



HANDOUT

Title:

Handout #:

Content:

Objective: Students will be able to create a line of dialogue in a mini scene that fits in with given circumstances.

CA Arts Standards Theatre: 6.TH:Cr1b, 6.TH:Cr2a, 6.TH:Cr2b, 6.TH:Re7, 6.TH:Re9b

Materials: Slide show, pencil and paper

Introduction:

Teacher will first introduce some theatre vocabulary- (using the accompanying Theatre Vocab slideshow if desired)

Character- A made up person in a story. (Book, TV show, movie, video game)

Dialogue- The “lines” or words the characters say.

Scene- One part of the story in a play, TV show or movie.

Given Circumstances- The situation the character is in. For example: Nemo is a clown fish that lives on a coral reef. His father is overprotective and nervous about the first day of school. But, Nemo just wants to be treated like a normal fish.

Warm Up:

Make space in the classroom for students to stand in their own space and be able to move around a bit. The teacher will give the students different **Given Circumstances** for the students to pretend to be in. Students will silently mime:

Swimming through honey

Having a snowball fight

Moving through space

Practice:

Students will pair up or get into groups of 3 (whatever is most comfortable for them). Now students are allowed to use their voices as well as mime the given circumstances of having a water fight.

Outside on a sunny day

In a library

In space

With the Queen of England

With strangers

With your friends

Performance:

Students will get back into their pairs/groups. They will choose their favorite given circumstance and each write down a line of dialogue that was made up during the previous exercise. If they can't remember they can make up a line of dialogue now.

After everyone has a line of dialogue written down, the teacher can tell the students that they have just created **characters** who say **dialogue** in a **scene** with a **given circumstance**.



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The groups will now rehearse several times, saying their lines in a certain order.

Call on either several or all groups to perform their “scene” for the class. Groups can “perform” right where they are, just make sure to have the rest of the class turn so they can see it.

Close:

Ask students to discuss in their pairings/groups how they changed their body movements, voice and language for each given circumstance.

Have a volunteer from a few groups tell the class what they experienced.

Were the words you chose to use when speaking to The Queen different from the words you can use with your friends?

Did your body movements or the volume of your voice change for different circumstances? How?