

EARLY ARTS LEARNING EXPERIENCE FORM

Teaching Artist Name: Paige Hernandez

ARTS ELEMENT: Drama

EXPERIENCE: Performer's Tools

SINGAPORE AESTHETICS AND CREATIVE EXPRESSION LEARNING GOAL:

Learning Goal 2: Express ideas and feelings through art, music, and movement

UNITED STATES NATIONAL CORE ARTS STANDARD:

Content Standard #3: Designing by visualizing and arranging environments for classroom dramatizations

KEY KNOWLEDGE/ SKILLS: The children should have a general understanding of the difference between audience and performance.

VOCABULARY: Body, Voice, Imagination, Cooperation, and Performer

RATIONALE: (*Why am I teaching this?*) It is important to create an environment for performing to help with classroom management, directing, and blocking and for any expectations during the play process.

EXPERIENCE PROCEDURES

Step One: Read one line from a story. Demonstrate different variations of "performing" that line using your body, voice or imagination.

Step Two: Tell the children that they will do the same thing but for entire stories. Explain to them that in order to perform well that have to know the actor's tools. This can also be an open discussion about what good classroom behavior is.

Step Three: Have the children repeat each line after you. "I work with my body. I use my voice. I use my imagination. We work with each other." Make sure the children say this before all of their drama experiences. You can change the words or add gestures to make it more appealing.

Closure: Explain to the children that you expect them to use all of their tools to be the best performer they can be.

MATERIALS, IF ANY: None

OVERALL ASSESSMENT (*How will I know the children got it?*)

If a child doesn't use any of the given tools, you can always remind them that they have made a verbal agreement at the beginning of the class.