LIVE Arts **2022/23**

Acting Out Together

With Adreanna Boucher

Date: January 27th

Grades: 1 & 2

Artistic Discipline: Theatre/Improv

Overview

Through the Acting Out Together workshop students will learn how to storytell through improvisation. Students will explore how they can bring stories to life through teamwork. The workshop will focus on plot structure and the basics of improv.

Artist Biography

ADREANNA BOUCHER is a Prince Albert-based artist and theatre-maker. In 2013 she founded Off the Cuff Improv & Interactive and since then she's worn all the many hats required to make her little company a success: producer, writer, director, stage manager, actor, and workshop facilitator.

Adreanna's most recent stage credits include Sting (self-produced); The Drowning Girls, Mary's Wedding, and Macbeth (Spark Theatre); and Rosencrantz and Guildenstern are Dead (Persephone Theatre). She played the lead in Carli Robertson's SIFA-nominated 2019 feature film Run Wolf Run.

Adreanna is the Chair of the Prince Albert Arts Board and believes that the arts are necessary and important.

Materials

- Chalkboard or whiteboard or flipchart
- Chalk or markers

Classroom Setup

- An open classroom space with the tables cleared to create an open space big enough for students to move around easily (or to sit in a circle)

Curriculum Outcomes and Indicators

Grade 1

Creative/Productive

CP 1.3 d.
Collaborate with others in dramatic contexts.

CP 1.3 e.
Recognize that active, energetic drama episodes are often followed by quiet, still episodes; that loudness is often followed by quietness; and that lights and sounds can be used to change the mood or the way a drama is developing.

Critical/Responsive

CR 1.1 d.
Discuss how arts expressions can represent feelings and ideas.

Grade 2

Creative/Productive

CP 2.3 b.
Adopt roles in dramatic situations and interact appropriately with others in roles drawing on imagination and own understanding of the context (e.g., community).

CP 2.3 d.
Listen to and respect the contributions of others.

Critical/Responsive

CR 2.1 d.
Demonstrate sensitivity to differing responses and interpretations, recognizing that not everyone responds the same way to a work of art.

Workshop Vocabulary

Elements of a Story

Beginning
The characters and location are identified.

Middle/Climax
The most exciting part of the action. The characters have some sort of adventure or experience a conflict.

End
The conflict is resolved and the story is concluded.

Teamwork
The combined action of a group of people to achieve a goal. (i.e.: to create a scene).

Scene
A sequence of continuous action that tells a story or part of a story in a play, TV show, or movie.

Improv
A form of theatre where scenes are created on the spot, usually based on a provided suggestion.

Character
A person (or animal, robot, etc) in a story, play, movie, or TV show.

Pre Workshop Activity

Name: Intro to Plot and Improv

Duration	Materials
50 minutes	• Book: The Three Little Pigs • Blackboard or whiteboard; chalk or markers • Handouts provided (Feel free to print them and post them)

Exercise I - *The Three Little Pigs* (20 minutes)

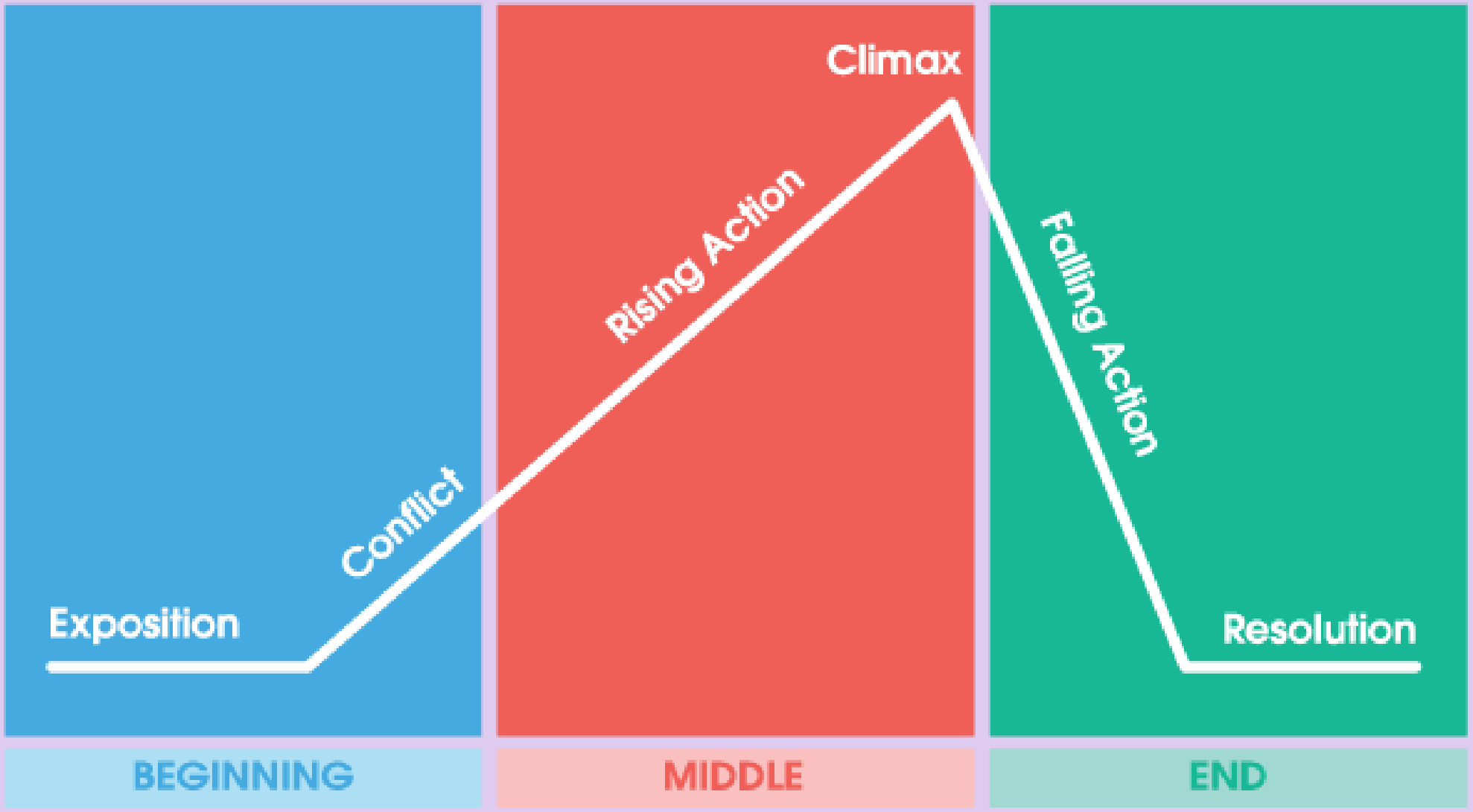
• Have classes look at a story they're familiar with - for purposes of this activity, we'll use *The Three Little Pigs.*
• Explain to class that all stories have the same elements: Beginning, Middle, End (see handout)
• Read *The Three Little Pigs* story aloud to the class
• Ask the class to identify the main characters of the story.
• On the board, draw out a simple version of a plot diagram.
• Ask the class to identify plot points from *The Three Little Pigs* and where they would go on the plot diagram.
• *Discuss:* A play, or a scene in improv, is just like a story: they all have a beginning, a middle, and an end, and they all have at least one character - usually many more.

Exercise II - Intro to Improv (30 minutes)

• *Discuss:* What is improv?
1. Improv is a form of theatre where scenes are created on the spot, usually based on a provided suggestion.
2. Six Pillars of Improv: Trust, Active Listening, Spontaneity (or "on the spot"), Presence, Storytelling, Accepting Offers (see handout)

• YES, AND...: an improv exercise that practices the skills of *active listening, spontaneity* and *storytelling*.
• *Objective:* have the students collectively create a story by taking turns adding to it. Once one student has spoken 2-3 sentences, they point to someone else who says "yes, and..." and then continues the story. The students must always agree with what the previous student said and add to it, instead of reversing their storytelling or contradicting them.

• MIRRORS: an improv exercise that practices the skills of *trust, presence,* and *accepting offers*.
• *Objective:* students copy each other's movements and expressions as closely as possible, as if they are a mirror image.
1. Divide the students into pairs and have them face each other.
2. For **one minute**, one student in each pair is the "leader". Instruct the "leaders" to move or make facial expressions for their partner to copy and follow. **This works best if the movements are fairly slow.** Encourage students to be silent during this exercise - the focus should be on movement only.
3. After one minute, ask the students to switch roles, so the "leader" is now the follower and vice versa.



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THE 6 PILLARS OF IMPROV

These 6 aspects make for a strong scene!

Trust

Active listening

Spontaneity

Presence

Storytelling

Accepting

Broadcast Program

00:00 - 00:05:
- Introduction of Artist
- Adreanna's Bio Video

00:05 - 00:10:
- Introduce Names
- Warm Up

00:10 - 00:20:
- Review The Three Little Pigs Story
- Assign roles for the group to act out in one minute

00:20 - 00:35:
- Classes present their one min. story: The Three Little Pigs
- (Remote Classrooms can present through Zoom)

00:35 - 00:45:
- Guided relaxation circle

Post Workshop Activity

Name: Recap and Scene Creation

Duration	Materials
50 minutes	• No Materials Required

Exercise I (10-15 minutes)

• *RECAP:*

1. Elements of story
2. Pillars of improv

• *DISCUSS:* in your version of *The Three Little Pigs*...

1. How did you practice trust?
2. How did you practice accepting?
3. How did you practice spontaneity (coming up with an idea on the spot)?
4. Did you find that any of the pillars of improv worked together? How?

• *DISCUSS:* In your version of *The Three Little Pigs*...

1. What was the LOUDEST part of the story? Was there more than one?
2. What was the quiet parts of the story? Was there more than one?
3. Do you think all stories/plays have loud parts and quiet parts?

Exercise II (35-40 minutes)

• ONCE UPON A TIME...

1. Break the kids into two or three groups and have them create their own scene using a provided theme (teachers can choose whatever theme they want!) **All groups get the same theme/scene.** *Examples:* The Prime Minister Visits Our Playground; Moving to Mars.
2. Give the groups designated areas of the classroom for discussing and planning their scene. They get 5 minutes to do so.
3. Each group presents their scenes
4. Discussion: Even though all the scenes had the same theme, how were they different? Why were they different?

• GUIDELINES: students may...

1. Use whatever is in their environment for props, costumes, set pieces etc.
2. Play more than one part
3. Play a person OR thing (animal, plant, piece of furniture, car, suitcase, space shuttle...)
4. Scenes can be a max of 2 MINUTES LONG.

Additional Information

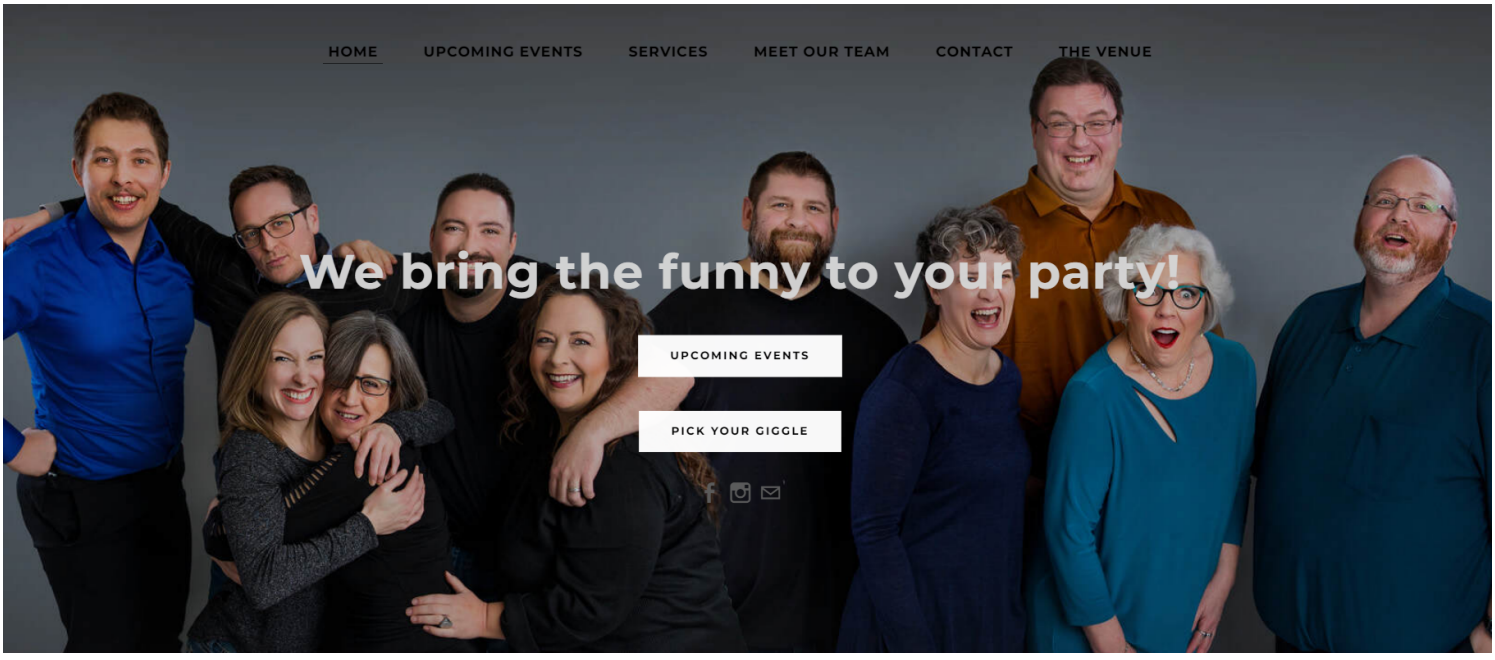
Upcoming Workshops - 2022/23

Feb 16-17 Esperanza Sanchez Espitia - Digital Photography - *French Program*

March 23-24 - Gabriela Garcia Luna - Visual Art/Cyanotype Prints

April 20th-21st - Cooper Skjeie - Poetry

May 31st-June 1st - Amanda Murray - Hip Hop Dance

More Art by the Artist

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