**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Arts Education Branch**

**DISCIPLINE: THEATRE**

**Module Four: Playmaking: We share our stories to teach and entertain.**

**Sample Lesson # ONE CHARACTERS IN FABLES Grade: 1**

**Standard:** 2.1 Demonstrate skills in pantomime, tableau, and improvisation.

**Student Objective**: Practice developing and staying in character while dramatizing a story.

**Resources / Materials**: Nametags, Music, *The Rabbit and the Turtle* by Eric Carle, *The Tortoise and the Hare* by Aesop, *The Tortoise and the Jackrabbit* by Susan Lowell

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| ***Opening Phase*** | ***Gathering/******Warming-up***(Suggested 5 minutes) | **Voice:** Using sentences from the stories, develop a high, slow voice for turtle/tortoise and a low, fast voice for the hare/jackrabbit. (Tortoise: “I feel good! I feel…fast!” or “What’s the matter, giving up?” Hare: “How about a race!” or “I’m the fastest runner in the desert.”) |
| ***Exploring/Creating Phase*** | ***Exploring***(Suggested 10 minutes) | **1. Body:** From a drama seed, grow into characters of turtle and rabbit. Run in place slowly and quickly and on cue with various speeds of music.**2. Imagination: Walkabouts in Character:** Hare making challenge and showing off, turtle determined to win, both getting ready for the race, both running, rabbit showing he has plenty of time, rabbit surprised to see turtle win, turtle pleased to win |
| ***Review/Preview/ Vocabulary***(Suggested 5 minutes) | **1. Vocabulary:** **character, cue, fable****2. Journals:** Two or three students share their journals from previous week.  |
| ***Improvising/Inventing Story***(Suggested 15 minutes) | **1. Read/storytell Stories:** *The Rabbit and the Turtle, The Tortoise and the Hare, The Tortoise and the Jackrabbit.* Talk about similarities and differences.**2. A/B Improvisations:** Challenge to race: Hare wants to mock the turtle, Turtle wants to winEnd of the race: Hare wants to be left alone, Turtle wants to celebrate victory**3. Staging:** Establish pathway for race course. |
| ***Sharing/Reflecting Phase*** | ***Playmaking*** (Suggested 10 minutes) | **Perform** entire story with music working simultaneously. Share some if ready. |
| ***Reflecting/******Journal Prompt***(Suggested 5 minutes) | **1. Journal:** Choose one of the characters and describe it.**2. Brainstorm:** List other characters that could be in a fable. (Save for use in Lesson 7.) |

**Connections/Extensions:** Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class as the character of the tortoise or the hare.

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**Sample Lesson # TWO SETTINGS IN FABLES Grade: 1**

**Standard:** 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

**Student Objective**: Practice establishing and relating to an imaginary setting.

**Resources / Materials**: Nametags, Music, *The Monkey and the Fox* by Eric Carle

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| ***Opening Phase*** | ***Gathering/******Warming-up***(Suggested 5 minutes) | **1. Enter** as rabbit or turtle. Pantomime activities as chosen character in various settings: forest, lake, desert, snow**2. Body:** Pantomime setting conditions such as: hot, cold, windy, rainy. |
| ***Exploring/Creating Phase*** | ***Exploring***(Suggested 10 minutes) | **1. Voice:** Sound collage of: forest, mountain top, underwater, desert**2. Imagination: Walkabouts in Settings:** Use the five senses to establish a park, a forest and a snowy mountain top; transform from one to another and back and forth on cue |
| ***Review/Preview/ Vocabulary***(Suggested 5 minutes) | **1. Vocabulary:** **setting, transformation, five senses, sound collage, Fable****2. Journals:** Two or three students share their journals from previous week.  |
| ***Improvising/Inventing Story***(Suggested 15 minutes) | **1. Read/storytell Story:** *The Monkey and the Fox***2. Settings:** Jungle: create the characters (including objects), sounds and activities using the five senses; transform into Zoo setting and create characters (including objects), sounds and activities using the five senses**3. A/B Improvisation:** Fox and Monkey at the Zoo: Monkey wants to blame Fox for his capture; Fox wants Monkey to understand it was his own fault |
| ***Sharing/Reflecting Phase*** | ***Playmaking*** (Suggested 10 minutes) | **Dramatize** story in one group. Divide tasks: sound collage, parts of the settings, and characters |
| ***Reflecting/******Journal Prompt***(Suggested 5 minutes) | **1. Journal:** Draw both settings. Write a sentence describing each of them.**2. Brainstorm:** Make list of settings that could be used to create a fable. (Save for use in Lesson 7.) |

**Connections/Extensions:** Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class as though in a jungle setting.

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**Sample Lesson # THREE PLOTS OF FABLES Grade: 1**

**Standard:** 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

**Student Objective**: Divide a plot into beginning, middle, and end and dramatize each section.

**Resources / Materials**: Nametags, Music, *The Fox and the Crane* by Eric Carle

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| ***Opening Phase*** | ***Gathering/******Warming-up***(Suggested 5 minutes) | **1. Enter** as though in a jungle setting. Transform into a park, a forest, a restaurant.**2. Body and Imagination:** In groups of three create one tableau for each suggestion that shows the beginning, middle and end of: acorn to oak tree, eating a meal, tying a shoe, learning to ride a bike, having a balloon on a string |
| ***Exploring/Creating Phase*** | ***Exploring***(Suggested 10 minutes) | **1. Voice:** Color the Phrase: “Let’s get together again soon.”**2. Character Development:** Fox with paws and claws grasping food and eating; Crane with wings and a long beak reaching for food and eating it |
| ***Review/Preview/ Vocabulary***(Suggested 5 minutes) | **1. Vocabulary:** **character, fable, plot (beginning, middle, end) conflict/resolution****2. Journals:** Two or three students share their journals from previous week. **3. Plot Structure:** Beginning establishes characters, setting and initial activity; Middle sets up the conflict; End provides the resolution |
| ***Improvising/Inventing Story***(Suggested 15 minutes) | **1. Read/storytell Story (beginning):** *The Fox and the Crane,* through the first “Let’s get together again soon.”**2. A/B Improvisation:** Fox wants all of the food/Crane wants her dinner.**3. Read/storytell Story (middle):** *The Fox and the Crane*, through the second “Let’s get together again soon.”**4. A/B Improvisation:** Fox wants dinner/Crane wants to get even with the fox**5. Read/Storytell Story (end):** *The Fox ad the Crane*, final sentence**6. Tableau:** Working with a partner, make a tableau of the ending |
| ***Sharing/Reflecting Phase*** | ***Playmaking*** (Suggested 10 minutes) | **Dramatize** story in partners working simultaneously. Rehearse. Share if ready. |
| ***Reflecting/******Journal Prompt***(Suggested 5 minutes) | **1. Journal:** The moral is: “Treat others as you want to be treated.” What does that mean to you personally?**2. Brainstorm:** Make a list of possible plot situations for an original fable. (Save for use in Lesson 7.) |

**Connections/Extensions:** Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class as either a fox or a crane.

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**Sample Lesson # FOUR MORALS OF FABLES Grade: 1**

**Standard:** 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

**Student Objective**: Practice identifying the moral of a fable.

**Resources / Materials**: Nametags, Music, *The Frog and the Ox* by Eric Carle, morals on posters

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| ***Opening Phase*** | ***Gathering/******Warming-up***(Suggested 10 minutes) | **1. Enter** as though fox or a crane.**2. Body:** Using the moral “Slow and steady wins the race,” run in place slowly and quickly as a turtle and as a rabbit.**3. Voice and Imagination:** Using the moral “Do not try to be something you are not,” work with a partner and pair share something true about yourself.**4. Imagination:** Using the moral “Treat others as you want to be treated,” work with a partner, and each one takes a turn doing something nice for the other.  |
| ***Exploring/Creating Phase*** | ***Exploring***(Suggested 5 minutes) | **1. Character:** Be a member of the frog family taking a stroll; change to a member of the ox family taking a stroll.**2. Transformation:** Practice having the body gradually grow from small to large and then burst. Use a balloon to demonstrate. |
| ***Review/Preview/ Vocabulary***(Suggested 5 minutes) | **1. Vocabulary:** **fable, moral****2. Journals:** Two or three students share their journals from previous week.  |
| ***Improvising/Inventing Story***(Suggested 15 minutes) | **1. Read/storytell:** *The Frog and the Ox.***2. A/B Improvisations:** Mr. Frog wants to be larger, Mrs. Frog wants him to stay as he is; Mr. Frog wants to be as big as Mr. Ox, Frog Child wants him to stay his own size; Mrs. Ox wants to continue the stroll, Mr. Ox wants to figure out what made the strange sound. |
| ***Sharing/Reflecting Phase*** | ***Playmaking*** (Suggested 10 minutes) | **Groups dramatize** story working simultaneously. Rehearse. Share if ready. |
| ***Reflecting/******Journal Prompt***(Suggested 5 minutes) | **1. Discussion:** What is the moral of the fable?**2. Journal:** Describe something about yourself that makes you feel proud.**3. Brainstorm:** List other possible morals for an original fable. (Save for use in Lesson 7.) |

**Connections/Extensions:** Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class pantomiming something that makes them feel proud.

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**Sample Lesson # FIVE DESIGN Grade: 1**

**Standard:** 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.

**Student Objective**: Practice designing and using props, costumes, and simple scenery.

**Resources / Materials**: Nametags, Music, *The Wolf and the Dog* by Eric Carle, scarves, fabric pieces

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| ***Opening Phase*** | ***Gathering/******Warming-up***(Suggested 10 minutes) | **1. Enter** pantomiming something that makes you feel proud.**2. Body:** Pantomime Opposites: hungry and full, rich and poor, free and trapped.**3. Voice:** Using different character voices and expressions, say: “Hello, how are you?” |
| ***Exploring/Creating Phase*** | ***Exploring***(Suggested 10 minutes) | **1. Imagination:** Working alone use scarves as a variety of objects. Working in groups of 3 or 4, use fabric pieces as a variety of objects.**2. Read/Storytell:** *The Wolf and the Dog.* |
| ***Review/Preview/ Vocabulary***(Suggested 5 minutes) | **1. Vocabulary:** **prop, scenery, costume****2. Journals:** Two or three students share their journals from previous week.  |
| ***Improvising/Inventing Story***(Suggested 15 minutes) | **Groups** use fabric and scarves to costume a ragged wolf and a fancy dog. Create a park setting. |
| ***Sharing/Reflecting Phase*** | ***Playmaking*** (Suggested 5 minutes) | **Perform** fable using designs. |
| ***Reflecting/******Journal Prompt***(Suggested 5 minutes) | **Journal:** How do props and costumes help you tell a story? |

**Connections/Extensions:** Language Arts, Visual Arts

**Teacher Task:** For the next lesson, teacher has students enter class as either a poor, ragged wolf character or a rich, fancy dog character.

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**Sample Lesson # SIX BLOCKING Grade: 1**

**Standard:** 1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.

**Student Objective**: Practice following basic blocking directions with audience awareness.

**Resources / Materials**: Nametags, Music *(The Ants Go Marching*), *The Grasshopper and the Ants* by Eric Carle

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| ***Opening Phase*** | ***Gathering/******Warming-up***(Suggested 10 minutes) | **1. Enter** as rich dog or poor wolf.**2. Body:** Follow the Leader, then scatter and work alone; compare differences.**3. Voice:** Color the Phrase: “Now we have just enough for ourselves.” |
| ***Exploring/Creating Phase*** | ***Exploring***(Suggested 5 minutes) | **Imagination:** Walkabout: playing a fiddle, searching for food and can’t find any, shivering in the cold, preparing for a holiday feast |
| ***Review/Preview/ Vocabulary***(Suggested 5 minutes) | **1. Vocabulary:** **blocking, audience, downstage, upstage, director, fable, cheat out, offstage, onstage****2. Journals:** Two or three students share their journals from previous week.  |
| ***Improvising/Inventing Story***(Suggested 15 minutes) | **1. Read/Storytell:** *The Grasshopper and the Ants.***2.** Establish the **“set.”****3. Block** the movements.**4. Add** music. |
| ***Sharing/Reflecting Phase*** | ***Playmaking*** (Suggested 10 minutes) | **1. Perform** fable as blocked.**2. Discuss** the moral: “Always prepare today for tomorrow.” |
| ***Reflecting/******Journal Prompt***(Suggested 5 minutes) | **Journal:** Draw the character you played. Show the character onstage, in the setting, facing the audience. |

**Connections/Extensions:** Language Arts, Spatial Awareness

**Teacher Task:** For the next lesson, teacher has students enter class as either an ant or a grasshopper.

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**Sample Lesson # SEVEN WRITING A FABLE Grade: 1**

**Standard:** 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

**Student Objective**: Create an original fable.

**Resources / Materials**: Nametags, Music*,* scarves, fabric pieces, tubes, hula hoops, rehearsal boxes, other available items for scenery and props, fable organizer

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| ***Opening Phase*** | ***Gathering/******Warming-up***(Suggested 10 minutes) | **1. Enter** as an ant or a grasshopper.**2. Body, Voice, Imagination:** Walkabouts using their suggestions from Lessons 1-4 for characters, settings, plots and morals. |
| ***Exploring/Creating Phase*** | ***Exploring***(Suggested 10 minutes) | **Organize:** Using suggestions from Lessons 1-4, entire group participates in completing a large organizer containing:Moral, Setting, Characters, Plot (beginning, middle, and end). |
| ***Review/Preview/ Vocabulary***(Suggested 5 minutes) | **Journals:** Two or three students share their journals from previous week.  |
| ***Improvising/Inventing Story***(Suggested 20 minutes) | **1. Improvisation:** Form groups and improvise the beginning, middle and end of the fable. Use a combination of tableaux, pantomime and dialogue as appropriate.**2. Design:** Assemble items need for costumes, props and sets.**3. Rehearse.** |
| ***Sharing/Reflecting Phase*** | ***Playmaking*** (Suggested 0 minutes) | This is the Performance Task and will be done during the next session. |
| ***Reflecting/******Journal Prompt***(Suggested 5 minutes) | **Journal:** What is your fable about? |

**Connections/Extensions:** Language Arts

**Teacher Task:** For the next lesson, teacher has students enter class ready to complete Performance Task.