

## Elementary School Theatre 30 Minute Lesson Plan

### Michael Chekhov (1891-1955)

- Contribution: Chekhov, the nephew of Anton Chekhov, created a technique that emphasizes the use of imagination and physicality in acting. His method encourages actors to explore and embody the psychological and emotional states of their characters

Day/Date:	September 15th
Class/Grade Level:	Elementary School - Acting (Chekhov Techniques)
Standards:	<b>TA2.PR.1.b</b> Use imagination and physical choices to communicate a character's thoughts and emotions.
Objective:	Students will create characters with their physicality. Students will explore different gestures through their bodies. Students will contextualize the connection between physicality and character creation.
Materials (List):	Pictures of fictional characters
Plan:	<ol style="list-style-type: none"><li>1. <b>Warm Up:</b> Divide the actors into small groups (3-5 kids per group) and secretly give each group a fairy tale or nursery rhyme to act out. Each group must create three different tableaux: Scene 1 is "The Beginning," Scene 2 is "The Middle," and Scene 3 is "The End."</li><li>2. <b>Activity:</b> Explain to the students a simple definition of a Master Gesture for a character and show examples through pictures of famous characters.</li><li>3. Gather the kids and have them shake their body to release energy. Next, have them take deep breaths, counting to help them keep track.</li><li>4. Have students stand in a circle. The teacher stands in the middle pointing at the students and assigning them characters randomly for them to make a master gesture of after saying "1, 2, 3, <u>Character Name!</u>"</li><li>5. Give the actors one minute to make a master gesture for themselves. One by one the students will go up and present their master gesture to the class and explain why they chose it.</li><li>6. End with comparing and contrasting Gestures and re-explaining the concept of a Master Gesture.</li></ol>
Evaluation:	How collaborative were you? Did you bravely participate in creating gestures? Can the student explain/discuss what they learned from this activity?

# Elementary School Theatre 30 Minute Lesson Plan

High School Interdisciplinary Two-Day Lesson Plan

CLONING AND GENETICS - A Number By Carol Churchill	
Day/Date	September 12th, 2024
Class/ Grade Level(s)	Type of Class: AP Biology - Formative
Objective	The student will identify the origins and history of cloning.
Materials (List)	<ul style="list-style-type: none"> <li>● Presentation with information about the play and information about the origins of cloning.</li> </ul>
Plan	<ol style="list-style-type: none"> <li>1. The theatre teacher will give a brief presentation about the play (summary, theme, photos of professional productions) and answer questions. (3-5 min)</li> <li>2. The biology teacher will give a brief presentation about the origins of cloning (Dolly the sheep) and answer questions. (3-5 min)</li> <li>3. The students will work in groups of 3-4 to research events in the scientific history of cloning, cloning in pop culture, and the ethics of cloning. Instruct them to write down a list of these events. (15 min)</li> <li>4. The teacher will draw a chart on the board that has each area the students are researching (history, pop culture, ethics). They will call on one group to write an event under one area. Then, they'd call on another group to write an event. This will continue until each group has written one item under each column. (10 min)</li> </ol>

## High School Interdisciplinary Two-Day Lesson Plan

CLONING AND GENETICS - A Number By Carol Churchill	
Day/Date	September 12th, 2024
Class/ Grade Level(s)	Type of Class: AP Biology - Formative and Summative
Objective	The student will recall the basics of the history of cloning and create their own accurate assessment of the material.
Materials (List)	<ul style="list-style-type: none"><li>● Jeopardy consisting of cloning trivia/history</li><li>● Ticket out the door paper</li></ul>
Plan	<ol style="list-style-type: none"><li>1. Tell the students to get back into their groups from Day 1 (if the groups worked well on Day 1)</li><li>2. Play Jeopardy as a review of the information they researched and discussed the day before. (formative) (20 min)</li><li>3. Each individual will create their own Kahoot about the material. Each Kahoot should be 10 questions. (summative) (30 min)</li><li>4. Ticket out the door on a sheet of paper: "Do you believe that cloning is ethically right? Explain why or why not." (formative) (5 min)</li></ol>

How these lessons connect to the show: The students will research the history and ethics of cloning, ultimately deciding whether they think cloning is ethically sound, reasoning on their own if the benefits outweigh the deficits. A Number illustrates realistic effects of cloning on society and people, leaving the audience to decide whether cloning is ethically sound.

### Resources:

<https://learn.genetics.utah.edu/content/cloning/clonezone/>

<https://frontlinegenomics.com/evolution-of-cloning-a-dolly-good-show/>

<https://academic.oup.com/bioscience/article/49/11/875/220023>

<https://www.ncbi.nlm.nih.gov/books/NBK223960/#:~:text=The%20chromosomes%20are%20replaced%20with,cases%20it%20starts%20to%20divide.>

<https://jeopardylabs.com/>

<https://kahoot.com/>

High School Theatre 15 Minute Lesson Plan

Day/Date:	August 15th
Class/Grade Level:	High School- Technical Theatre (Scenic Design)
Standards:	<b>TAHSTT.CR.1</b> Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound). a. Explore and utilize the elements of design and principles of composition for a theatrical context.
Objective:	Students will draw individual and group ideas. Students will explore group scenic designs. Students will contextualize the scene, characters, props, and scenic design.
Materials (List):	Colored popsicle sticks, paper, colored pencils, regular pencils, poster paper.
Plan:	<ol style="list-style-type: none"> <li>1. <b>Warm Up:</b> Students will be split into groups of four by color-coded popsicle sticks. Each group will be assigned a random word and then draw how they interpret the word in illustrative form for 2-3 minutes. They will then discuss how their drawings are similar or dissimilar.</li> <li>2. <b>Activity:</b> The groups will each be given different sections of the same duo scene only containing dialogue between Character A and Character B.</li> <li>3. Students will discuss how the feelings in their previous drawings can be interpreted into the themes of the scene they read.</li> <li>4. Students collaborate on their scene to design what the group feels is the best setting for the scene.</li> <li>5. The group draws and designs their scenic design on poster paper.</li> </ol>
Evaluation:	How collaborative were you? Was there an end product? Can the student explain/discuss what they learned from this activity?

High School Theatre One Week Lesson Plan

Day/Date:	Monday
Class/Grade Level:	High School- Technical Theatre (Foley Sound Design)
Standards:	<b>TAHSSD.CR.1.a</b> Explore and utilize the elements of sound design and principles of composition for a theatrical context.
Objective:	Students will learn about Foley Sound Design through actualization. Students will explore applications of Foley in theatre and film through creating their own Foley Sound Designs. Students will contextualize Foley Sound Design as a tool for narrative immersion, emotional storytelling, and technical realism.
Materials (List):	Informational videos about Foley. Five or more short scenes from cartoons or movies with ample movement and action.
Plan:	<p><b>Formative</b></p> <ol style="list-style-type: none"> <li>1. Students watch videos explaining and showing Foley examples (25 mins).</li> <li>2. Discuss with the class what they thought of the videos and then ask students to close their eyes while the teacher uses various foley sounds, and have the students guess what the sound is supposed to be. (Ex. rain, walking on snow, wind blowing through leaves) (10 mins).</li> <li>3. Assign students in groups of four and give each group a scene to create sounds for. Let students watch the assigned scene and make a list of sounds. (Ex. Pots clattering, salt shaking, sweeping the floor) (10 min)</li> </ol> <p><b>Summative</b></p> <ol style="list-style-type: none"> <li>4. The ticket out the door is a copy of the list of sounds they have for the scene and a definition of Foley in their own words. Tell the students that they should bring in random items they can make sounds with tomorrow from their home OR pull from prop supply tomorrow. (3 min)</li> </ol>
Evaluation:	How collaborative were you? Was there an end product? Can the student explain/discuss what they learned from this activity?

High School Theatre One Week Lesson Plan

Day/Date:	Tuesday
Class/Grade Level:	High School- Technical Theatre (Foley Sound Design)
Standards:	<b>TAHSSD.CR.1.b</b> Create basic to advanced sound design elements by choosing appropriate materials, tools, and techniques.
Objective:	Students will learn about Foley Sound Design through actualization. Students will explore applications of Foley in theatre and film through creating their own Foley Sound Designs. Students will contextualize Foley Sound Design as a tool for narrative immersion, emotional storytelling, and technical realism.
Materials (List):	Five or more short scenes from cartoons or movies with ample movement and action. Various Props from a prop closet or props students bring from home.
Plan:	<b>Formative</b> 1. Students will take the entire class period to find/create sounds and pair it with the scene. Teacher will be available for help and questions. (50-55 min) <b>Summative</b> 2. The ticket out the door is a five sentence paragraph describing the student's favorite prop from the day, favorite sound created, and any reflections on different props or sounds they might need for the scene.
Evaluation:	How collaborative were you? Was there an end product? Can the student explain/discuss what they learned from this activity?

High School Theatre One Week Lesson Plan

Day/Date:	Wednesday
Class/Grade Level:	High School- Technical Theatre (Foley Sound Design)
Standards:	<b>TAHSSD.CR.1.b</b> Create basic to advanced sound design elements by choosing appropriate materials, tools, and techniques.
Objective:	Students will learn about Foley Sound Design through actualization. Students will explore applications of Foley in theatre and film through creating their own Foley Sound Designs. Students will contextualize Foley Sound Design as a tool for narrative immersion, emotional storytelling, and technical realism.
Materials (List):	Five or more short scenes from cartoons or movies with ample movement and action. Various Props from a prop closet or props students bring from home.
Plan:	<b>Formative</b> 3. Students will take the entire class period to find/create sounds and pair it with the scene. Teacher will be available for help and questions. (50-55 min) <b>Summative</b> 4. The ticket out the door is a five sentence paragraph describing the student's favorite prop from the day, favorite sound created, and any reflections on different props or sounds they might need for the scene.
Evaluation:	How collaborative were you? Was there an end product? Can the student explain/discuss what they learned from this activity?

High School Theatre One Week Lesson Plan

Day/Date:	Thursday
Class/Grade Level:	High School- Technical Theatre (Foley Sound Design)
Standards:	<b>TAHSSD.CR.1.e</b> Conceptualize and/or generate sound design elements for a dramatic work (e.g. scene, one act, full-length, musical).
Objective:	Students will learn about Foley Sound Design through actualization. Students will explore applications of Foley in theatre and film through creating their own Foley Sound Designs. Students will contextualize Foley Sound Design as a tool for narrative immersion, emotional storytelling, and technical realism.
Materials (List):	Five or more short scenes from cartoons or movies with ample movement and action. Various Props from a prop closet or props students bring from home.
Plan:	<b>Summative</b> 1. Each group will present their sounds with their scenes in a final presentation for the class (30 min). 2. Students will write one paper per group about the process of Foley, observations of other groups, and what their favorite sound from their own scene was. (20 mins)
Evaluation:	How collaborative were you? Was there an end product? Can the student explain/discuss what they learned from this activity?

High School Theatre One Week Lesson Plan

Rubric	1	3	5
Application	No items matched the quality of their sounds	Little items matched the quality of their sounds	Half to most items matched the quality of their sounds
Accuracy	No sounds were timed correctly	Little sounds were timed correctly	Half to most sounds were timed correctly
Variation	Three or less items were used for the project	Four to five items were used for the project	Six or more items were used for the project
Participation	Student was not active or paying attention during the creation and presentation	Student was somewhat active and paying attention during the creation and presentation	Student was active and paying attention during the creation and presentation
Total	3	9	15