

Theater and Dance Classes

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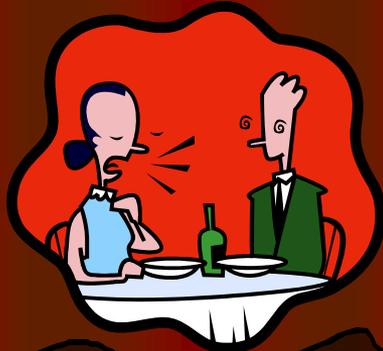
ACTIVITY

- Divide into groups of 3 – 4
- Act out scenario on paper



REFLECTION

- Words have different meaning based on:
 - Tone of voice
 - Word usage
 - Volume
 - Body Language



Body Language

- Eye contact vs stare down/la la land
- Nervous activity (tapping fingers, touching hair, avoiding eye contact – lying, hiding information)
- Legs (sitting with legs crossed, wiggling, indicates nervousness and is annoying)
- Slouching, doodling, fidgeting, tapping pencil, clicking pen, looking around the room, etc indicate boredom.
- Folding your arms or jamming your hands in your pocket sends a “stay away” message, overprotective, unwelcoming, defensive, bothered...

Employer Expectations

- *Speaking skills*

- Entry

- Communicate facts

- Mid level

- Communicate facts
- Arrange ideas in a logical sequence
- Use proper choice of words

- High level

- Communicate facts
- Arrange ideas in a logical sequence
- Use proper choice of words
- Use oral communication for a variety of purposes:
 - to inform, to persuade, to motivate
- Be able to translate complex technical information

- *Communication Skills*

- Be tactful
- Use self control
- Be willing to trust yourself
- Be willing to trust other people
- Tell the truth
- Be willing to risk making a mistake
- Try to learn from your mistakes
- Be able to accept criticism
- Pay attention to cleanliness and personal hygiene
- Be flexible
- Be adaptable
- Take pride in your work
- Have self-esteem
- Respect other people's ideas
- Give constructive criticism
- Be accepting of people of other races, gender, religions, and nationalities
- Understand the nature of prejudice
- Be cooperative
- Present a neat appearance
- Maintain a positive attitude
- Know what you are expected to do

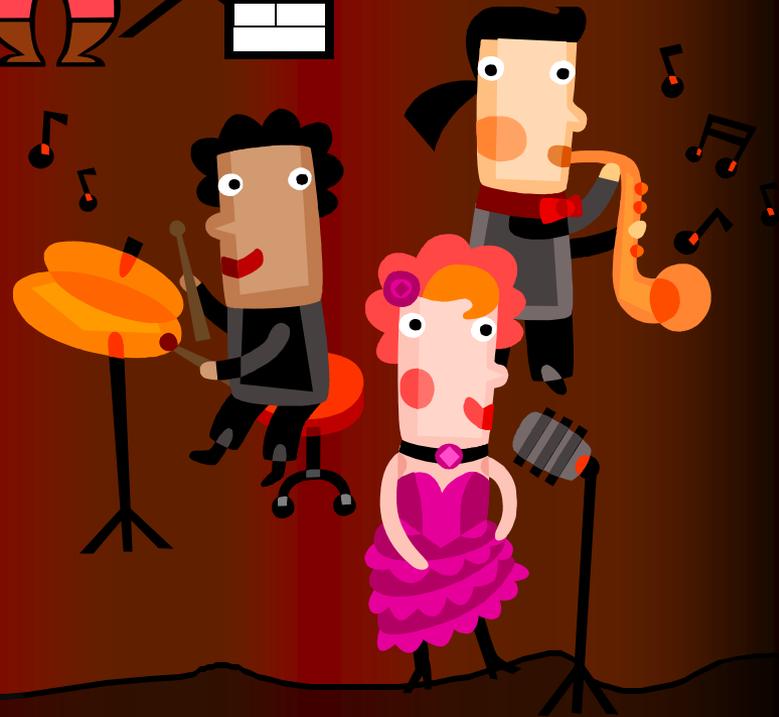
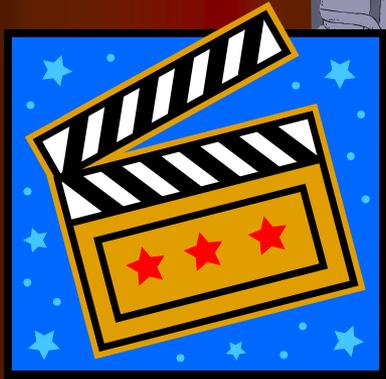
CAREERS

- In Theatre
- In Dance



4 CORNERS GAME

- EACH TEAM WILL GO TO 2 CORNERS ON THEIR SIDE OF THE ROOM
- WRITE CAREERS ON PAPER
- TEAM WITH MOST # OF ENTRIES WINS



Theatre and Dance Lesson Plan

- **Career Standards & Competencies:**
- **Grades 6 - 8**
- **Standard 1 Students will understand the relationship among personal qualities, education and training, and the world of work**
- ***Competency 2 Describe how punctuality and responsibility in school relate to the world of work**
- ***Competency 3 Identify aptitudes, interest, and strengths through career assessments and/or checklists**
- ***Competency 4 Explain the relationship between personal qualities, school success, life-style, and career choices**
- **Standard 2 Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills**
- ***Competency 3 practice effective listening and communication skills**
- ***Competency 4 Identify secondary and post-secondary opportunities in local community**
- **Standard 3 Students will explore careers and the connection of school to work**
- ***Competency 1 Define the education and training opportunities needed to achieve career goals**

- ***Competency 4 Explore career choices and career clusters to develop realistic career goals**
- ***Competency 5 Demonstrate decision-making skills to select a career/education path and complete a plan for high school and beyond**
- **Standard 4 Students will demonstrate a positive attitude toward work and the ability to work together**
- ***Competency 1 Define the importance of responsibility, dependability, punctuality, and integrity in the workplace**
- **Standard 5 Students will understand how community awareness relates to work**
- ***Competency 1 Identify sources of employment in the community**
- **Core Class Competencies:**
- **Dance**
- **Standard II: Choreography**
- **Standard A:** Use **improvisation** to generate movement for **choreography**
- **Standard G:** Work alone, with a partner, or in a small group during the choreographic process.
- **Standard H:** Demonstrate the following partnering skills while moving through **space**: creating contrasting and complementary shapes and receiving and supporting weight.
- **Standard III: Non Verbal Communication**
- **B Explain how personal experience can influence the interpretation of a d**

- Theatre
- **Standard 1 Story Making/Script Writing.** Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.
- Identify the elements of dramatic structure within a script (e.g., plot development, rising action, foreshadowing, crisis, catharsis, denouement), using theatre vocabulary.
- Create characters, environments, dialogue, and action through improvisation and writing, both individually and in groups.
- Write, revise, and perform monologues, scenarios, scenes, and short plays that include the basic elements of dramatic structure.
- **Standard 2 Acting**
- Act as an improvised or scripted character in an ensemble
- **Standard 6 Connecting**
- B. Compare theatre to visual arts, dance, music, and other disciplines
- **Task:** Students will learn the elements of acting and dance and the relationship between the two, body language, employer expectations that are the same as school expectations, speaking and communication skills, and divide into groups to explore careers within dance and theatre.
- **Grade(s):** 6 – 8

Time for lesson plan: 45 minutes

- Time allotment
 - Activity
 - 20 minutes Use “Theatre and Dance” PowerPoint to walk through information with students (also see scenarios)
 - 10 Use a list of careers in dance and theatre printed from Kuder or SCOIS (or other career resource) for students to see how many jobs are available besides dancing and acting (box office manager, ticket sales, props, building scenery, designing costumes, etc)
 - 10 Go over answers with the students to ensure they leave with correct information

Theatre and Dance Scenario

(The same for every group but pay attention to how they perform it differently. Students may act-out or choreograph a dance scenario)

- Two students are walking down the hall. Someone accidentally bumps into one of them. One of them is hurt. Act out how you would respond to this situation. You have 3 minutes to determine a scenario and 1 minute to act/dance it out.