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[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=gwqwOUxnhsD4lM&tbnid=EeBaahQ1d00p8M:&ved=0CAUQjRw&url=http://alliancetheatre.org/Education/theatre-for-the-very-young/Waiting-for-Balloon.aspx&ei=LBYgUd7fOdO20AGUnYA4&bvm=bv.42553238,d.dmQ&psig=AFQjCNEOUdrsZSwgccj4yhid-e242FLa-g&ust=1361143707602060)

*The Color of Friendship*

*Around the World*

Based on an adaptation and variation of the storybook, Rainbow Fish, written by Marcus Pfister, with musical influences by Bruno Mars, Britt Nicole, and Rihanna.

A Lesson Plan for Spring Break Arts Camp

Ages 7-11 years old

Teaching Artist: Courtnee Miles

**The Color of Friendship: Spring Break Arts Camp**

**Goal:**

To introduce young artists to the elements of theatre through acting (character development), singing, design, and team building, thus creating a showcase for their community of family and friends. To develop an awareness of personal space, and to hone focus skills.

**Materials:**

* Felt (an assortment of colors)
* Construction paper
* Crayons
* Safety scissors
* Pencils
* Masking Tape
* CD Player
* Access to CD-Rs
* Costumes
* Sun Hat
* Moon Hat
* White Cardstock Paper
* Headshots
* Imagination Sheets
* Butcher Paper
* Paper Mache
* Glue

**Showcase Structure**

1. Intro-What is a Friend?
2. *“The Color of Friendship”*- Story Drama adapted from *The Rainbow Fish* by Marcus Pfister
3. Bows
4. Photo Call
5. Q&A with the audience
6. Youth Art Exhibit

**MONDAY**

Session: 1

Group: 4 (10-11 years old)

Daily Objective: Develop body awareness and spatial perception. Identify 1 tool of the actor.

**Parent Talk**

**Classroom Rules**

Wear Comfortable clothes

Get to class on time

Go to the restroom before class time

Request notice of absenteeism

**Discuss goals of Class**

1. Learn the 3 actor’s tools
2. Improve focus and listening skills
3. Learn new Vocabulary (comedy/tragedy; tableaux; stage locations)
4. Memorize a line and perform a story
5. Have Fun!

**Request goals from parents**

**Answer Parents Questions**

*Final Performance is Friday at 5:00pm. This performance will be based on the storybook, The Rainbow Fish, written by Marcus Pfister along with musical influences by Bruno Mars, Britt Nicole, and Rihanna.*

**Dismiss parents**

**Introduce Self. Discuss Actor/Director Relationship**

**Imagination Sheets**: Students will draw a picture of their favorite best friend in order to get their minds ready for creative thinking

**Name Game**: Name an animal motion/sound. Think of an animal that starts with the same first letter as your first name. Create a movement and sound for that animal. Take turns sharing your name, then the action/sound with the group. Have the group repeat it back.

*.*

**Safety Bubble** – Practice “Cut”

**Warm-ups:** Intro Voice, Body, and Imagination

Body: Walk about in the Safety Bubble

Voice: Pass the word. (See Appendix)

Imagination: Magic Ball

**Read Aloud** *The Rainbow Fish*

Discuss what the students the importance of friendship. Have them take turns miming this activity of being a good friend.

**Magic Rocks**: “If I was in the ocean, I would be…” “When I think of the color \_\_\_\_\_, I become happy/sad/angry/scared.” This is part of the casting process. Look for the students having the MOST fun with which characters, and who is the most controlled. (See Appendix)

**Read Aloud**: *The Color of Friendship*

Block their places for the top of the performance: I recommend a “v” shape so everyone can be seen, but please do whatever you think looks best for your group. Have them practice “I can by a good friend by…” in their spots facing the audience.

**Game**: Zip Zap Zop (See Appendix)

**Reflection**: Show me with your body your favorite thing we did today.

**SEND SCRIPTS HOME TODAY**!

Session: 2

Group: 1 (7-8 years old)

**Introduce Self. Discuss Actor/Director Relationship**

**Review Rules of the Room with students:**

Keep your hands and feet to yourself

Always listen to your director

Never say “NO”

Try your best

Use kind words

Take turns

**Imagination Sheets**: Students will draw a picture of their favorite best friend in order to get their minds ready for creative thinking

**Name Game**: Name an animal motion/sound. Think of an animal that starts with the same first letter as your first name. Create a movement and sound for that animal. Take turns sharing your name, then the action/sound with the group. Have the group repeat it back.

**Safety Bubble** – Practice “Cut”

**Warm-ups:** Intro Voice, Body, and Imagination

Body: Walk about in the Safety Bubble

Voice: Pass the word. (See Appendix)

Imagination: Magic Ball

**Read Aloud** *The Rainbow Fish*

Discuss what the students the importance of friendship. Have them take turns miming this activity of being a good friend.

**Magic Rocks**: “If I was in the ocean, I would be…” “When I think of the color \_\_\_\_\_, I feel \_\_\_\_\_.” This is part of the casting process. Look for the students having the MOST fun with which characters, and who is the most controlled.

**Read Aloud**: *The Color of Friendship*

Block their places for the top of the performance: I recommend a “v” shape so everyone can be seen, but please do whatever you think looks best for your group. Have them practice “I can by a good friend by…” in their spots facing the audience.

**Reflection**: Show me with your body your favorite thing we did today

**SEND SCRIPTS HOME TODAY!**

Session: 3

Group: 2 (8-9 years old)

**Introduce Self. Discuss Actor/Director Relationship**

**Review Rules of the Room with students:**

Keep your hands and feet to yourself

Always listen to your director

Never say “NO”

Try your best

Use kind words

Take turns

**Imagination Sheets**: Students will draw a picture of their favorite best friend in order to get their minds ready for creative thinking

**Name Game**: Name an animal motion/sound. Think of an animal that starts with the same first letter as your first name. Create a movement and sound for that animal. Take turns sharing your name, then the action/sound with the group. Have the group repeat it back.

**Safety Bubble** – Practice “Cut”

**Warm-ups:** Intro Voice, Body, and Imagination

Body: Walk about in the Safety Bubble

Voice: Pass the word. (See Appendix)

Imagination: Magic Ball

**Read Aloud** *The Rainbow Fish*

Discuss what the students the importance of friendship. Have them take turns miming this activity of being a good friend.

**Magic Rocks**: This is part of the casting process. Look for the students having the MOST fun with which characters, and who is the most controlled.

**Read Aloud**: *The Color of Friendship*

Block their places for the top of the performance: I recommend a “v” shape so everyone can be seen, but please do whatever you think looks best for your group. Have them practice “I can by a good friend by…” in their spots facing the audience.

**Game**: Zip Zap Zop (See Appendix)

**Reflection**: Show me with your body your favorite thing we did today

**SEND SCRIPTS HOME TODAY!**

Session: 4

Group: 3 (9-10 years old)

**Introduce Self. Discuss Actor/Director Relationship**

**Review Rules of the Room with students:**

Keep your hands and feet to yourself

Always listen to your director

Never say “NO”

Try your best

Use kind words

Take turns

**Imagination Sheets**: Students will draw a picture of their favorite best friend in order to get their minds ready for creative thinking

**Name Game**: Name an animal motion/sound. Think of an animal that starts with the same first letter as your first name. Create a movement and sound for that animal. Take turns sharing your name, then the action/sound with the group. Have the group repeat it back.

**Safety Bubble** – Practice “Cut”

**Warm-ups:** Intro Voice, Body, and Imagination

Body: Walk about in the Safety Bubble

Voice: Pass the word. (See Appendix)

Imagination: Magic Ball

**Read Aloud** *The Rainbow Fish*

Discuss what the students the importance of friendship. Have them take turns miming this activity of being a good friend.

**Magic Rocks**: This is part of the casting process. Look for the students having the MOST fun with which characters, and who is the most controlled.

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Block their places for the top of the performance: I recommend a “v” shape so everyone can be seen, but please do whatever you think looks best for your group. Have them practice “I can by a good friend by…” in their spots facing the audience.

**Game**: Zip Zap Zop (See Appendix)

**Reflection**: Show me with your body your favorite thing we did today.

**SEND SCRIPTS HOME TODAY!**

**VOCAB WORDS**: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Script

**TUESDAY**

Session: 1

Group: 1 (7-8 years old)

Intro to Voice and Emotion

Daily Objective: Develop sensory awareness – Analyze and imitate sounds

**Review Rules**

**Safety Bubble** – Practice “Cut”

Ask: “Who remembers the three tools of an actor?”

**Warm-ups**: Voice, Body, and Imagination

**Body**: Character statues- Statues of THEIR character: How would your character walk? How would it talk?

**Voice**: Sing *I Just Wanna Sing Your Name* to review names.

*Ohhh, NAME NAME,*

*Ohhhh, NAME NAME*

*Ohhhh, NAME NAME*

*I just wanna sing your name.*

**Comedy/Tragedy**: New word : EMOTION. Show pictures of these emotions and of the masks. Discuss how we know how they are feeling. *Where do you see EMOTION? On their feet? On their tummy? On their face?*

**Imagination**: Bag of masks: Pull out an imaginary bag of masks. Put them on one at a time to try out these different emotions. Use a common phrase from the story such as “Where are we?” “Did we use all three tools of the actor?*”*

**Read through the script as an all-skate**.

**Introduce Voice**: Discuss importance of warming up voice and taking care of voice.

Students learn that screaming is bad for their voices and that actors use their DIAPHRAGM and breath to maintain a loud ‘actor voice’ on stage.

**Red Rover Projection**: Practice a from The Color of Friendship. (see Appendix)

**Game:**Freeze Dance -*Think of a new dance move you learned yesterday in dance class. Practice that move while you dance.*

**Endings/Reflection**: Use a different voice to tell us something you enjoyed about today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy

Session: 2

Group: 2 (8-9 years old)

Intro to Voice and Emotion

Daily Objective: Develop sensory awareness – Analyze and imitate sounds

**Review Rules**

**Safety Bubble** – Practice “Cut”

Ask: “Who remembers the three tools of an actor?”

**Warm-ups**: Voice, Body, and Imagination

**Body**: Character statues- Statues of THEIR character: How would your character walk? How would it talk?

**Voice**: Sing *I Just Wanna Sing Your Name* to review names.

*Ohhh, NAME NAME,*

*Ohhhh, NAME NAME*

*Ohhhh, NAME NAME*

*I just wanna sing your name.*

**Comedy/Tragedy**: New word : EMOTION. Show pictures of these emotions and of the masks. Discuss how we know how they are feeling. *Where do you see EMOTION? On their feet? On their tummy? On their face?*

**Imagination**: Bag of masks: Pull out an imaginary bag of masks. Put them on one at a time to try out these different emotions. Use a common phrase from the story such as “Where are we?” “Did we use all three tools of the actor?*”*

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**Introduce Voice**: Discuss importance of warming up voice and taking care of voice.

Students learn that screaming is bad for their voices and that actors use their DIAPHRAGM and breath to maintain a loud ‘actor voice’ on stage.

**Red Rover Projection**: Practice a from The Color of Friendship. (see Appendix)

**Game:**Freeze Dance -*Think of a new dance move you learned yesterday in dance class. Practice that move while you dance.*

**Endings/Reflection**: Use a different voice to tell us something you enjoyed about today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy

Session: 3

Group: 3 (9-10 years old)

Intro to Voice and Emotion

Daily Objective: Develop sensory awareness – Analyze and imitate sounds

**Review Rules**

**Safety Bubble** – Practice “Cut”

Ask: “Who remembers the three tools of an actor?”

**Warm-ups**: Voice, Body, and Imagination

**Body**: Character statues- Statues of THEIR character: How would your character walk? How would it talk?

**Voice**: Sing *I Just Wanna Sing Your Name* to review names. (sing with different emotions)

*Ohhh, NAME NAME,*

*Ohhhh, NAME NAME*

*Ohhhh, NAME NAME*

*I just wanna sing your name.*

*OR Sing a line from the songs they learned yesterday in music*

**Comedy/Tragedy**: New word : EMOTION. Show pictures of these emotions and of the masks. Discuss how we know how they are feeling. *Where do you see EMOTION? On their feet? On their tummy? On their face?*

**Imagination**: Bag of masks: Pull out an imaginary bag of masks. Put them on one at a time to try out these different emotions. Use a common phrase from the story such as “Where are we?” “Did we use all three tools of the actor?*”*

**Read through the script as an all-skate**.

**Introduce Voice**: Discuss importance of warming up voice and taking care of voice.

Students learn that screaming is bad for their voices and that actors use their DIAPHRAGM and breath to maintain a loud ‘actor voice’ on stage.

**Red Rover Projection**: Practice a from The Color of Friendship. (see Appendix)

**Game:**Freeze Dance -*Think of a new dance move you learned yesterday in dance class. Practice that move while you dance.*

**Endings/Reflection**: Use a different voice to tell us something you enjoyed about today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy

Session: 4

Group: 4 (10-11 years old)

Intro to Voice and Emotion

Daily Objective: Develop sensory awareness – Analyze and imitate sounds

**Review Rules**

**Safety Bubble** – Practice “Cut”

Ask: “Who remembers the three tools of an actor?”

**Warm-ups**: Voice, Body, and Imagination

**Body**: Character statues- Statues of THEIR character: How would your character walk? How would it talk?

**Voice**: Sing *I Just Wanna Sing Your Name* to review names. (sing with different emotions)

*Ohhh, NAME NAME,*

*Ohhhh, NAME NAME*

*Ohhhh, NAME NAME*

*I just wanna sing your name.*

*OR Sing a line from the songs they learned yesterday in music*

**Comedy/Tragedy**: New word : EMOTION. Show pictures of these emotions and of the masks. Discuss how we know how they are feeling. *Where do you see EMOTION? On their feet? On their tummy? On their face?*

**Imagination**: Bag of masks: Pull out an imaginary bag of masks. Put them on one at a time to try out these different emotions. Use a common phrase from the story such as “Where are we?” “Did we use all three tools of the actor?*”*

**Read through the script as an all-skate**.

**Introduce Voice**: Discuss importance of warming up voice and taking care of voice. Students learn that screaming is bad for their voices and that actors use their DIAPHRAGM and breath to maintain a loud ‘actor voice’ on stage.

**Red Rover Projection**: Practice a from The Color of Friendship. (see Appendix)

**Game:**Freeze Dance -*Think of a new dance move you learned yesterday in dance class. Practice that move while you dance.*

**Endings/Reflection**: Use a different voice to tell us something you enjoyed about today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy

**W EDNESDAY**

Session: 1

Group: 4 (10-11 years old)

Intro to Body and Character

Daily Objective: Creating character bodies.

**Safety Bubble** – Practice “Cut”

**Warm-ups**: Intro Voice, Body, and Imagination

**Body**: Go, Stop, Drop, Melt

**Voice**: Pass the word (See Appendix)

**Imagination***:* Not a Box (See Appendix)

*.*

Practice intro through the end of “What is a friend…” as well as Curtain Call

**Parts of Stage** (Stage Directions): For blocking purposes, students will need to know where they are on stage and where the different hotspots are. US, DS, CS,SR, and SL.

**Game: 5 Corners (US, DS, CS, SR, & SL)**

**Read through the script**.

**Begin Blocking** **for *The Color of Friendship* scenes**

Define BLOCKING: planned movement on stage

**Endings/Reflection**: Show us with your body your favorite thing we did today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking

Session: 2

Group: 1 (7-8 years old)

Intro to Body and Character

Daily Objective: Creating character bodies.

**Safety Bubble** – Practice “Cut”

**Warm-ups**: Intro Voice, Body, and Imagination

**Body**: Go, Stop, Drop, Melt

**Voice**: Pass the word (See Appendix)

**Imagination***:* Not a Box (See Appendix)

*.*

Practice intro through the end of “What is a friend…” as well as Curtain Call

**Parts of Stage** (Stage Directions): For blocking purposes, students will need to know where they are on stage and where the different hotspots are. US, DS, CS,SR, and SL.

**Game: 5 Corners (US, DS, CS, SR, & SL)**

**Read through the script**.

**Begin Blocking** **for *The Color of Friendship* scenes**

Define BLOCKING: planned movement on stage

**Endings/Reflection**: Show us with your body your favorite thing we did today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking

Session: 3

Group: 2 (8-9 years old)

Intro to Body and Character

Daily Objective: Creating character bodies.

**Safety Bubble** – Practice “Cut”

**Warm-ups**: Intro Voice, Body, and Imagination

**Body**: Go, Stop, Drop, Melt

**Voice**: Pass the word (See Appendix)

**Imagination***:* Not a Box (See Appendix)

*.*

Practice intro through the end of “What is a friend…” as well as Curtain Call

**Parts of Stage** (Stage Directions): For blocking purposes, students will need to know where they are on stage and where the different hotspots are. US, DS, CS,SR, and SL.

**Game: 5 Corners (US, DS, CS, SR, & SL)**

**Read through the script**.

**Begin Blocking** **for *The Color of Friendship* scenes**

Define BLOCKING: planned movement on stage

**Endings/Reflection**: Show us with your body your favorite thing we did today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking

Session: 4

Group: 3 (9-10 years old)

Intro to Body and Character

Daily Objective: Creating character bodies.

**Safety Bubble** – Practice “Cut”

**Warm-ups**: Intro Voice, Body, and Imagination

**Body**: Go, Stop, Drop, Melt

**Voice**: Pass the word (See Appendix)

**Imagination***:* Not a Box (See Appendix)

*.*

Practice intro through the end of “What is a friend…” as well as Curtain Call

**Parts of Stage** (Stage Directions): For blocking purposes, students will need to know where they are on stage and where the different hotspots are. US, DS, CS,SR, and SL.

**Game: 5 Corners (US, DS, CS, SR, & SL)**

**Read through the script**.

**Begin Blocking** **for *The Color of Friendship* scenes**

Define BLOCKING: planned movement on stage

**Endings/Reflection**: Show us with your body your favorite thing we did today.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking

**THURSDAY**

Session: 1

Group: 1 (7-8 years old)

Setting and Costume

Daily Objective: Create a picture of the setting of the play.

**Review Rules**

**Safety Bubble** – Practice “Cut”

Warm-ups: Voice, Body, and Imagination

**Body**: Yes Let’s Settings Style.

**Voice**: review all songs from the show. Allow them to use their bodies and get their wiggles out as long as they are singing.

**Imagination**: Mirrors exercise to focus

**Practice blocking**. Run through the *The Color of Friendship* scenes.

**Practice intro and curtain call**.

**Run through the entire show.** Discuss Technical Rehearsal and the following terms: Tech Rehearsal, Final Dress, Open Dress, Preview, Strike, Load In, Load Out, Run, Open, Close

**Introduce Headshots**: students will draw a picture of their faces (and write all of their performing arts experiences on the back of the picture) in order to bring to an audition/casting.

**Introduce Set design**: Show set renderings from the various theatre productions. Where does the show take place?

**CRAFT**: Make background for set design. Students can draw pictures of outside, as well as assist with scenic design. Students may make the park, cherry blossom trees, as well as assist the Visual Arts Instructor with executing any ideas she may have.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking, Set Design, Headshots

Session: 2

Group: 2 (8-9 years old)

Setting and Costume

Daily Objective: Create a picture of the setting of the play.

**Review Rules**

**Safety Bubble** – Practice “Cut”

Warm-ups: Voice, Body, and Imagination

**Body**: Yes Let’s Settings Style.

**Voice**: review all songs from the show. Allow them to use their bodies and get their wiggles out as long as they are singing.

**Imagination**: Mirrors exercise to focus

**Practice blocking**. Run through the *The Color of Friendship* scenes.

**Practice intro and curtain call**.

**Run through the entire show.** Discuss Technical Rehearsal and the following terms: Tech Rehearsal, Final Dress, Open Dress, Preview, Strike, Load In, Load Out, Run, Open, Close

**Introduce Headshots**: students will draw a picture of their faces (and write all of their performing arts experiences on the back of the picture) in order to bring to an audition/casting.

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VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking, Set Design, Headshots

Session: 3

Group: 3 (9-10 years old)

Setting and Costume

Daily Objective: Create a picture of the setting of the play.

**Review Rules**

**Safety Bubble** – Practice “Cut”

Warm-ups: Voice, Body, and Imagination

**Body**: Yes Let’s Settings Style.

**Voice**: review all songs from the show. Allow them to use their bodies and get their wiggles out as long as they are singing.

**Imagination**: Mirrors exercise to focus

**Practice blocking**. Run through the *The Color of Friendship* scenes.

**Practice intro and curtain call**.

**Run through the entire show.** Discuss Technical Rehearsal and the following terms: Tech Rehearsal, Final Dress, Open Dress, Preview, Strike, Load In, Load Out, Run, Open, Close

**Introduce Headshots**: students will draw a picture of their faces (and write all of their performing arts experiences on the back of the picture) in order to bring to an audition/casting.

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**CRAFT**: Make background for set design. Students can draw pictures of outside, as well as assist with scenic design. Students may make the park, cherry blossom trees, as well as assist the Visual Arts Instructor with executing any ideas she may have.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking, Set Design, Headshots

Session: 4

Group: 4 (10-11 years old)

Setting and Costume

Daily Objective: Create a picture of the setting of the play.

**Review Rules**

**Safety Bubble** – Practice “Cut”

Warm-ups: Voice, Body, and Imagination

**Body**: Yes Let’s Settings Style.

**Voice**: review all songs from the show. Allow them to use their bodies and get their wiggles out as long as they are singing.

**Imagination**: Mirrors exercise to focus

**Practice blocking**. Run through the *The Color of Friendship* scenes.

**Practice intro and curtain call**.

**Run through the entire show.** Discuss Technical Rehearsal and the following terms: Tech Rehearsal, Final Dress, Open Dress, Preview, Strike, Load In, Load Out, Run, Open, Close

**Introduce Headshots**: students will draw a picture of their faces (and write all of their performing arts experiences on the back of the picture) in order to bring to an audition/casting.

**Introduce Set design**: Show set renderings from the various theatre productions. Where does the show take place?

**CRAFT**: Make background for set design. Students can draw pictures of outside, as well as assist with scenic design. Students may make the park, cherry blossom trees, as well as assist the Visual Arts Instructor with executing any ideas she may have.

VOCAB WORDS: Ensemble, Actor, Director, Cut, Story, Voice, Body, Imagination, Choreography, Emotion, Comedy, Tragedy, Blocking, Set Design, Headshots

**FRIDAY**

It’s SHOWTIME!

Daily Objective: Focus and self-control while rehearsing and performing a play.

**Review Rules**

**Safety Bubble** – Practice “Cut”

**Warm-ups**: Voice, Body, and Imagination

**Body**: Sloth Tag

**Voice**: Red Rover Projection (with a line from the show)

**Imagination**: Mirror exercise to focus

Review the ENTIRE show

**GAME**: Statues in the Garden in costumes.

Run through Intro and Curtain Call (Give notes and polish imperfections)

**Discuss SHOWTIME**: Behaviors for when the show is going on, not to be shy or scared, have fun!

Get in costumes and play “Night at the Museum”. Practicing to not touch their costumes while on stage.

Run Through the show with costumes.

**PERFORMANCE** at 5:00pm.

Take home artwork and say your goodbyes.

**GAME APPENDIX**

**Safety Bubble**

The two most important things about a safety bubble:

1. Once you blow it up, you’re inside of it.
2. It never pops.

Students have to use their imaginations to blow up an imaginary bubble around their body on your “go”. I like to try to trick them to see who is really listening for my “go”, but don’t do it for too long or you’ll lose them. Stretching their bubble is a great body warm-up. Have them paint the inside of their bubble. This is a great way to get them thinking abstractly.

**Magic Ball**

Or Imaginary Ball, Magic Clay, etc. Hold an imaginary ball in front of you, and describe it as if it were clay or pay dough. It stretches, and can grow to be as big as you need it to be. Shape the ball into something you can USE, like a horse, vacuum, or something physical. Encourage the students to create something they have to pantomime for us to guess what it is. If they create something that just sits there, we’ll never guess it. Once they sculpt the ball into something they use, the group takes turns guessing what they turned it into. They may have to repeat their gestures until the group guesses. Encourage them to be more specific with their movement and sounds.

**Magic Rocks**

I learned this one at Georgia Ensemble Theatre Summer Camp, and it may be one of my favorites for this age group. Everyone needs their own personal space. Have them sit criss-cross and hold out their hand. Place on their hand a small imaginary rock. Ask them to describe the rock. Does it talk? No. Does it move? No. Is it big? No. Ask them to imagine they are a tiny rock, and make their bodies as small as possible. They are now a magic rock. Give them all a character to act out, animals usually work well. When you say “go”, they have to become that character. Have them explore being the character in their own little world at first, and ignore the other kids in the room. AS they progress, they can interact with one another. When you say, “and 1, 2, 3 MAGIC ROCKS” they must stop where they are and turn back into rocks. Repeat this with several different characters.

**Not a Box/Bag**

Or prop game. Place a large bag or box in the center of the drama circle. Ask each student to take a turn using the box/bag as something other than what it is. They can get inside it, sit on top, pick it up, the sky’s the limit. If you find they are stuck on getting in the box/bag and doing the same action, turn it over or on its’ side and ask them to think of something different. IKEA bags work best for this if you are using a bag. Once they have an idea, they may step forward and say, “It’s not a box/bag, it’s a \_\_\_\_\_\_” and then complete the motion or make the sound, turning the object into something else. There are some great books called “Not a Box” and “Not a Stick” by Antoinette Portis to use as complementary materials.