful of others <b>(M, BR)</b></li> <li>9. Students will memorize their selected piece <b>(M)</b></li> </ol>
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<p><b>GUIDED PRACTICE</b></p>	<p><b>Introduction-</b> Question of the Day <b>(M)</b>  <b>Warm up</b> - Stop, Drop, Crab <b>(M, ER, BR)</b>  <b>Game 1</b> - Chubby Bunny <b>(M, ER, BR)</b>  <b>Selection</b> - Scenes and Monologues <b>(M, BR)</b>  <b>Cool Down</b> - YEE-HAW <b>(M, ER, BR)</b></p>
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<p><b>SCHEDULE</b></p>	<p><b>Introduction:</b> 5 Minutes  <b>Warm Up:</b> 5 Minutes  <b>Game 1:</b> 5 minutes  <b>Learn:</b> 30 minutes  <b>Cool Down:</b> 5 minutes</p>
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<p><b>MATERIALS</b></p> <p>All items you need to make the lesson happen</p>	<p>Printed scenes and Monologues</p>
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<p><b>OTHER RESOURCES</b></p>	<p>Bluetooth speaker</p>
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Additional resources such as a way to play amplified sound	
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<b>STANDARDS</b>	
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Alabama State Standard, found at <a href="http://perma-bound.com">perma-bound.com</a>	
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3.4.22. Students will plan and rehearse improvisations collaboratively.
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3.4.27. Students will collaborate to plan and rehearse dramatic presentations.
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3.2.8. Students will identify the who, what, when, where, and why in theatre experiences.
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<b>PROCESS</b>
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<b><u>Introduction: Question of the Day</u></b>
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The Teaching Artist will greet the students by asking them how they are doing today. Today's question is, "What is your dream role?"
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My dream role is to play Prior Walter in Angels in America. It is one of my favorite pieces of theatre. Does anyone want to be the next Spiderman?
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<b><u>Warm Up: Stop, Drop, Crab</u></b>
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This is a game where you HAVE to LISTEN. When I say stop, you stop completely. When I say drop, you die a very dramatic death. Then when I say crab, you crab. Crab means whatever it means to you. You do your crabs and I'll do my crab. Now walk around the space, at a medium pace... STOP! ... DROP.... STOP.... CRAB! .... STOP.... DROP... CRAB! ....CRAB....
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OK. Ok. Now let's move on to something even more crazy.
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### **Game 1: Spaghetti**

Spaghetti is a fun-filled, physical activity that helps performers to connect their emotions with their character. It easily creates a drama lesson plan that will inspire each performing arts student. The group forms a circle and each player gets a chance to play an emotion by coming in the center. The group gives the chosen player a specific emotion that needs to be played by saying the word 'Spaghetti'. Emotion/character-traits are as such: Excited-spaghetti, Intelligent spaghetti, rock star spaghetti, cool spaghetti, scary, terrified, angry, stealthy, happy, silly, chill, weird, toxic, mad, clever, anxious, brave, scaredy cat, confident, lazy, dying, sleepy, energetic, etc...

Very Very good. Ok everyone. Now it is time for all of you to get your scene or your monologue that you will perform at the end of our unit together.

### **Selection: Scenes and Monologues**

The teaching artist will go over the monologues or scenes that they have chosen for the students in the class. If a student has a monologue that they want to work on or a scene that they would like to do, they need to ask the Teaching artist if they can use it. If the content is appropriate, the teaching artist should allow them to do the piece that they want. If a student has not selected a piece the teaching artist should assign them one so that they can get to work. The teaching artist will use scripts from classic and influential contemporary playwrights to get the students feet wet in the world of theatre. We must know our Tennessee Williams and Arthur Millers first before we learn about Lucus Hynath and Annie Baker. These pieces will consist of short two person scenes for monologues. After the students each have their piece they will meet with their partner and read and talk about the scene. If a student has a monologue they will find a quiet spot to go over their monologue. During this time the teaching artist will make their way around the room checking in on students and groups. It is important that the teaching artist tells them that they will need to memorize the scene and that their off book date will be their second to last class.

Awesome everyone. Let's all circle up for a Yee-Haw!

### **Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

## Lesson Plan #4

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: Acting Fundamentals	DATE: TBD; 50 Minute Lesson
UNIT: How to utilize the Actors Handbook	LESSON TITLE: Building an Ensemble

**UNIT DESCRIPTION:** In this unit, Students will understand and learn how to utilize their very own Actors Handbook. They will explore the fundamentals of acting and the amazing world that it introduces. Through a variety of games and activities students will begin using their bodies, voices, and imaginations to discover the fun that theatre has to offer. The students will put the skills they learned to practice when they will select a piece that they will perform at the end of the unit.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

**OVERVIEW OF LESSON (Instructional Strategy):** While it is important to be self sufficient in your work, you must learn to work as an ensemble. This is a key aspect of being a theatre artist. AND another key aspect is learning how and when to improvise. In today's lesson we will go over these two important aspects of theatre in detail and also continue to work on scenes and monologues.

<b>OUTCOMES</b> 10. Students will realize the freedom that comes with improv ( <b>M, ER, BR</b> )	<b>ASSESSMENT CRITERIA</b> 10. Students will listen and take in lesson ( <b>M</b> ) 11. Students will contribute to the
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<p>11. Students will feel a need to experiment and create <b>(ER, BR)</b></p> <p>12. Students will grow as a working ensemble <b>(ER, BR)</b></p>	<p>lesson is positive ways <b>(BR)</b></p> <p>12. Students will work hard to put out good work <b>(M, ER, BR)</b></p>
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<b>GUIDED PRACTICE</b>	<p><b>Introduction-</b> Question of the Day <b>(M)</b></p> <p><b>Game 1-</b> That’s Right Bob <b>(M, ER, BR)</b></p> <p><b>Learn -</b> Improv and Ensemble <b>(M)</b></p> <p><b>Game 2 -</b> Night at the Museum <b>(M, ER, BR)</b></p> <p><b>Work -</b> Scenes and Monologues <b>(M, ER, BR)</b></p> <p><b>Cool Down -</b> YEE-HAW <b>(M, ER, BR)</b></p>
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<b>SCHEDULE</b>	<p><b>Introduction:</b> 5 Minutes</p> <p><b>Game 1:</b> 5 Minutes</p> <p><b>Learn:</b> 10 minutes</p> <p><b>Game 2:</b> 10 minutes</p> <p><b>Work:</b> 15 minutes</p> <p><b>Cool Down:</b> 5 minutes</p>
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<p><b>MATERIALS</b></p> <p>All items you need to make the lesson happen</p>	<p>Flashlight</p> <p>Blank paper and marker</p>
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<p><b>OTHER RESOURCES</b></p> <p>Additional resources such as a way to play amplified sound</p>	<p>Bluetooth speaker</p>
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<p><b>STANDARDS</b></p> <p>Alabama State Standard, found at <a href="http://perma-bound.com">perma-bound.com</a></p>	<p>3.4.18. Students will suggest alternative settings, characters, and endings.</p> <p>3.2.9. Students will describe characters, their relationships, and their environments.</p> <p>3.2.10. Students will articulate the different goals and feelings of characters.</p>
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## **PROCESS**

### **Introduction: Question of the Day**

The Teaching Artist will greet the students and ask the question “If you could travel anywhere in the world right now, where would you choose to go?” The Teaching Artists should answer the question first, in order to give the students an example and then pass the questions to the students in the class.

Excellent. Now we are going to do a little bit of improv. It'll be fun. It's a game called. That's Right Bob.

### **Game 1: That's Right Bob...**

Teaching Artists should establish a speaking order for the game. Then, the Teaching Artist will begin a mock news story stating, “Hello, Bob...” and saying an absurd statement. The next person in the order will begin with, “That's right, Bob...,” repeat the preceding statement and add their own sentence to the news story. Students will only repeat the single statement before theirs and then add their own. The game continues until a Teaching Artist says, “Thank you, Bob, that's all the time we have for today.”

Oh woa! That was one wild story. Alright so let's talk about this improv thing...

### **Learn: Improv & Ensemble**

The terms improv and an Ensemble are two theatre terms that are crucial to know as a theatre artist. Hopefully, once students get an understanding of these key components of theatre they will be able to see these components at work and learn to put them into practice in their work. Improvisation, or improv, is a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment. Improv is unique in that if you see a performance, that's it... there will never be another show exactly like it ever done again. Improv is different every time. An ensemble is an approach to acting that aims for a unified effect achieved by all members of a cast working together on behalf of the play, rather than emphasizing individual performances. You can see how these aspects of theatre go hand in hand! It is a group of people working together to accomplish a certain goal.

In this next game, try to put these ideas into practice. By creating goofy characters and learning to add on to each other's art as an ensemble. You should always say YES, AND when doing improv and to work as an ensemble you must listen, be alert and always lift others up.

Now keeping this in mind, let play the greatest game of all time.... It's called night at the museum.

### **Game 2: Night at the museum**

The Teaching Artist will act as the "security guard," while students are the sneaky museum displays. When the Security Guard is not looking, the displays should move and play, but when the Security Guard is looking, the displays must freeze. The Security Guard should be very encouraging and make comments on the big changes they see the students making. If students are not moving, then the Teaching Artist can give specific prompts such as, "Dinosaur Display," "Mummy Exhibit," or "Ancient Egyptian Room."

Those were some spooky choices! Now let's move into some really important stuff. The monologues and scenes that you will perform at the end of next week!

### **Work: Scenes & Monologues**

Teaching Artists will spend time going around the room helping and advising students on their craft. The chunk of time will be used to cater to the students needs and allow the teaching artist to hopefully check in with every student.

Awesome Everyone. Now it's time for a Yee-Haw!

**Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

## Lesson Plan #5

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: Acting Fundamentals	DATE: TBD; 50 Minute Lesson
UNIT: How to utilize the Actors Handbook	LESSON TITLE: Adding salt and pepper

**UNIT DESCRIPTION:** In this unit, Students will understand and learn how to utilize their very own Actors Handbook. They will explore the fundamentals of acting and the amazing world that it introduces. Through a variety of games and activities students will begin using their bodies, voices, and imaginations to discover the fun that theatre has to offer. The students will put the skills they learned to practice when they will select a piece that they will perform at the end of the unit.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

**OVERVIEW OF LESSON (Instructional Strategy):** The students have grown tremendously in this unit. They should be off book on their scenes and monologues. Today's lesson will be strictly one on one work with the teaching artist and the students on their pieces. After this class the student should feel confident and excited to present their work to everyone in the next class.

<b>OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
13. Students will lose their stage fright ( <b>M, BR</b> )	13. Students will be off book on their monologues ( <b>M</b> )
14. Students will be supportive of other classmates ( <b>BR</b> )	14. Students will showcase their devotion to their projects ( <b>ER, BR</b> )

15. Students will make bold and interesting choices <b>(ER, BR)</b>	15. Students will take constructive criticism well <b>(BR)</b>
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<b>GUIDED PRACTICE</b>	<b>Introduction-</b> Question of the Day <b>(M)</b> <b>Warm up-</b> Flock <b>(ER, BR)</b> <b>Work -</b> Adding the salt and pepper <b>(M, ER, BR)</b> <b>Cool Down -</b> YEE-HAW <b>(M, ER, BR)</b>
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<b>SCHEDULE</b>	<b>Introduction:</b> 5 Minutes <b>Warm Up:</b> 5 Minutes <b>Work:</b> 35 minutes <b>Cool Down:</b> 5 minutes
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<b>MATERIALS</b>  All items you need to make the lesson happen	n/a
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<b>OTHER RESOURCES</b>  Additional resources such as a way to play amplified sound	Bluetooth speaker
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<p><b>STANDARDS</b></p> <p>Alabama State Standard, found at perma-bound.com</p>	<p>3.2.11. Students will explain how the wants and needs of characters are similar to and different from their own.</p> <p>3.4.25. Students will demonstrate acting skills, such as memorization of lines, concentration, enunciation, body movement, and voice, to develop characterizations.</p> <p>3.4.28. Students will demonstrate ability to cooperate with a director.</p>
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**PROCESS**

**Introduction: Question of the Day**

The Teaching Artist will greet the students and then ask the question, “If you could be any food what would you be and why?” The Teaching Artists should answer and then open the question to all of the students.

Ok. Now we will play the Game Flock.

**Warm up: Flock**

Students stand in a big group (clump). For the beginning, a leader is chosen who is in front of the group. The leader starts slowly moving in a stylized walk or movement. Everyone else follows the leader. If the group’s direction changes, whoever is currently in the front of the group becomes the new leader. As with the mirror exercise, it should never be obvious who is leading the flock. The exercise continues until several kids have had the chance to lead the flock.

So incredible. You all are hilarious. Now it is time to work on our scenes and monologues. I will be making my way around the room to give you feedback.

**Work: Adding the Salt and Pepper**

The teaching artist should use this big chunk of class to interact with all of the students rehearsing their scenes and monologues. To work with the time the teaching artist will watch the scene or monologue and give feedback in real time. It

will be a form of side coaching. If this doesn't make the actor feel good, then the teaching artist can take a step back and suggest and advise the student. The whole point of this part of the lesson is to cater to the students and watch and critique their pieces and give any possible feedback before either final performances. For example, "Oh wow, Cage, excellent work. Would it be possible if next time you have a specific line that you release your anger on? I understand that Biff is angry and we can see that, but I'm wondering if you one chose one moment to release the build up resentment and rage and then the rest of the time we can see that build and then digress".

Ok class, thank you for all of your hard work today. Let's circle back up and do a YEE-HAW!

**Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

Thank you everyone! Have a fantastic day!

## Lesson Plan #6

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: Acting Fundamentals	DATE: TBD; 50 Minute Lesson
UNIT: How to utilize the Actors Handbook	LESSON TITLE: Presentations

**UNIT DESCRIPTION:** In this unit, Students will understand and learn how to utilize their very own Actors Handbook. They will explore the fundamentals of acting and the amazing world that it introduces. Through a variety of games and activities students will begin using their bodies, voices, and imaginations to discover the fun that theatre has to offer. The students will put the skills they learned to practice when they will select a piece that they will perform at the end of the unit.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

**OVERVIEW OF LESSON (Instructional Strategy):** It is the final day of class. The students are ready and confident to present their pieces. They have put so much time and effort into their work and now it is a time for celebration. The class will start with a fun warm up and then we will jump straight into the performances and finally close out with a final YEE-HAW!

<b>OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
16. Students will discover confidence in themselves <b>(BR)</b>	16. Students will present their monologues with precision <b>(M, ER, BR)</b>
	17. Students will have fun! <b>(M, ER, BR)</b>



<p>17. Students will be more open and comfortable talking in large crowds <b>(ER, BR)</b></p> <p>18. Students will continue to journey into the world of theatre <b>(M, ER)</b></p>	<p>18. Student will be memorized with little to no error <b>(M)</b></p>
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<p><b>GUIDED PRACTICE</b></p>	<p><b>Introduction-</b> Question of the Day <b>(M)</b></p> <p><b>Warm up</b> - Moo Off <b>(M, ER, BR)</b></p> <p><b>Presentations</b> - Students perform their work <b>(M, ER, BR)</b></p> <p><b>Cool Down</b> - YEE-HAW <b>(M, ER, BR)</b></p>
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<p><b>SCHEDULE</b></p>	<p><b>Introduction:</b> 5 Minutes</p> <p><b>Warm Up:</b> 5 Minutes</p> <p><b>Presentations:</b> 35 minutes</p> <p><b>Cool Down:</b> 5 minutes</p>
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<p><b>MATERIALS</b></p> <p>All items you need to make the lesson happen</p>	<p>n/a</p>
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<p><b>OTHER RESOURCES</b></p> <p>Additional resources such as a way to play amplified sound</p>	<p>Bluetooth speaker</p>
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<p><b>STANDARDS</b></p> <p>Alabama State Standard, found at <a href="http://perma-bound.com">perma-bound.com</a></p>	<p>3.2.7. Students will evaluate the believability of theatrical performances using identified criteria</p> <p>3.4.25. Students will demonstrate acting skills, such as memorization of lines, concentration, enunciation, body movement, and voice, to develop characterizations.</p> <p>3.3.17. Students will analyze how movement, music, or visual elements are used to enhance the mood of classroom dramatizations and/or theatre production.</p>
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**PROCESS**

**Introduction: Question of the Day**

The Teaching Artist will greet the students “What is your idea of a perfect day?” The Teaching Artists should answering the question, in order to give the students an example.

“My idea of a perfect day would be reading a book outside on a sunny day”. What would yours be Miriah?

**Warm up: Moo Off**

Ok. Everyone line up into two lines. We are going to have a moo off. Does anyone know how to play? Good! Does anyone know what sound a cow makes. That’s right is a Moooo. A deeeeeeeep loooooow MOOOOOOO. So this game is quite simple. You look your opponent in the eye and you moo at them until you or you or your opponent laughs. If you laugh, you lose. So do not laugh!!! But I know you will.

Fantastic everyone. Now we are going to move into our performances. Each one of you will come up and present your piece to us.

**Presentations: Scenes and Monologues**

Each student will come up and present their piece to the class. This should take up most of the class. All of the students should be respectful and silent while their classmates are performing. We should clap for everyone and be really supportive.

Stellar work everyone. Now it is time to do our final YEE-HAW!

**Cool Down: YEE HAW**

Teaching Artists will ask the students to say one good thing they learned while taking this class, or their favorite memory from the class. Afterwards everyone will put their hands in and say YEE HAW