

**Elk Grove Unified School District**  
**Visual and Performing Arts Resources**  
**Theatre**

**Kindergarten: Lesson 1**

**Title: Shadows** (*Bear Shadow*, by Frank Asch)

**Standards Addressed**

**Artistic Perception**

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre*

- 1.1 Use the vocabulary of theatre to talk about theatrical experiences, such as *actor, character, cooperation, setting, the five senses, and audience.*

**Creative Expression**

*Creating, Performing, and Participating in Theatre*

- 2.1 Perform imitative movements, rhythm activities, and theatre games (freeze, statues, and mirrors).
- 2.2 Perform group pantomimes and improvisations to retell familiar stories.

**Time:** 40-50 minutes

**Floor Plan:** A regular classroom setting.

**Materials Needed:**

- Lamp
- Piece of fruit (banana)

**Purpose:**

People use movement/sound to communicate a wide range of ideas and emotions without words and to connect theatre skills to literature being studied.

**Background:**

It is assumed that the children have little background in theatre and while most children are comfortable with movement, they have had little exposure to performing in front of others. For full academic meaning, the students should have read *Bear Shadow*, by Frank Asch from Open Court Literature.

**Key Questions:**

- How can actors imitate an object that isn't living?
- How can actors imitate people and other animals?
- How can actors imitate different human/animals voices?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p><b>1 Set up purpose/goals</b> Ask the students if they know how to imitate movements and voices. Write any responses on the board. Then tell the students that they will be learning about how a variety of movements can imitate a variety of things.</p>	<p><b>How are you making your purpose clear to the students?</b> By using visual/verbal clues.</p>
<p><b>2 Engage students</b> Have a few students take turns with the banana or other object and see how the shadow changes according to the movement of the fruit.</p>	<p><b>How can I effectively get the students interested in the content of the lesson?</b> Have a lamp aimed with the light directed at an overhead screen holding the banana and then moving the banana and watching the shadow change. An overhead projector is OK if nothing else is available, but remember an overhead projector does not mirror. It does the opposite.</p>
<p><b>3 Learning Sequence</b> a) Introduce imitation and mirroring. b) Through the use of objects and body, imitate movements. c) Through the use of objects/body/voice imitation and mirroring can occur.</p>	<p><b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b> People use movement/sound to communicate a wide range of ideas and emotions without words.</p>
<p><b>4 Assessment</b> The students will reflect on new learning through class interaction. They will practice mirroring through classroom interaction.</p>	<p><b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b> Assessment will be embedded into the lesson and tied to the big ideas.</p>

### Actual Lesson Sequence

1. *Today we are going to learn about shadow shapes, echoes, and mirroring, All of these words have to do with imitation.* It is highly suggested that the three activities be written on the board and the word **imitation** be above all of them by itself.

**BODY**—*Shadow Shapes*: Working individually and simultaneously, the students form shapes with their bodies, such as circles, trees, French fries, etc. in response to verbal or visual cues from the leader. The students may remain as statues or move in various ways as directed, such as sneak, float, twist, etc.

**VOICE**—*Echo*: Leader makes sounds, say words and/or sentences and players echo. (An echo is the “shadow” of a voice.)

**IMAGINATION**—*Mirror*: Have the students pair up with each other. The students will face each other with enough space between so they cannot touch. The students (now to be referred to as letters) in each pair will go by “A” or “B”. There must be an “A” and “B” in each pair. The teacher will call out “A” or “B” and the letter that she calls must start the movement. The other letter must follow the movement of the letter called. This activity is to be done without any talking.

## **CREATIVE EXPRESSION—Guided Improvisation:**

**Individual:** Fishing, trying to get rid of shadow, going to various places from the story (music may be helpful).

**Partner** (A/B improvisation): Bear wants shadow to leave; shadow wants to stay and play games; switch.

**Individual:** Nail shadow to ground, bury it, use other suggestions by players, take a nap.

**Partner:** Bear and shadow move together to fish; copy voice and movements.