LIVE Arts

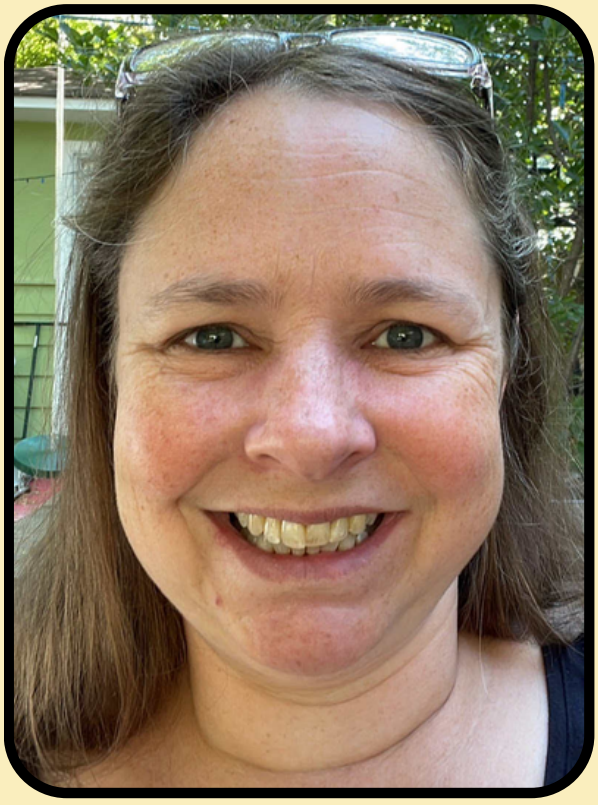
TEACHER GUIDE

CRAFTING A CHARACTER

With: Angela Christie
Date: Jan 26 2024
Grade: 3/4
Artistic Discipline: Theatre

OVERVIEW

Join Angela as she walks your class through the basics of how to create a character using only your body and your voice. She will use the basics of professional theatre methods to bring your students some of the joy and play in theatre



ARTIST BIOGRAPHY

Angela Christie is a Saskatoon-based theatre artist and educator. For over 20 years, Angela has worked as an actor and stage manager with an array of theatre companies across SK. As the co-founder of Theatre Ecstasis, Live Five, and Ferre Play Theatre, Angela has been a part of producing over 30 productions. Angela holds a BFA degree in drama and a BEd from the U of S. She is the creator and coordinator for Shakespeare on the Saskatchewan's school program, works annually at The Fringe's Collaboration Station, and over the past 4 years, she has taught Arts Education at École Victoria School, Princess Alexandra, and École Henry Kelsey. Angela currently teaches Grade 2 French Immersion at Forest Grove. Bonjour mes amis!

MATERIALS

- No materials needed

CLASSROOM SETUP

Clear the center of your classroom so that students have space to move around.

Curriculum Outcomes & Indicators

GRADE 3

CREATIVE PRODUCTIVE CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration c. Respond appropriately and imaginatively to others in role to further the dramatic work	CRITICAL RESPONSIVE CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration. a. Demonstrate ways that arts expressions can represent ideas and convey meaning verbally and non-verbally (e.g., music that conveys a mood; dance that conveys ideas about bullying; drama that conveys ideas about compassion)	CREATIVE PRODUCTIVE CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration. b. Demonstrate ability to maintain a role throughout one or more dramatic episodes.

GRADE 4

CREATIVE PRODUCTIVE CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration. i. Examine connections between personal experiences and own contributions to the work.	CRITICAL RESPONSIVE CR4.1 Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives. b. Analyze and describe how various arts elements and techniques are applied in own and others' arts expressions.	CULTURAL HISTORICAL CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry. a. Ask questions about Saskatchewan arts expressions to initiate, develop, and document inquiry learning.

Fransaskois Curriculum Outcomes & Indicators

GRADE 3

Création/Production	Critique/Appréciation	Culture/Histoire
3CP.3 Montrer sa capacité de rester en personnage durant un ou plusieurs épisodes dramatiques. a. Interprète son rôle durant un ou plusieurs épisodes dramatiques.	3CA.1 Réagir à des formes d'expression artistique qui utilisent l'environnement (naturel, construit et imaginé) comme inspiration. d. Utilise le vocabulaire approprié à la technique employée dans la création d'une oeuvre artistique.	3CH.1 Discuter de la façon dont les formes d'expression artistique de divers groupes et communautés peuvent être le reflet de leur environnement particulier. a. Partage à l'oral ou à l'écrit des informations sur un artiste de sa communauté ou de sa région.

GRADE 4

Création/Production	Critique/Appréciation	Culture/Histoire
4CP.3 Développer l'art de jouer plusieurs rôles; en utilisant différentes stratégies; en utilisant la Saskatchewan comme inspiration. b. Représente ses propres rôles de façon authentique dans une variété de situations d'art dramatique.	4CA.1 Analyser comment les oeuvres créées dans les domaines de la danse, de l'art dramatique, de la musique et des arts visuels représentent des idées et des points de vue uniques. b. Décrit divers éléments et techniques appliqués dans ses travaux artistiques et dans ceux des autres.	4CH.1 Examiner les arts en Saskatchewan par le biais d'une démarche d'enquête collaborative. a. Se renseigne sur les formes d'expression artistique en Saskatchewan en posant des questions d'enquête.

Workshop Vocabulary

Elements of Dance (B.A.S.T.E)

Body
We lead with body parts that start our action and affect our thoughts and emotions.

Action
What does our body do when we move? Think about locomotor and non-locomotor movements.

Space
Where does our body move through space? (ie: Levels, Direction, etc)

Time
When does our body move? (ie: Fast or Slow)

Energy
How does our body move? (ie: Heavy or Light)

Non-Locomotor
Our bodies stay in place. (ie: twist, bend, turn, stretch)

Locomotor
Our bodies travel from one point to another. (ie: walk, run, gallop)

Pre-Workshop Activity

Name: Getting to Know Ourselves

Duration:	Materials:
1 Hour	• Whiteboard • Projector

EXERCISE 1 - Naming Our Body

• Have all of your students stand next to their desks.
• From the front of class, lead your students into pointing to different parts of their body and have them name that specific part of the body.
• Make a list on the board of each different part that the students can name.
• Once the list is made, make it a game and point to a part of the body and see which students can point to it on their own body the fastest.

EXERCISE 2 - Knowing Ourselves

• The purpose of this exercise is to help the students start to develop an understanding of how they naturally move in order to better know how to change their body to appear as a different character.
• If you have a large mirror you can bring to class, or a wall of mirrors (like in a dance studio) in your school, that would be useful for this exercise.
• Clear the center of your classroom and have the students mill about in the middle.
• Once they've gotten warmed up, have them walk around the classroom the way they normally would
• Ask them to think about how they walk (ie: how fast they normally walk, whether they have heavy steps, whether they turn their feet outwards or inwards, how they hold their shoulders etc).
• Have the class sit on the ground facing the board/'stage' and have each student take a turn walking from the left of the stage all the way to the right. Ask the students to walk across the entire stage as normally as they are able to.
• As a class you can discuss the different ways students walk. Remind students that it is ok to make observations, but it is not ok to be mean. Everybody walks differently for various reasons and we want to be aware of how we walk, but not embarrassed or self-conscious about it.

EXERCISE 3 - Getting to Know the SK Arts Scene

• In response to outcome CH4.1a have your students start to learn more about the SK Theatre Arts scene.
• As a class, learn what a theatre company is and research one of the 3 theatre companies Angela is a co-founder of (see her Bio above) (or research any theatre company in the province). Look at the last page of this pdf for links
• Look through the posters and details of different plays that these theatre companies have produced.
• Now that you've learned a little bit about theatre in the province, ask your students to each prepare one question that they could ask Angela about what it's like to work in the theatre in SK.
• These questions can be asked of Angela during the broadcast.

Broadcast Program

00:00 - 00:05:
• Artist Bio Video + Introduction

00:05 - 00:15:
• Personal Introduction
• Introduction to the roles Angela has played

00:15 - 00:20:
• An exercise on how to ‘lead’ with different parts of your body

00:20 - 00:30
• Instruction on: Indirect & Direct movement, Light & Heavy Walking, Using our body at different speeds

00:30-00:40
• Students put these elements together to create a character

00:40-00:45
• Students show off their character

00:45 - 00:50
• Artist Q & A

Post-Workshop Activity

Name: Hot Seat Work

Duration:	Materials:
1 Hour	• 3 Chairs • A Clear Classroom

EXERCISE 1 - Hot Seating

• For more context on 'Hot Seating' click on this link.

• The point of these exercises is to have the students continue their learning on character and have them grow this character through short, guided improv.

• Start off by having each student start to remember the character that they crafted during the workshop broadcast (make sure each student has really settled on what that character is, even if it's something as simple as 'I'm a lion').

• Ask the students to all walk around the classroom as their character would.

• Have all of the students sit down facing a 'stage' and set up ~3 chairs on the stage.

• From here, have the students take turns walking up to the stage and taking a seat (in character) until all the chairs are filled.

• Now the teacher can start to ask the characters questions that they will improvise answers for. The goal of this is to get them to think of the who, what, when, where and why of their character and their motivations. (ie: 'Who are you?', 'Why did you come to school [or whatever scene you set] today?' 'What is something that you love?').

• You can also start to ask the students questions that get them to interact with the students that are also on stage (ie: how does the lion feel about the sick anteater sneezing next to him?).

• If your class is up for it, they can also contribute questions.

• Once you've given the students on stage a good amount of time, cycle your next students on to the 3 seats and repeat.

EXERCISE 2 - Observing Ourselves

• In an attempt to develop the student's self-reflection, have them reflect on their character and identify which elements of B.A.S.T.E they used.

• ie: When it came to how their character used space, what levels did they use? When it came to energy, were they heavy or light?

EXERCISE 3 - Observing the World Around Us

• In the same way that your students observed themselves and each other in the Pre-Workshop Exercises, have each student choose a place outside of school (ie: their home, the bus, the grocery store with their parents) where they can see other people.

• Over the course of a week, have the students report back to the class about a person they saw outside of school and tell you how they moved (in relation to the Elements of Dance you learned about)

Additional Information

Upcoming Workshops

Feb 28-29 - Shawn Cuthand - Stand Up Comedy/Storytelling
March 26-28 - Hailey Weber - Painting (French & English Program)
April 10-11 - Greg Orrē - Music
April 24-25 - Katherine Lawrence - Page Poetry

More Art By The Artist

To find out more about the theatre scene in Saskatoon, check out these theatre companies:
-https://shakespearesask.com/ -https://www.25thstreettheatre.org/ -https://persephonetheatre.org/
-https://livefive.ca/