



## LIVE Arts Kaitlyn Semple

### Creating A Character for the Stage

1 hour Broadcast

30 min hands-on teacher guided activity

### Overview

This session will give students the opportunity to participate in a live broadcast by professional theatre artist Kaitlyn Semple. Students will explore character development using character walks and a simple scene.

### About the Artist

Kaitlyn is an actor/singer/dancer from Regina. Since completing her BFA in Acting from the University of Regina, she has trained with top professionals in Toronto with CBC's Triple Sensation, in Edmonton at the Banff/Citadel Professional Theatre Program, and in Regina with the Globe Theatre Conservatory. Theatre credits include: *Man of La Mancha*, *Shout Sister*, *Buddy: The Buddy Holly Story*, *The Wizard of Oz*, *Jake and the Kid* and *Metamorphoses* (Globe Theatre); *Cope* (Persephone Theatre Youth Series, Sandbox Series at the Globe, Live Five in Saskatoon); *The Fan* (Odyssey Theatre in Ottawa); *As You Like It* (Citadel Theatre); *Little Women* (Persephone Theatre); *Alice In Wonderland* (Sum Theatre). Kaitlyn is also a choreographer as well as a teacher, and she shares her passion for acting in musical theatre with budding theatre artists across Saskatchewan.

### Curriculum Aims & Goals

#### Creative/Productive:

Students will explore different elements of characterization through movement with their classmates. Students will also work on a short scene with a partner.

#### Critical/Responsive:

Students will have to respond to a sample scene by creating their own characters in collaboration with a partner.

#### Cultural/Historical:

Students will learn about the contemporary theatre scene in Canada.

## Broadcast Program (1 hour)

**Presentation (5-10min):** Artist Biography

**Activity 1 (10 min):** Character Walks! Laban Actions  
Group Work  
Individual Work

**Artist Presentation (2-5 min):** Character interaction on the stage

**Activity 2 (10 min):** Exploring interaction on the stage-STATUS

**Artist Presentation (5min):** Cope

**Pair & Share (2 min):** How would you include social commentary in a story of your own. What kind of obstacles would you give your characters to overcome? Dealing with cyber bullying, mental illness, drug abuse...

**Activity 3: Rehearsing a Scene (18 min):**

### Materials and Resources:

Please rearrange your room if possible, moving desks to the side to create an open space.

Please have your students participate in the exercises presented during the broadcast, it is important for them to get up and moving around.

Most of the exercises can be done in a conventional classroom space- you may have to guide your students to open areas of the classroom .

We also ask that you print out a copy of the script for each student and that each student have a pencil for working during the broadcast.

### Curriculum Outcomes: [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment. Some of this programs content is directly related to the Outcomes listed below. Additional exploration of all of these Outcomes would be a natural extension to Kaitlyn Semple's broadcast program.

Grade 8: Social Issues

**Outcome: CP8.4** Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.

- b. Demonstrate confidence and curiosity when assuming different kinds of roles in drama work.
- e. Demonstrate awareness of how focus is maintained and shifts during pair, small, and whole group drama work.
- g. Examine how contrasts among characters function within the drama.

**Outcome: CR8.1** Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

- c. Respond to arts expressions using one or more approaches such as those described in online curriculum support materials entitled "Responding to Arts Expressions".
- d. Create own work (e.g., visual or performing arts) in response to a professional arts expression, and describe how own work is inspired or influenced by the original work.

**Outcome: CH8.4** Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music).

- a. Examine and discuss various interdisciplinary arts expressions (i.e., using two or more disciplines in the work).

## Developing the SCENE

The scene goes like this:

- A) Hi
- B) Hello
- A) How are you?
- B) Fine.
- A) What did you do last night.
- B) What?
- A) What did you do last night?
- B) I don't know.
- A) Okay
- B) Okay.
- A) Bye
- B) See ya!

There are 4 ways we can make this scene specific and real. Decide on:

1. Location (park ,swimming pool, kitchen)
2. Relationship (siblings, Mom and Dad, teacher and student, Principle and kid who is in trouble) \*\*\*USE THE CHARACTER YOU CREATED EARLIER, BUT DEFINE IT MORE
3. Objective. What you want from each other. Ex. I want you to \_\_\_\_\_ (leave, laugh, cry, sit down)
4. Intention. The way you get them to do what you want  
EX. I \_\_\_\_\_ you (push, prod, tickle, tease, excite)

\*\*\*OPPOSITES ARE THE MOST INTERESTING! If you try tickling someone for one line, try scaring them for the next one.

## Teacher Guided Hands-On Activity (30-60min)

**1. Present Scenes:** Have your student's present their scenes twice per group.

The first time through let your students perform it without introduction or comment.

Then ask the students who they are, where they are, and what they want from each other. Make sure they're specific with their choices. Then encourage them to make their choices more dynamic, and find more opposites. Get them to present the scene again incorporating the notes you gave. (Do this for 10 minutes then move on)

**2. Developing a Character** (5 minutes): Give students 5 minutes to write a character background.

Who Am I? - name, age, family details

What Do I Want? - your life goals, how you see the world

Where Do I Live/Where does your scene take place?

When does my character exist in history? Present, past, or future... but be specific

How do I get what I want? -what kind of characteristics do you have? Are you outgoing? Shy? How do you relate to others

\*Encourage them to follow their first thought! **Don't think too much about it- just start writing.**

**3. Small Group Work** (10 MINUTES): Once your students have written their character background, put them into small groups (2-3) and get them to share their characters with each other, and then create their own scene with these characters.

A scene must have:

1. Location 2. Character (use the characters we've created) 3. Problem 4. Problem gets worse 5. Resolution

Walk around to each group and help them define the scene.

ONLY RULE! No physical contact.

4. Present the scenes! (5 MINUTES): Have your students present their new scenes to their classmates.