

## Lesson Sample: Grade 7, Create and Respond Domain

Key Elements of Theatre is a basic lesson plan designed to work in a middle grades-level introductory theatre course. This plan is written with adaptability in mind, and should be used as a framework around which to design individual lesson plans based on the specific student group being taught.

<b>Title:</b>	Key Elements of Theatre
<b>Length of Class:</b>	Approximately two 45-minute class periods
<b>Skill Level:</b>	Beginner, adaptable for all levels
<b>Domains:</b>	Create and Respond
<b>Standards:</b>	<p><b>7.T.Cr.3.B:</b> Research multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.)</p> <p><b>7.T.R3.B:</b> Use knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.</p>
<b>Objectives:</b> A. Know B. Understand C. Do	<p>A. Students will know key elements of theatre and the correct terms for communicating about these elements.</p> <p>B. Students will understand how these elements work together in a theatrical production.</p> <p>C. Students will successfully (with 85% mastery or higher) demonstrate their knowledge and understanding of the key elements of theatre.</p>
<b>Instruction:</b>	<p><b>Activating Strategy:</b></p> <p>Students will participate in a matching game designed to assess prior knowledge. Give each student one half of a theatrical “pair.” Each pair is made up of one theatrical term (see the accompanying vocabulary worksheet) and its definition. Students must then attempt to find their other half in a given time period. For example,</p>

one student might have the term “stage” and another student might have the description “the area of the theatre where actors perform.” These students will then have to find each other to put the pair together. When all students have found their pairs, have them share aloud and discuss their answers. **(Higher Order Thinking Questions [HOT]: How did you decide who to pair up with? Why did you make that decision? What sort of prior knowledge did you use to find your “other half?”)**

### Activity 1:

Give each student a copy of the Key Elements Vocabulary worksheet. Have students work in small groups to look up the definitions to each term. Remind students they are to decide on the BEST definition as it pertains to theatre. The definition “a stabilizing device made from strips of cloth dipped in plaster which a doctor uses to immobilize a broken bone” is not the correct definition of “cast” in this context. Once students have had an opportunity to fill in all or most of their words, review each definition as a class. Have students compare their definition with the theatrical definition. Students/groups can trade-and-grade with a partner to make sure their definitions are correct. **(HOT: How did you decide on which definition to use? Were there any terms you already knew? What terms are new to you? How do you think some of these might go together?)**

### Activity 2:

Once all students have the correct definitions, break students up into groups of four. Have each group create vocabulary sheets including the term, its definition, and an illustration for given words. Divide up the terms as follows:

- Person 1: audience, stage, stage directions, backstage
- Person 2: director, actor, technician, playwright
- Person 3: cast (noun), cast (verb), crew, set

	<ul style="list-style-type: none"> <li>• Person 4: prop, script, rehearsal, blocking</li> </ul> <p>Give each student a sheet of blank printer paper. Have them fold their paper into quarters. Each student should write the terms they are responsible for and their definitions on the paper, one term and definition per quarter. Have students pass papers one place to the right. Students should then illustrate one term on the paper they've been given. When students have finished illustrating that term, have students pass papers again one space to the right. Students should illustrate a new term on the paper they receive. Repeat until the remaining terms are completed. When all terms have been defined and illustrated, have students compare drawings with other groups.</p> <p><b>Activity 3:</b></p> <p>Have students choose the term they are most comfortable with, or assign certain groups a term. Group students by the term they've chosen/been assigned. Each group needs to create an action and/or tableau which somehow represents the definition for their term. For example, a student group with the term "director" may have one person act out telling the others in the group what to do. Have each group present their actions/tableaus to the class, and have the other groups guess their term based on their actions. <b>(HOT: What term is being symbolized here? How do you know?)</b> Once each group has gone, put two groups together. They must keep the terms they originally had, but must now create one large action and/or tableaux which represents how their two terms work together. Have the groups present their actions to their peers, and discuss the representations. <b>(HOT: What two terms did this group have? How did they represent these two terms working together? How else might they have represented this? Why did they/you make the decision to represent ____ in this manner?)</b></p>
Assessment:	Key Elements Quiz

**Materials:**

- Theatrical element “pairs” for matching game
- Key elements vocabulary sheet
- Blank printer paper and colored pencils and/or markers
- Key elements quiz

Resource Created by Lynnea Hunter

## Key Elements Vocabulary

Write the definitions for the following terms WITHOUT using the term itself (or a related term) in the definition.

Term	My/Dictionary Definition	Theatrical Definition
Audience		
Stage		
Stage Directions		
Backstage		
Playwright		
Director		
Actor		
Technician (Techie)		
Cast (noun)		
Cast (verb)		
Crew		
Set		
Prop		
Script		
Rehearsal		
Blocking		

## Key Elements Quiz

Instructions: Match the letter of the definition with its correct term.

- |                          |  |
|--------------------------|--|
| ___ Audience:            | <b>A.</b> The person who oversees the entire process of staging a production   |
| ___ Stage:               | <b>B.</b> Indications to the director and actors about various aspects of the play, including information on characters, set, props, special effects, and mood |
| ___ Stage Directions:    | <b>C.</b> The people who experience the play   |
| ___ Backstage:           | <b>D.</b> All areas of a stage other than the acting area that are out of sight of the audience  |
| ___ Playwright:          | <b>E.</b> A person performing in a play  |
| ___ Director:            | <b>F.</b> A person involved in the technical aspects of the play, including lighting, sound, effects, design and construction, and mechanics                   |
| ___ Actor:               | <b>G.</b> The group of actors who take on the different roles of a play  |
| ___ Technician (Techie): | <b>H.</b> The area of a theatre where actors perform   |
| ___ Cast (noun):         | <b>I.</b> To train or practice repeatedly  |
| ___ Cast (verb):         | <b>J.</b> The group of technicians and workers who operate backstage during rehearsals and production  |
| ___ Crew:                | <b>K.</b> The physical space onstage and its structures in which the actors perform  |
| ___ Set:                 | <b>L.</b> The text of a play   |
| ___ Prop:                | <b>M.</b> Coordination of the actors' movements on-stage   |
| ___ Script:              | <b>N.</b> Anything an actor handles onstage including furniture and enhancements to the set  |
| ___ Rehearsal:           | <b>O.</b> To be chosen to play a specific role in a play   |
| ___ Blocking:            | <b>P.</b> A person who writes plays (author)   |

**Fill in the Blank:**

1. As the boss of the production, the \_\_\_\_\_ had to make sure all of the members of the \_\_\_\_\_ had the right costumes.
2. If you are \_\_\_\_\_ as Hamlet in the school production, your strangest \_\_\_\_\_ to hold will be a skull.
3. It is best to write down notes about \_\_\_\_\_ for your character in your \_\_\_\_\_ so you remember all the correct movements.

**Create 2 sentences of your own using any of the key vocabulary terms:**

1.

2.