



Grade

2

Strand

Visual Art

Curriculum

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Grade 2: Getting in Character with Professional Theatre Artist Greg Ochitwa

Aim: This session will give students the opportunity to participate in a live broadcast by professional theatre artist Greg Ochitwa.

Students will learn how to make a character seem real.

This workshop will show teachers and students how to develop characters through a question and answer technique.

Creative/Productive: Students will create their own short scene and then interpret another classmate's work.

Critical/Responsive: Students will have the opportunity to ask theatre artist Greg Ochitwa questions about his life as a professional actor and playwright.

Cultural/Historical: Students will learn about the work of Canadian playwrights and the nature of Canadian theatre.

About the Artist

Greg is an actor/writer/rapper, born and raised in Saskatchewan. He was a member of the 2010 Globe Theatre Actor Conservatory, and holds a BFA in Theatre Acting from the U of R. Favourite theatre credits include *Metamorphoses* (Globe Theatre), *Over the River and Through the Woods* and *The Drawer Boy* (Mae Wilson Theatre), and television credits include *Corner Gas*, *The Lost Angel*, renegadeexpress.com, and three seasons on *Incredible Story Studio*.

Greg is a founding member of the hip-hop group TopWise. Greg has spent a large portion of the past three years developing a hip-hop musical, *Cope*. A portion of it was showcased at the Recovery LabCab at Factory Theatre in Toronto, it was presented by the Globe Theatre in Regina as part of the 2010-2011 Sandbox Reading Series, and it is one of five shows that were selected to be part of the 2011-2012 Sandbox Series Season.

He also absolutely loves his work as an acting teacher at The Globe Theatre School.

Program Structure (1 hour 30 min.)

Teachers and students can ask questions and consult artist via Adobe Connect during both segments at <http://connect.edonline.sk.ca/liveartsed/>.

PART 1 (30min.) LIVE broadcast introductory session with professional artist Greg Ochitwa.

Artist Introduction (2min) Greg gives a performance, a montage/story of sorts, explaining how drama has always been such a big part of his life.

Warm Up (4min)

-5, 4, 3, 2, 1 Shakedown -Balancing -Slow-Motion Mirror

Activity: The Grade 2's World Famous Most Amazing Animal Museum

- **Finding Our Character** (7min) -- Students will start walking around the room, and Greg will guide them through things that will change how they move (for example quicksand, tall grass, balloon arms, etc). At the 3mins, Greg will suggest a few animal options for the kids. He will alternate between animals students might see in their community and animals they probably don't see in their community. At 5mins, the students will be asked to pick the animal they'd like to move as. Now Greg will once again guide them through the tall grass and quick sand, but this time in role as their animal.
- **Testing Out Our Character** (5mins) -- Every student pick a favorite animal. In partners, students will revisit the Slow-Motion Mirror exercise, in their animal role, testing out all of the animal's features, from head to tail and nose to toe.
- **Mining Our Character** (5mins) -- Greg will guide the group to share details about their animals. Where do they live? Do they live in the student's neighbourhood? If so what is the neighbourhood like? Do they have brothers and sisters? Are they talking animals? What is the animal's favorite food? What is the animal's greatest fear?
- **Crystallizing Our Character** (1min) -- Students will work independently to create one movement that encapsulates their animal (movement should take few seconds to execute)
- **Presenting The World Famous Most Amazing Animal Museum** (6mins) - Greg will lead a version of the game 'Wax Museum' with the students in role as their animals. Students will share the characters they've created in a fun and positive way.

PART 2 (30min.) Teacher Guided Activity

Resources are available for use in the classroom at the LIVE Arts Education website

www.liveartsaskatchewan.com

Curriculum Outcomes

Creative/Productive

CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).

Critical/Responsive

CR2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.

Materials and Resources

It is recommended that the teacher guided activity in an open space, such as a gym or resource room.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

1. Walking Exercise

Get the students walking around the open space. Just walking.

- Start making suggestions as to ways they can walk, or things that might affect the way they walk, or the way they think about their bodies when they walk. Phrase your suggestion as a question. "How would you walk if the room was full of quick sand? How would it be if the room was full of jello? How would you walk if *you* were made of jello? What if you were 100 years old? Two hundred? A thousand?").
- Keep the students moving. Keep firing questions at them.
- At 3 mins, start asking them to move like different animals. For example: a lion, a bear, a gopher.
- At 5 mins ask the students how they would move if they were half human, half animal. Like a cartoon animal. Then guide them with more questions, reminding them to stay as their human/animal. Hint: Teachers can ask students to move in 'Slow Motion' if students start getting to excited.

More walking exercise suggestions (this movement can be inspired by anything...so have fun with it...Teachers can participate to)

- In slow motion move: backwards; sideways; tip-toes; heels; outsides of your feet; insides of your feet
- Try walking with a: sore back; sore knee; can't bend one knee, then both knees -
- How do you walk when there's: gum on the floor; the floor's really hot; the floor's made of lava, and there are stones that you have to hop on; in knee high grass; in 5 ft tall grass?
- Now try: skating; moon walking; walking on a log over a stream; walking in a small cave, a smaller cave.
- Now students could a big rock they have to push; an even bigger rock they have to push; they are a spy/secret agent, a King or Queen, a Prince or Princess.
- Students could try: Dancing; hopping on one leg; hopping on the other leg; they have super powers
- **Ask the students at some point to interact with the other human animals**

2. Slow-Motion Mirror Exercise – Pair up your students (if you have an odd number, a group of 3 will work). Have the students stand facing each other, two arms lengths apart. Students have 3 mins to try out their human/animal with a human mirror. Moving in slow motion, students can test out their human/animals specific features (eg. How does its nose move? Eyes? Hands? Tail? Head? Neck? Mouth (including sounds)?

3. Mining Our Character – Have your students gather in a circle. Have each student share the answer to one or more questions such as the following: "Where does your animal live? In the Sea? On land? What is your animal's favorite food? Does your animal have brothers or sisters? How old is the animal? What's the animals biggest fear? Does the animal talk with the other animals when no humans are around? What does your animal talk about? Does your animal go to a school? What does your animal do in their spare time? Does your animal you have super powers?"
Basically, you're conducting an interview with them.

Teacher Guide for Hands-on Workshop Segment of the Broadcast, con't...

4. Crystallizing Our Character

Give the students 1 minute to work independently to come up with two moves that shows off their animal character.

Working with all your students have them demonstrate their two moves to the count of 1, 2.

This activity will have been demonstrated on the live broadcast.

5. The World Famous Most Amazing Animal Museum

- Get the students to find a spot in the room and pose like a statue version of their human/animal.
- Teacher should model for your students the character of 'a person shopping for a pet at the museum'.
- Have your students find a spot in your room and create a tableau (a statue) of their human avenue.
- Then as a 'teacher in role' approach one student and 'tap in' to their animal by touching them and in response the students should do their two moves and then freeze again.
- After the 'teacher in role' has done this with several students, they should say "I'llllllll take it!!" And then the 'teacher in role' should freeze, and the selected students becomes the 'person shopping charater' and carries on shopping for a pet. (Shoppers are allowed to try a maximum of three pets; they have to then choose one of the three).
- Conclude the activity with student reflections about their character and the activity in general.