

Theater Arts/Creative Movement Lesson Plan

Artist Name: Noah Martin
Art Form: Theater Arts
Grade Level(s) 3-5 Special Education

Class Objective: Students will break pantomime or action into beats

HOME SPACE

Exercise #1

Pudding Fingers

- Students pantomime dipping their fingers into a bowl of pudding
- As a group, flick the pudding across the room, extending fingers and arms out on a loud “Huh!”
- Repeat forward, right, left, up, down, forward to build a movement sequence
 - The focus is on vocal projection and expelling energy through one’s fingertips

Exercise #2

Pass the Gesture

- Students create a physical gesture and sound
- The next student to their right repeats, and so on
- The gesture is passed around the circle like dominoes falling

Exercise #3

Gesture Dance

- Each student creates their own gesture, building off the person before them
- The group repeats the whole sequence like a dance

DANCE SPACE

Exercise #4

Tableau Progression

- All students move and freeze to the drum
- Have them move and freeze as if they are dribbling a soccer ball up the field
- Give them the following directions:
 - “Freeze as if you are about to kick the ball at the goal”
 - “Freeze as if you are the goalie trying to block the shot”
 - “Freeze as if you are celebrating the score”
 - “Quickly change between pictures when I hit the drum”
 - “Now transition between them in slow motion”

THEATRE SPACE

Exercise #5

What Comes Next?

- Choose a simple activity to pantomime, i.e. washing hands, sharpening a pencil, or erasing the chalk board
- With one actor starting center stage, tell her to do the activity in pantomime
- Now tell her to go to the beginning and ask, “What comes first?” Have another student give her the very first beat or detail, i.e. “You walk up to the sink.”
- Have the actor ask, “What comes next?” Another student gives the next beat, i.e., “You turn on the faucet.”
- Progress through the activity to an end
- Have the actor do the whole activity with every detail

Revision

- Now do the whole pantomime with a given circumstance, still being mindful of every beat
 - Examples: You are a crook on the run and paranoid the law will find you; this is the first time you have ever done this and felt any of these sensations; you are blind and in a strange place

Observation & Recall

- Ask students, “How was the pantomime different from the first time I had the actor do it? Why do “beats” help?”