

The Actor's Body Clock

Stage Directions Lesson 1

Slides for the day:

<https://docs.google.com/presentation/d/1xJkDskIIL84XCE1Xd3E1FxRYZmfYPZvRdHmzhtZN7dI/edit?usp=sharing>

Standards:

Convey meaning through the presentation of artistic work. Contribute to the performance of a short theatrical work with an audience (e.g., acting, writing or supporting a technical element) that makes connections to other disciplines. (5-6.T.P.06)

Objectives/Learning Targets:

- ★ Students will be able to correctly identify the parts of the stage.
- ★ Students will be able to correctly label all the actor's body clock positions.
- ★ Students will be able to listen/read a scene and identify the appropriate ABC for a character in that scene.

Notes to the Sub:

DO NOW (7 minutes)

Please set the timer for 7 minutes when the second bell rings to begin class.

Students will enter the room and have a do now in google classroom.

Students should sit in their assigned seat.

If students finish early, they should check their work, double check they submitted their Parts of the Stage Notes last class, and then may do something quietly on the computer while others finish.

PART ONE (7 minutes)

- Review the agenda
- Review the do now with the class. The do now has 2 questions:
 1. Label the stage with the 9 parts of the stage.
 - a. Call on a different student to label each part of the stage.
 2. Discuss what would happen if both the stage and the audience were NOT raked?
 - a. Have students turn and talk to share their answers first.
 - b. Then, call on one student to share with the class.
 - c. Answer: Both of them would be flat and therefore it would make it harder for anyone not in the front row to see anything on stage.

PART TWO: (10-15 minutes. If your do now and part 1 take less time, take more time here)

- Play Swab the Deck! I recommend playing OUTSIDE since there are so many kids the room can get overwhelming but it is your call.
- This game is like simon says, but they are on a stage and they are pirates.
- They have played this game before! You may choose one of the kids to be "it" or you can be it.

Commands tell students what to do. If they do the wrong command or are not in an accurate group number, they are OVERBOARD (out) until the "captain" command is called.

- *Captain:* Everyone still in the game elects a captain and that captain has 30 seconds to get everyone who is out back on the ship.
- *Swab the deck:* students get into pairs
- *Lighthouse:* students get into groups of three
- *Parrot:* groups of four

- *Row Boat [insert number here]*: they get into a group of as many people as you say
- *Attention!*: students put their hand to their forehead and can't do anything else until you release them with "*at ease*". If you call any other command after attention but before saying "*at ease*" and they do that command, they are out.
- *Land ho!*: Last person to get onto a patch of grass is out!
- **PARTS OF THE STAGE**: Name a part of the stage and they run to it!

PART THREE: (25 minutes)

- Students need a pencil
- Hand out Actor's body clock notes sheets
- Go through each slide to reveal what the actor's body clock is and then students label their clock with the answers. Pause after each new word to give students time to write each one.
- After notes, click on the youtube link to listen to a reading of a scene from *A Raisin in the Sun*. Following that listen, there are four questions to do as a turn and talk full class activity do practice using the vocabulary.
- Students put their notes in the turn in bin OR can take them home to study.
- Emphasize that there might be something happening next class that they need to now this information for.... (there is a quiz, don't say quiz, just give very obvious hints that they will need to know this information and the parts of the stage)

PART FOUR: One more swab the deck game!

- Same rules as part one, but this time you can also call out ABC positions!