

Acting II: Grade 3-5 (8 Sessions, 75 minutes each)

Class Description:

Story, Plot, and Character techniques/terminology will be explicitly taught as well as working to build their actor 'toolbox' (body/voice/imagination). In addition to interpreting work (traditional acting approach), students will also be introduced into generating their own material (story and character creation).

January 11th: Session 1

Let's get to know each other and what our classroom will look like. This is important so that we can be brave and vulnerable later on when we work monologues and scenes in front of our peers!

- Introductions/Icebreaker question
- Class contract
- What is theatre?
- What are some characters/stories/shows that you like?

*If time, get on our feet and explore a few theatre games tailored to the vibe of the students (higher energy versus lower energy)

January 18th: Session 2 (Kaitlyn Absent- Sub Plan sent)

Theatre starts with imagination and community– let's play!

- Reintroductions/Icebreaker question

- *Question of the day ideas: What is your favorite beverage for when it's cold outside? If you could have any super power, which would you pick and why? If you were a fruit or vegetable, what fruit or vegetable would you be and why? Is water wet? (this one gets controversial fast).*

- Review class contract

- Make an imaginary peanut butter and jelly sandwich.

- *Can you imagine the space around you? Are you in the kitchen? A table? Really picture your surroundings.*

- *While going through the motions (such as spreading peanut butter on the bread), can you keep track of where the imaginary objects are? Where do you set them down?*
- **another fun version of this is to have them work together to “build” something imaginary— a sand castle, snowman, etc. this can be done in smaller groups.*

- Night at the Museum (with a twist)

- *When I play night at the museum, I have the statues move/pose with a certain prompt (ie “like a figure skater”), and the guards move with a different prompt. This is designed to get them used to maintaining a physicality while focusing on another task.*

**If there’s time, pick a character (from a movie, book, etc) and have them move about the space as that character, switching back between themselves and their character when prompted. What skills did they learn about maintaining physicality today that they can apply here?*

January 25th- Session 3

Let’s talk about story and plot and how it functions in theatre! How do we tell stories?

- Reintroductions/Icebreaker question

-Fairytale skits:

- *Dividing into small groups, each cohort receives a classic fairytale. Using just themselves and their teamwork, they must rehearse a short 2-3 minute skit to present that tells us the full story.*
- **If there’s time after presenting, give them 5 minutes to change either the beginning, middle, or end of the story. How does this affect the overall storytelling? What does this tell us about plot?*

- Go over plot structure and storytelling methods using our fairytale foundation as a case study.
- Introduction to teamwork: what things made it easier to work as a team? What was difficult about it?

February 1st- Session 4

Let’s talk character: Body/Voice

- Icebreaker question

-Revisit characters we like: what is interesting about them? Is it their personalities? The way they move? The way they speak?

-Using this knowledge, let's build our own characters using the Build-A-Character sheet.

-Let's revisit the walking around the space exercise with our own characters. *If time, let the characters start interacting with each other!

February 8th- Session 5

How do we apply character and storytelling to a text?

-Icebreaker

-Pass out scenes (open scenes with created characters or preexisting scenes– TBD based on student interest)

-Worktime with groups and with Kaitlyn on scenes: *implementing our character work, teamwork, physicality, voice, and storytelling!*

February 15th- Session 6

We've implemented our tools when working with other people, but what about acting "solo"?

-Icebreaker

-Hand out monologue packet to do a "mock audition".

- What is an audition like?
- What is a rehearsal like?
- How can you be professional and prepared?
- What is being in a show like? How to be a respectful cast member AND audience member.
- What are monologues?

-Each of us will fill out an "audition form" for practice, then read our monologue in front of the group in order to practice speaking in front of others using our supported and projected actor voices.

-How do we apply all of our tools to a monologue? Character, body, voice, storytelling, etc.

February 22nd- Session 7

Let's prepare for our showcase next week and take a look back at all we have learned!

-Rehearse showing order (all students participate in scenes, they can opt in or out for monologues). Give notes.

-Play games we played earlier in the class– what have we learned?

-Revisit class contract: did we follow this? Let's reflect.

February 29th- Session 8/Showing

Happy Showing Day!

-Group warm up

-Work time with scene groups

-Rehearse showing order

-Final get focus time

-Showing!

- *Introduce yourself in your actor voice and share one thing you learned in the class*
- *Scenes (all students)*
- *Monologues (select students)*