

Grade 1 Theatre Lesson #8

DRAMATIZATIONS Dramatizing Nursery Rhymes

Lesson-at-a-Glance

Warm Up

Lead students through nursery rhymes. Repeat each nursery rhyme two times showing illustrations so that students will remember them when they see the rhymes in picture form later on in this lesson.

Modeling

Select a rhyme. Identify and discuss the **plot** (sequence of events), the **characters**, the **setting** and **problem/solution, costumes and props**. Chart observations. Coach each group to start in an opening tableau, create pantomime for the event and end in tableau.

Guided Practice

In small groups, students identify story elements, costumes and props, and create original pantomime and tableau for an event in a nursery rhyme. Students may show a version of the rhyme by using original dialogue, characters, and situations they create. Conduct a formal performance.

Debrief

Use the rubric to assess student performance for pantomime and tableau. Discuss with the class the process it takes to perform a rhyme in pantomime and tableau and how props and costumes can enhance the story. Discuss performing before a live audience.

Extension

- Make a class collage for each of the four rhymes including pictures of the actors in costume, original drawings and comments from the audience about the performances.
- Identify plot, characters, setting problem and solution for fiction books read in class. Create Pantomime and tableau to retell the story.

Materials

Nursery Rhymes (included with lesson), Pantomime and Tableau Performance Rubric, Student worksheets, Digital Camera, Video Camera

Assessment

Discussion, Performance, Q&A, Performance Rubric

ELA Standards Addressed

Word Analysis 1.1 Match oral words to printed words

Reading Comprehension: 2.2 Respond to who, what, when, where and how questions, 2.7 Retell the central ideas of simple expository or narrative passages

Literary Response and Analysis: 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

THEATRE – GRADE 1 DRAMATIZATIONS

Dramatizing Nursery Rhymes Lesson 8

This lesson could take up to three sessions to complete

CONTENT STANDARDS

- 1.1 Use the vocabulary of theatre, such as play, *plot* (beginning, middle and end), improvisation, *pantomime*, *stage*, *character*, and *audience*, to describe theatrical experiences.
- 2.2 Dramatize or improvise simple stories from classroom literature or life experiences, incorporating *plot* (beginning, middle and end) and using *tableau* or a *pantomime*.
- 3.3 Describe theatrical conventions, such as props, costumes, masks, and sets.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

TOPICAL QUESTIONS

- How do I identify plot, setting, costumes and props and use these elements to perform a retelling of a nursery rhyme using pantomime and tableau?

OBJECTIVES & STUDENT OUTCOMES

- Students will perform in groups demonstrating focus and cooperation to create pantomime and tableau to retell nursery rhymes showing correct plot, sequence of events, setting, problem and solution.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Nursery Rhyme Performance Rubric (included)
 - Student response to inquiry
 - Student Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Student Worksheet
 - Nursery Rhyme Performance Rubric (included)

WORDS TO KNOW

- **actor:** a person, male or female, who performs a role in a play or an entertainment
- **character:** personality or part an actor recreates
- **costume:** clothing or items worn by an actor
- **prop:** items carried on stage by an actor
- **plot:** structure of a play
- **audience:** people who watch, listen and respond to live theatre
- **entrance:** when an actor comes into a scene or enters on stage
- **exit:** when an actor leaves a scene or exits from the stage
- **stage:** space where an actor performs

MATERIALS

- Fairy Tales: “Humpty Dumpty”, “Jack and Jill”, “Little Miss Muffett”, “Old Mother Hubbard” (attached)
- Props (optional):

- cane or stick
- variety of hats (or make paper hats)
- granny glasses
- chair or stool
- bowl and spoon, bucket
- large box
- several dresses
- shawls or capes (or pieces of fabric)
- Picture prompts from fairy tales (included)
- Movement ideas for rhymes (included)
- Video Camera (optional)
- Digital Camera

Words to know:

-

RESOURCES

- *Mother Goose Nursery Rhymes*
- Equipment available on site

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Lead students through the four nursery rhymes: “Humpty Dumpty”, “Jack and Jill”, “Little Miss Muffet”, and “Old Mother Hubbard”
- Repeat each nursery rhyme two times showing illustrations so that students will remember them when they see the rhymes in picture form later on in this lesson.
- After reading the poem through once check for understanding line by line.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Review what an *actor* does to tell stories, make characters believable and show setting.
- Divide students into four groups and distribute one of the picture prompts for a rhyme. Each group will be performing a single event in the same nursery rhyme.
- Discuss the rhyme and determine the **plot** (sequence of events), the **characters**, the **setting** and **problem/solution**. Chart observations.
- Coach each group to start in an opening tableau, create pantomime for the event (movement suggestions included in this lesson), and freeze in a tableau. The entire performance for each event should only be about 10 seconds long.
- Consider the following as you create movement for the characters in the rhyme:
 - “Little Miss Muffet” must enter the performance space. How would she do that? Skip? Walk? Stomp? It depends on how she feels. Is she happy, angry that her mother is making her come in from playing to eat lunch, etc.? Freeze in tableau to introduce Miss Muffet.
 - “Sat on a tuffet” show action of sitting and freezing.
 - “Eating her curds and whey.” How does she eat? Quickly? Slowly? Daintily or sloppily? Where is the bowl? Does she have a spoon or not? Freeze in tableau.
 - “Along came a spider”
- Perform each event in sequence showing tableau-pantomime-tableau as the rhyme is read (total time should be about 1-1 minute 10 seconds. **Note:** Pause as necessary so students have time to show the action.
- Review what are *costumes* and *props* and how actors use them to create characters and make meaning from text.
- Discuss and chart what kinds of props and costumes would be needed for this nursery rhyme.

Option: If class is independent, have students elaborate on the rhyme. Keeping the basic

elements the same students may add events, characters, and create dialogue that is not included in the original nursery rhyme.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Select another rhyme to create.
- Follow procedures in the modeling section:
 - Clip rhyme pictures ahead of time and distribute to each group along with a student worksheet
 - Arrange rhyme pictures into sequence and paste onto worksheet. Determine characters, setting, problem and solution and record on worksheet.
 - Determine what costumes and props could be used for this rhyme. Circle on worksheet.
 - Assign each group an event in which they will create pantomime and tableau.
 - Ask students to select or create costumes and props for the rhyme (optional). Consider the feelings of the characters in the story. Create appropriate movement.
 - Allow groups ample time to create pantomime and tableau for each event of the rhyme using appropriate voice, posture, gesture, movement and feeling for the characters and action in the rhyme. Each event will start with tableau transition to pantomime and end in tableau.
 - Coach as necessary.
 - Each event is approximately 10 seconds long, entire rhyme is 60-75 seconds long.
 - Narrate the rhyme as students perform OR have a student narrate.
- Select costumes and props to use to enhance the characters and storyline (optional) and rehearse with them.
- Discuss *stage* as a place where actors perform. Define a space in classroom or use performance space on site.
- Create entrance and exit for the groups' performance. Videotape for viewing.
- Discuss performance etiquette (being still on stage, not giggling or talking onstage, facing the correction direction and looking out to the audience, etc.).
- Conduct a formal performance for Kindergarten classes, parents, etc.
- Videotape performance and show to students afterwards.
- Take digital photographs.

Option: If class is independent, give each group a different nursery rhyme and have them retell the entire rhyme in pantomime and tableau.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

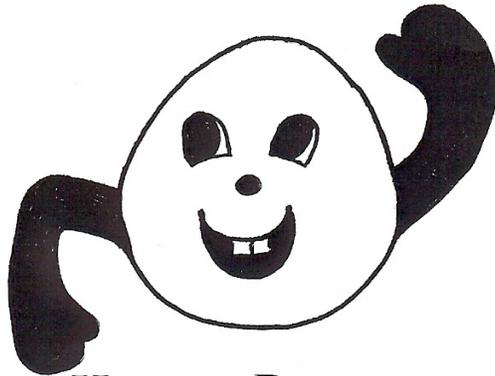
- Use the performance rubric to assess students.
- What was challenging about acting both pantomime and tableau?
- "What did you see the other actors doing in their rhymes that make the story clear and the characters believable?"
- If props and costumes were used:
 - "What was challenging about using props?"
 - "How do props and costumes help bring more meaning to the characters and storyline?"
- About performing:
 - "How did you feel when you performed? Were you excited, scared?"
 - "How did the audience react?"
 - "What does it mean to be a good audience?"
 - "What did you like best about your performance?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

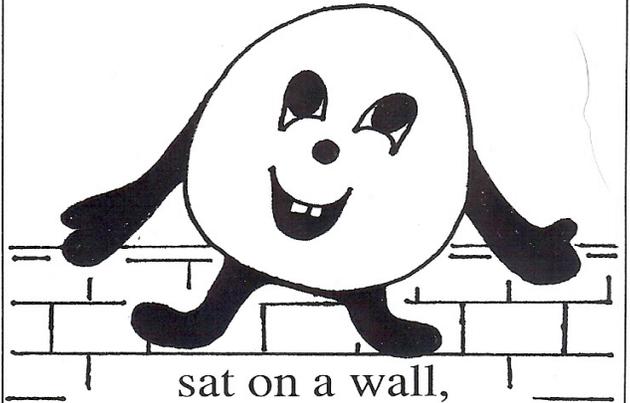
- Make a class collage for each of the four rhymes including pictures of the actors in costume,

original drawings and comments from the audience about the performances.

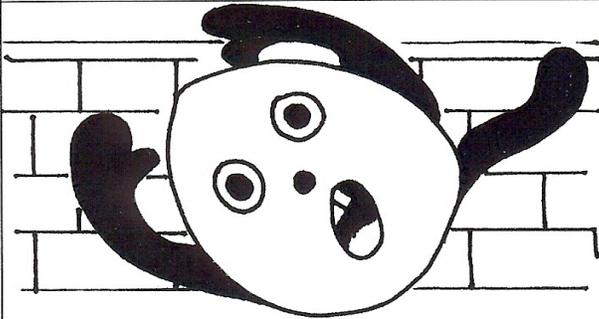
- Identify plot, characters, setting problem and solution for fiction books read in class. Create Pantomime and tableau to retell the story.



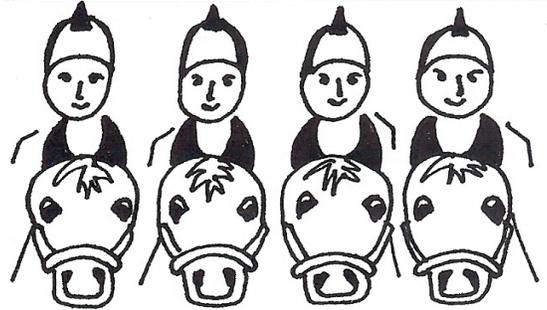
Humpty Dumpty



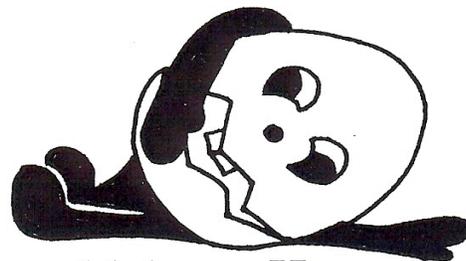
sat on a wall,



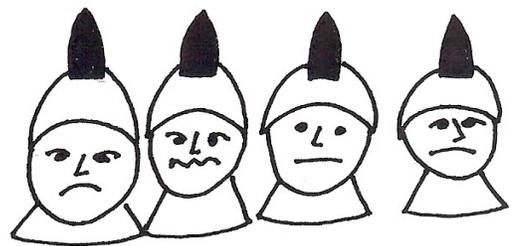
Humpty Dumpty
had a great fall.



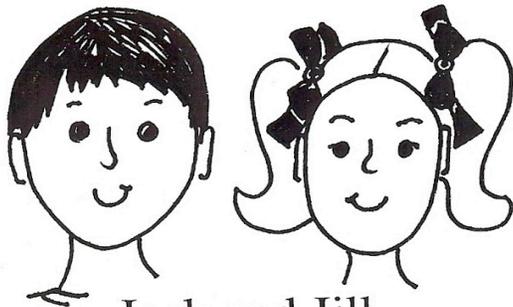
All the king's horses
and all the king's men,



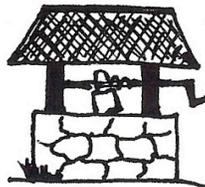
couldn't put Humpty
together again!



The End!



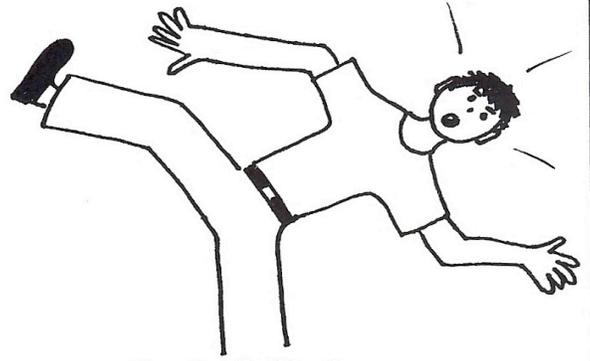
Jack and Jill



went up a hill,



to fetch a pail of water.



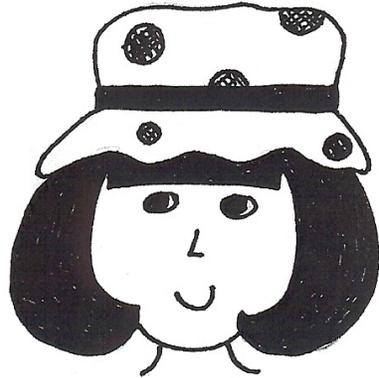
Jack fell down,



and broke his crown,



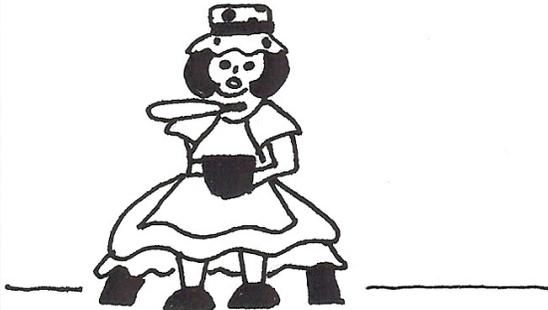
and Jill came tumbling
after.



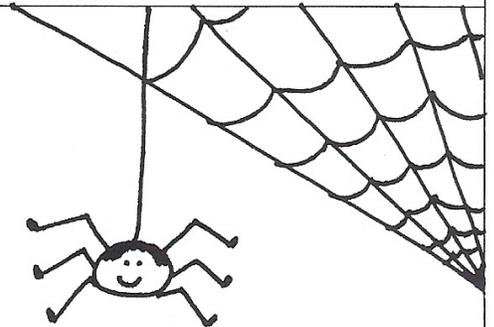
Little Miss Muffet



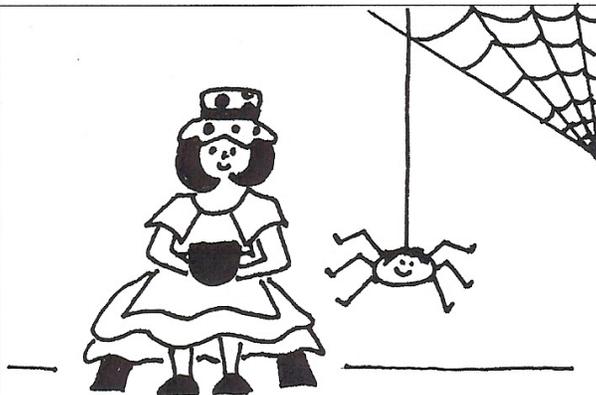
sat on a tuffet,



eating her
curds and whey.



Along came a spider,



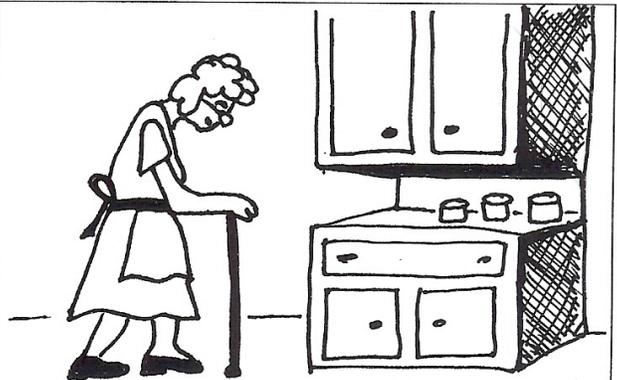
who sat down beside her



and frightened
Miss Muffet away!



Old Mother Hubbard



went to the cupboard,



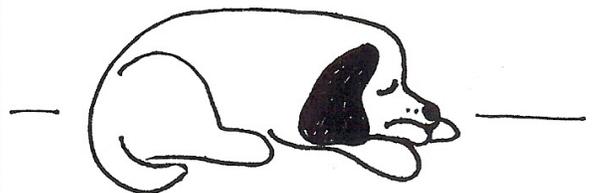
to fetch
her poor dog a bone.



But when she got there,



the cupboard was bare



and so,
the poor dog had none.

Drawings by Marty Stegeman, Visual & Performing Arts Department, San Diego City Schools



Humpty Dumpty

Humpty Dumpty sat on a wall,

(Make body into an egg shape, happily wobble forward, backward and side to side.)

Humpty Dumpty had a great fall.

(Continue to wobble but start to lose balance and fall slowly making a scared face.)

All the king's horses and all the king's men (this can be divided into two separate sections)

(Several characters prance in on horses, whinny, slap legs, etc., dismount horse and look over Humpty Dumpty who is moaning, etc.)

Couldn't put Humpty together again.

(King's men shake their heads, shrug their shoulders, looks sad, etc. while Humpty lies there.)

FREEZE



JACK AND JILL

Jack and Jill went up the hill (separate into two separate events)

(Hold hands and skip around carrying a bucket, get tired as you go up hill.)

To fetch a pail of water.

(Pretend to turn a handle to draw up water, pour water from that bucket into the one you carried up the hill.)

Jack fell down and broke his crown (separate into two separate events)

(Lose balance and fall slowly making scared face and sounds, after falling rub head and say ouch or something to that effect.)

And Jill came tumbling after.

(Make arms circles backward as if starting to tumble, fall slowly and spin to a falling position or fall slowly and roll.) **FREEZE**



LITTLE MISS MUFFETT

Little Miss Muffett

(Skip around, stop and swing dress and curtsy.)

Sat on a tuffet,

(Skip around to chair or stool and wiggle to sit down and fix dress.)

Eating her curds and whey;

(Pick up the bowl and spoon, stir, scoop and eat the imaginary food.)

Along came a spider,

(Spider walks in wiggly, jaggedly, slowly, creepily in toward Miss Muffett.)

Who sat down beside her,

(Slowly wiggle and slowly stoop next to her while looking up at her.)

And frightened Miss Muffet away.

(Do scary motion with face, arms, whole body. Miss Muffet is scared, makes voice, uses arms and voice to show scared, runs a few steps away.) **FREEZE**



OLD MOTHER HUBBARD

Old Mother Hubbard

(Using a cane, walk bent over and shaky toward the cupboard.)

Went to the cupboard,

(Continue to hobble and walk to cupboard dog enters happily wagging backside and panting.)

To fetch her poor dog a bone

(Dog sits up, shows paws as if begging and pants, barks excitedly, pats dog on head.)

When she got there,

(Open the cupboard doors, dog follows and acts excited.)

The cupboard was bare

(Old lady turns to dog and makes a very surprised face with appropriate body movements.)

And so the poor dog had none.

(Dog makes an "oh no, woe is me" face, paws to face, whimpers, shakes head, acts sad.)

FREEZE

