

Lesson 1: What is Theatre?/Observation

OBJECTIVE: Students will demonstrate the understanding that theatre is the art of telling stories through acting, and how observing the world around you is a first step to becoming a great actor.

MATERIALS:

- Large writing surface (dry erase board/chart paper)
- A bowl with slips of paper that have different emotions written on them (see list on page 7)

I recommend beginning each session with a few words about what the goal/plan is for the day, then immediately jumping into a warm-up activity. Especially with young kids, it's important to get them moving and engaged as soon as possible.

GREETING: Greet the students, introduce a little bit about yourself, then immediately begin the warm-up.

WARM-UP: Drama Game: Stop, Go, Jump!

- Tell the students to take the stage. (From this point on "stage" will refer to any open playing area.)
- When you say *GO*, they are to walk around the stage trying to fill up all the space, not leaving any gaps.
- When you say *STOP* they should stop. Try this out a few times.
- When you say *CLAP* they should clap, when you say *JUMP* they should jump. Try this out a few times, then mix it in with *GO* and *STOP*.
- When you say *KNEES* they should bend to put their hands on their knees, when you say *SKY* they should reach up toward the sky. Try this out, mixing it in with the previous commands.
- After they've gotten the hang of this, kick it up to Level 2. They are now to do everything in exact opposite. *STOP* means *GO*, *GO* means *STOP*, *CLAP* means *JUMP*, *JUMP* means *CLAP*, *KNEES* means *SKY*, *SKY* means *KNEES*.
- Try out this new level for awhile, slowly at first, then getting increasingly faster.
- Finally, kick it up to Level 3. You, the instructor, will be doing the actions literally as you say them, however the students should continue doing the exact opposite.
- Gather the students into a circle to reflect:
 - *Why do you think we played this game? What skills were we working on?*
 - *As an actor, you're going to be required to do things that sometimes feels unnatural, to step outside your comfort zone, and to always be focused and listening for direction. This helps prepare us for that.*

EXPLORATION: What is theatre? What makes a good actor?

- Ask the students if they can describe what theatre is.
 - *How is it different than reading a book?*
 - *How is it different than watching a movie?*

Have the students seated for this next activity. The best time to have the students seated to explore a new concept or idea is immediately following the warm-up activity.

Middle School Drama Lesson Plans

Jeana Whiteaker



Middle School Drama Lesson Plans:

Drama and Education Manon van de Water, Mary McAvoy, Kristin Hunt, 2015-02-20 Drama and Education provides a practical comprehensive guide to drama as a tool for teaching and learning. It is among the first practical drama and performance textbooks that address brain-based neuroscientific research making the argument that creativity is necessary in our lives that embodied learning is natural and essential and that contextual learning helps us find our place in society in relationship to other peoples and cultures. As well as a historical and theoretical overview of the field it provides rationale and techniques for several specific methodologies: linear drama, process-oriented drama, drama for social justice and performance art. Each approach is supplemented with sample lesson plans, activities, ideas for differentiation and extensive bibliographies. The topics are discussed from five key angles: Historical and theoretical foundations, Curricular applications, Practical toolkits for a range of classrooms and learning environments, Different strategies for lesson plans, Extension options for longer workshops. Alongside these core methods the integration of other innovative forms from performance art to Theatre of the Oppressed into drama-based learning is explored as well as the pragmatic concerns such as assessment planning and advocacy for arts learning and arts education partnerships. Drama and Education is the comprehensive textbook for teachers and students on Applied Theatre and Theatre and Education courses. Teaching Drama in the Classroom Jeana Whiteaker, 2020-05 **The Influence of Dramatic Arts on Literacies for Black Girls in Middle School** Portia M. York, 2022-11-28 For urban middle school Black girls to fit in educational settings and society they must be seen and understood in their unique ways. They must be able to utilize certain literacies that assist with navigating what they say and how they speak, their confidence expressions and identities as Black girls in these settings. In *The Influence of Dramatic Arts on Literacies for Black Girls in Middle School* York demonstrates the impact that practicing drama strategies has on foundational digital and identity literacies for middle school Black girls. Personal stories of Black girls are shared on how drama strategies help them navigate discrimination, racist and misogynistic slurs and even support their self-confidence and public speaking. The basis of these stories are told through a Black feminist thought lens which York uses to take readers through surprising drama strategies that Black girls adopt to help them become resilient and confident while embracing themselves fully. Readers will see the benefits of Black girls practicing drama in a safe space guided by a drama teacher that is a Black woman who chooses culturally relevant pedagogy for her students. *Active Learning Through Drama, Podcasting, and Puppetry* Kristin Fontichiaro, 2007-03-30 Contrary to the trend to do away with arts education as an unnecessary expense in schools trying to boost student test scores, this book promotes and explains the value of integrated arts instruction in furthering the accomplishment of curricular objectives and fostering student achievement. Accomplished library media specialist and arts instructor Kristin Fontichiaro discusses how drama, shadow puppetry and podcasting can be used as tools to meet curriculum objectives in the K-8 media center. By concentrating on the process of creating a piece of

drama or puppetry or a podcast as opposed to the goal of performance and by infusing the arts with curriculum objectives in story or research these techniques can intensify a child's learning and provide context for classroom curriculum objectives A discussion of the affective and academic benefits of this process based work as well as sample lessons are included

Photographs and examples of student work illustrate the techniques Grades K-8 **Resources in Education**, 2001-04

Introduction to Teaching Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2019-01-02 An ideal introductory text for aspiring teachers *Introduction to Teaching Making a Difference in Student Learning* is grounded in the realities and complexities found in today's schools Acclaimed authors Gene E Hall Linda F Quinn and Donna M Gollnick thoroughly prepare students to make a difference as teachers presenting firsthand stories and evidence based practices while offering a student centered approach to learning The authors focus on how to address one of the biggest challenges facing many of today's schools ensuring that all students are learning and help teachers prioritize student learning as their primary focus From true to life challenges that future teachers will face such as high stakes testing reduced funding low retention and Common Core State Standards to the inspiration and joy they will experience throughout their teaching careers the Third Edition paints an importantly authentic picture of the real life of a teacher This title is accompanied by a complete teaching and learning package *Collaborating With Students in Instruction and Decision Making* Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin, 2010-04-05 This book reveals how powerful learning could be if students and educators shared more of the teaching responsibilities Involving students in the teaching experience helps them learn more academically and do more socially Peggy King Sears Professor George Mason University In this easy to read resource the authors help educators understand that inclusion isn't something that we do to and for students but rather something we must do with students The powerful anecdotes of educators and students planning tutoring and teaching side by side give us new hope and further direction for the creation of inclusive schools Cathy L. Taschner Assistant Superintendent Oxford Area School District PA Take advantage of a resource that's right in your classroom your students How can you meet the needs of a diverse student population in mixed ability classrooms and maintain a cooperative caring and active learning environment Students are the perfect resource Research shows that when students collaborate with teachers they take responsibility for what happens in the classroom care about their classmates and become more engaged in learning This comprehensive book offers practical strategies for empowering students as co teachers decision makers and advocates in the classroom Ideal for K-12 general and special education teachers this guide describes how to Involve students in instruction through collaborative learning groups co teaching and peer tutoring that foster self discipline and responsible behavior Make students a part of decision making by utilizing personal learning plans peer mediation and other methods Put collaboration with students into practice using the assessment tools user friendly lesson plans case studies and checklists included *Collaborating With Students in Instruction and Decision Making* is packed with all the information strategies and tools teachers need to tap their students

potential as a resource for making a difference in the classroom School Library Journal ,2004 **Play Structure** Tracy Lybbert,2019-06-14 The first year I taught Middle School Theatre an advanced student asked if they always had to do funny she was tired of the basic sketches students created in game and improvisations This unit provides options for how a scene can be developed The second year I ran the comedy club I realized that audiences were uncertain when a sketch was complete I revised this unit using the framing format of the Raise Up Texas Program supporting students in creating coherent work In this unit students will create coherent improvisationsperform a coherent scenecompare and contrast life situations with dramatic situations using the magic ifevaluate student work **Strategies for Teaching Boys and Girls -- Secondary Level** Michael Gurian,Kathy Stevens,Kelley King,2011-01-06 In his best selling classic Boys and Girls Learn Differently Michael Gurian explained the origin and nature of gender differences in the classroom His important book explored the behavior teachers observed and the challenges they faced with both boys and girls in their classrooms Taking the next step Strategies for Teaching Boys and Girls Secondary level A Workbook for Educators offers teachers a hands on resource that draws on the Gurian Institute s research and training with secondary schools and school districts The workbook presents practical strategies lessons and activities that have been field tested in real classrooms and developed to harness boys and girls unique strengths The workbook is designed to help teachers build a solid foundation of learning and study habits that their students can use in the classroom and at home It covers the key curricular areas and offers proven techniques to make learning no matter what the subject more engaging for all students The workbook is an essential resource for all teachers who want to improve their practice and get the most from all students whatever their gender

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