

**Theatre/ Dance Lesson Plan**  
**Week 1: A Performance is a Gift**  
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**Aims, Goals, or Objectives:** Students will be able to evaluate if behavior falls under the two basic class rules ("be good to yourself" and "respect others"). Students will be able to explain to a friend how a performance is like a gift and how an audience should receive it.

**Grade Levels:** K-2

**Standards:**

Kindergarten Drama/ Theatre Arts

- 2.1.a Use movement and facial expressions to convey feelings and emotions.*
- 2.1.c Demonstrate the ability to follow a simple set of steps in a dramatic task.*
- 3.1.a Identify characters (peers, family members and others) in everyday life.*

**Kindergarten Dance**

- 1.1.a Move the body safely in time and space.*
- 1.1.d Practice shapes in space alone and in groups using high, middle and low levels; and travel forwards, backwards, sideways, diagonally - and turn.*
- 1.1.e Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships.*
- 4.2a View and respond to a performance in a positive manner.*

**1<sup>st</sup>-Grade Drama/ Theatre Arts**

- 1.1.a Demonstrate individual interpretations of a character's feelings through movement and voice.*
- 3.1.a Describe the difference between theatre and real life.*
- 3.1.b Describe the difference between theatre and other media such as television, movies and books.*
- 3.1.c Describe the basic elements of a performance such as the stage, audience, performers and set.*

**1<sup>st</sup>-Grade Dance**

- 1.1.c Demonstrate good posture and basic joint actions.*
- 1.1.d Demonstrate focus and concentration while moving.*

**2<sup>nd</sup>-Grade Drama/ Theatre Arts**

- 1.1.b Use developmentally appropriate movement to create a character.*
- 1.2.a Create with guidance new outcomes of basic plots.*
- 2.2.a Move respectfully throughout an acting space.*
- 2.2.d Respond with gestures and movement in a dramatic portrayal.*
- 3.2.a Identify characters, setting and plot in scenes performed by others.*
- 3.2.b Identify community and family elements in dramatizations, stories and plays.*

**2<sup>nd</sup>-Grade Dance**

- 1.2.c Study everyday postures and gestures in the global community to identify how movement communicates meaning and emotions .*

- 1.2.d Learn to move in ways that encourage a healthy body.  
2.1.d Develop a sense of sequence.

**Introduction** – This lesson is my first lesson of the school year and is meant to introduce students to a new environment (first time with my own classroom) and set behavior expectations.

### **Themes**

**Connections** – *Students connect to past performance experiences, times they received and gave gifts.*

**Risk-taking** – *Students take risks by performing a sun salutation in front of peers. Select students take risks by performing how to follow and break the rules in improvised scenes in front of their peers.*

**Imagination** – *Students visualize a rainy day, sunshine and rainbow during the warm-up. Students imagine being denied a gift.*

**Sensory Experience** – *Students hear our welcome song. Students hear the sound of a rainstorm created in a soundscape. Students feel their bodies move through space and take different shapes. Students taste an ice cream sundae as they think about how a performance is like a gift.*

**Perceptivity** – *Students think about how respecting others also means being good to yourself because more people will want to work with them if they are respectful. Students think about how a performance is like a gift.*

**Active Engagement** – *Students sing our welcome song. Students participate in physical warm-ups. Students watch me make an ice-cream sundae. Students eat a spoonful of ice sundae. Students act out the roles of students and audience members in a role-playing exercise.*

**Time Line:** Week 1

**Materials:** pre-written stick-on nametags, ice cream, chocolate syrup, sprinkles, cherry, plastic spoons, bowl, ice-cream scoop

### **Activities:**

- 1) Sing students into a circle in the classroom – (to the tune of “Twinkle, Twinkle”)

*Welcome, welcome everyone,*

*Now you're here lets have some fun.*

*(clap hands)First we'll clap our hands just so,*

*(touch toes as we walk)Then we'll bend and touch our toes.*

*Welcome, welcome everyone,*

*Now you're here lets have some fun.*

[http://wiki.kcls.org/tellmeastory/index.php/Welcome\\_Welcome\\_Everyone](http://wiki.kcls.org/tellmeastory/index.php/Welcome_Welcome_Everyone))

→ After singing the song once, have students repeat each line to help them learn the song.

- 2) Rules: “Welcome to our new Theatre and Dance classroom! Today we’re going to learn what to do when we come to Theatre and Dance class. We’ll do different things every week, but some things will be the same. Something that will stay the same every week is our rules. We only have two rules. The first one is, “Be good to yourself.” Repeat after me: “Be good to yourself.” (They repeat.) Being good to yourself means choosing to try your best at each activity, walking into our classroom quietly to show you are ready, and paying attention. The second rule is, “Respect others.” Repeat after me: “Respect others.”

(They repeat.) Respecting others means being a good audience member, helping your classmates, and listening to my directions – because I’m an "other" too. By respecting others you also are good to yourself because more people will want to work with you. We’ll come back to these rules throughout class.

- 3) “First we will get to know each other. My name is Mrs. Kinneer. It sounds like “C’mere!” But it has an “n” sound instead of an “m” sound. To get to know all of you I made nametags for us to use today. When I call your name please come up and stick your nametag on your shirt. Please do not talk while I call nametags. That would not show respect for others because they might not be able to hear their names. Please don’t play with your nametag during class because that’s not being good to yourself. I can’t get to know your name if your nametag gets messed up because you played with it.” (Call students to retrieve nametags).
- 4) “At the beginning of Theatre and Dance class we’ll do a warm-up. Who else does warm-ups? (Athletes! Why? To get their muscles ready. Singers and Musicians! Why? To get their voices and instruments ready!) We’ll do warm-ups to get ready too because in Theatre and Dance our bodies are our instruments.
  - a. PBIS – “I really like the way \_\_\_\_\_ respected others by raising his/ her hand.
- 5) Warm Ups:
  - a. Rainstorm: “In a circle begin by rubbing your hands together. Don’t rub your hands together until the person next to you in the circle rubs their hands. I’ll go first, then \_\_\_\_\_ next to me will start, and then \_\_\_\_\_ next to him/ her will join us.” (The entire circle rubs their hands together.) Repeat with snapping (kids can click their tongue if they can’t snap), clapping, patting lap, and stomping feet. Reverse the order of movements and sounds until it is silent. “Can you imagine a rainy day?”
    - i. PBIS – “I really like the way \_\_\_\_\_ respected others by not talking to his/ her friend. He/ She made sure his/ her voice didn’t get in the way of the rainstorm sound we’re making.”
  - b. Sun Salutation: (Directions from <http://yogajustforkids.com/2011/10/16/a-magical-sun-salutation-for-children/>) “Now let’s try to make a rainbow by making the sun come out. We’ll do a sun salutation to make the sun come out in our minds.” (The first time through, explain each movement. The second time through, just say the rhyming directions.)
    - i. Have the children begin by standing with their palms together at their heart. Have them take a second to imagine the sun. “Close your eyes and in your mind see the sun shining brightly. It’s just right, not too hot and not too cold.”
    - ii. “I make a circle nice and round.” - Have the children trace the shape of a circle with their hands, sweeping their arms up above their head and down to their thighs. The circle symbolizes the sun and the self as a complete being. This movement helps them stretch the front of their body. “Open your eyes and, with your arms, make big circles in the air. Look upward towards the sun and feel the space around you.”
    - iii. “I stomp my feet upon the ground.” - Have the children lift their feet one by one and stamp the ground. This contact with the earth helps children

feel balanced and self-assured. *“How does the ground feel? Is it hard? Is it soft?”*

1. *PBIS – “I like the way \_\_\_\_\_ was ready to move to the next part of our sun salutation and stopped stomping when I stopped.”*
- iv. “I bend and walk my hands, then stop; now I’m a triangle with my bottom on top.” - Have the children bend over at the waist with a straight back, touching their hands to the floor. Then they walk their hands forward while their feet stay in place. (Encourage straight backs). Their bodies will end up in a triangle shape, with their bottoms forming the top point. The two lower points of the triangle are the hands and feet on the ground. This posture (downward dog) stretches the back and the legs and strengthens the arms.
  1. *PBIS – (second time through only). Everyone take a look at \_\_\_\_\_. He/ she is doing an excellent job of making a triangle shape with his/ her body.*
- v. “I’m a Lion Big and Strong” - Have children bend their knees and go down on all fours. This will make them feel powerful.
  1. *PBIS – “I like the way \_\_\_\_\_ continued to listen and did not roar. He/ She really showed respect for others by making sure his/ her voice did not get in the way of our directions.”*
- vi. “Now I’m Stretching Lean and Long”- Still on all fours, have the children stretch their right arm out in front of them and their left leg straight behind them. Encourage them to look up to the sky. (Repeat opposite side)
- vii. “Now I Hide” - Have the children kneel with their big toes together, heels slightly apart and comfortably sit on their heels. Then have them roll forward until their foreheads come to rest between their hands. Remind them to keep their bottoms on their heels. This posture (child’s pose) allows them to experience security and safety. Have them hold this pose for a little.
- viii. “Here I Am!” - Now the children come out of hiding. They raise their heads and use their hands to push themselves up into a squatting position. Their knees are bent out to the sides and their bottoms are lowered almost to the floor. Encourage them to try putting their palms together in front of their heart.
- ix. “Now I Stand” - Have children stand up tall like a big mountain. Remind them that they are a tall, steady mountain.
  1. *PBIS – “\_\_\_\_\_ is standing really tall! I think he/she grew 3 inches!”*
- x. “I Spin Willy-Nilly” - Have children take two steps back from the center of the circle and open their arms out wide and turn in a circle. Spinning is energized. Encourage the children to feel the space around them.
  1. *PBIS – “I really like the way \_\_\_\_\_ was good to him/ herself by being careful not to spin into anything or anyone.*
- xi. “And Try To Look Silly” - Once they stop spinning, have them strike a silly pose of their own invention. Encourage them to make any fun or

strange position they like. Inventing a pose allows the children to value their own creative ideas.

1. PBIS – “Great silly pose! Awesome silly face! Wonderful how \_\_\_\_\_ only used his/ her body to express silliness and not his/ her voice so others could hear my directions.
  - xii. Bring them back to their circle spots, palms together at their hearts, and complete the cycle again using just the rhyming directions. Have them sit criss-cross after the second cycle to be ready for directions.
- 6) “Today we’re going to talk about performance. Who has had a performance before? Raise your hand if you were nervous when you had your performance. That’s okay to be a little nervous. That just shows you care, and caring is really important because your performance is a gift you give to the audience. What’s an audience? (The people who watch the performance) Giving a performance is like giving a wonderful treat. (Demonstrate with ice cream materials. Have enough plastic spoons for each student in the bowl.) A wonderful performance will be solid like this ice cream is solid (scoop ice cream), with no visible mistakes. A wonderful performance will be full of flavor or feelings (pour on chocolate syrup). A wonderful performance will be fun to look at (add colored sprinkles). A wonderful performance will have a definite ending. (add the cherry). If I had a performance like that it would be a wonderful gift! But what if when it was time to give my performance, I only gave it for a second? (Start to present it to a student and then take it away.) Would the audience get to enjoy it? No. What if when it was time to give my performance I only gave a little bit? (show a really small sundae) The audience would still be hungry for more. To help us remember the parts of a good performance, I need everyone to have a taste of our performance sundae. When I call your name, come up and get a spoonful.” Call students who have followed rules well up first a few at a time. Hand them spoonfuls of the sundae. As students are getting their spoons and waiting ask students to repeat the following. Then have them fill in the blanks.
- a. “A good performance is solid with no mistakes.”
  - b. “A good performance has flavor and feelings.”
  - c. “A good performance is fun to look at.”
  - d. “A good performance has an ending.”
  - e. PBIS – “Thank you for raising your hand. “What kind of performance have you had?” “Thank you for raising your hand. What’s an audience?” “Thank you for thinking of others by keeping our classroom nice and throwing your spoon in the trash.”
- 7) “I love giving gifts and performing. But, I also love getting gifts and being a part of an audience. When someone gives you a gift, what is the polite thing to say to them? (Thank you) When you’re in the audience the way to say thank you is by clapping. We can also show respect for others with our bodies while we’re in the audience. Can everyone show me what it looks like when you’re about to get a gift? If you can’t remember, think about how I selected kids who were quiet and in control of their bodies to be the first to get a scoop of sundae. (Sitting criss-cross, hands in lap, looking at me, not talking) Good! Now, what do you look like when you’re bored? (Eyes closed, looking off or down; lying on the floor; whispering to a friend). Yikes, I wouldn’t want to give a gift to any of you.

Let me see that you're ready for a gift. Great! Now that's what a good audience looks like.

- 8) "Now we're going to act out some situations that might happen in class. We're going to act out following the rules and not following the rules. What are our two rules?"
  - a. PBIS – "Thank you for raising your hand. What's the first rule?" (Be good to yourself) "Thank you for raising your hand. What's the second rule?" (Respect others)

Divide the class in half. Have half the class sit against the front wall as the audience while the other half are performers. I need one volunteer to pretend to need to use the restroom. (Select someone who has followed the rules and offered good answers.) We'll pretend we're doing warm-ups when \_\_\_\_\_ has to use the restroom. \_\_\_\_\_, after we start to do warm-ups I want you to tell me that you need to go to the restroom. Then step outside the room for a second and come back in because we're just pretending. After you come back in put the pass away and join us." (Begin the sun salutation warm-up until the chosen student says or indicates they need to use the restroom.) "Yes? Take the pass next to the door." (Student exits and then re-enters while the rest of the class continues to do the warm-up. When the student comes back they should put the pass away and join the class.) "Great job everyone! You can take a seat in the audience. Nice job audience! You all did a fabulous job of showing respect for others by showing that you were ready to receive your gift--the performance. People were sitting up, listening, and looking. You also did a nice job of saying thank you by clapping after our scene. Did our actor show us how to be good to ourselves when we need to use the restroom?" (Yes- took care of business and came back quickly) "Did our actor show us how to respect others when we need to use the restroom?" (Yes- took care of business and came back without disturbing anyone and rejoined the activity. No-made a big show of leaving the classroom, bothered others, etc.) Have the students switch audience and performer roles and change places in the room. "Now, I need one volunteer to show me what it looks like when we're not good to ourselves and not respecting others when we need to use the restroom." (Student doesn't raise hand to talk, student doesn't take the pass or plays with the pass, runs through the room, talks, distracts others, etc.) Explain the difference between the two performances. Ask the "good" student to perform the respectful way again.

- 9) "I think everyone knows our two rules now, but who can say them for us?" Select someone who raised their hand. (Be good to yourself. Respect others.) "And who can remind us of how a performance is like a gift? If you can't remember, think of the ice cream sundae I gave you." (Solid- no mistakes, feelings, fun to look at, has an ending).
- 10) "Everyone worked so hard today. If you need to get a drink before you go back to class you may line up quietly for a drink and then line up to return to your classroom."
  - a. PBIS – "Thank you for walking to get in line." "Did you show respect for others when you pushed/ yelled/ took a long turn?" "Nice job waiting quietly for your turn."

#### **Adaptations:**

- o ELL – Translate the three basic sentences for today into Spanish: "Be good to yourself," "Respect others," and "A performance is like a gift."
- o Food Allergies – Call these students up in their own group to receive ice-cream-shaped erasers (or other ice-cream-shaped school supply) as their gift. Indicate on students' nametags if they have a food allergy.

**Evaluation:** I will know that this lesson was successful if students can return the following week and make appropriate behavior choices about how to show respect for others and being good to themselves. This lesson will also be successful if students can return the following week and explain why a performance is like a gift and remember to follow appropriate audience etiquette when sitting in the audience.