

## Grade 1 Theatre Lesson #1

### Communication Facial Expression

#### Lesson-at-a-Glance

#### Warm Up

In pairs, students think of two expressions (happy, sad, etc.) and discuss when they felt that way. Share what happens in the face when emotions are expressed.

#### Modeling

As a group, use the "Expression Chart" and discuss what each picture is feeling. Identify what is expressed on the face that makes the emotion. Do warm up exercises for the face (eyes and mouth).

#### Guided Practice

In pairs, students will practice making facial expression. Partner A makes the facial expression, Partner B observes and shares with partner what is happening on the face. Special attention is made to the eyes and mouth.

#### Debrief

Use the rubric to assess if students can use their face (eyes and mouth) to convey emotion and expression. Share as a group how an actor uses the face to communicate feelings.

#### Extension

Read a favorite book and identify the feelings a character or characters are expressing. Look at pictures in books and magazines and identify and describe how the person is feeling. Identify words within text that describe a character's feelings. Discuss what happened to cause the character to feel that way.

#### Materials

Expression Rubric  
CD Player and Music (option)  
Expressions Chart

#### Assessment

Discussion, Demonstration, Q&A, Rubric

#### ELA Standards Addressed

*Reading Comprehension:* 2.2 Respond to who, what where, and how questions, 2.6 Relate prior knowledge to textual information

*Speaking Applications:* 2.4 Provide descriptions with careful attention to detail.

# THEATRE – GRADE 1

## Communication

### Facial Expression Lesson 1

Done in conjunction with lessons 2 and 3. Refer to Kindergarten Lesson #7, "Mirroring".

#### CONTENT STANDARDS

1.2 Observe and describe the traits of a character.

#### TOPICAL QUESTIONS

- How do I use my face to express emotion and feeling?

#### OBJECTIVES & STUDENT OUTCOMES

- Students will identify, imitate, mirror and create feeling and expression by using the face as an expressive tool.

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

- **Feedback for Teacher**
  - Facial Expression Criteria Rubric (included)
  - Student response to inquiry
- **Feedback for Student**
  - Teacher feedback
  - Facial Expression Criteria Rubric

#### WORDS TO KNOW

- **character:** personality or part an actor recreates
- **actor:** person, male or female, who performs a role in a play or an entertainment
- **expression:** communication of thoughts or feelings through the look on the face or body (posture and gesture)

#### MATERIALS

- Expressions Charts (included)
- Picture book(s) and Grade Level Appropriate Texts
- CD player (optional)
- CD (optional): "Show Me What You Feel"

#### GENERAL WARM UP *(Establish routine and prepare bodies and voices for drama activities. This warm-up remains the same for each lesson.)*

- As a whole group, have students form a circle
- Introduce 5-point position:
  1. Toes forward
  2. Hips forward
  3. Shoulders forward
  4. Hands at our sides
  5. Eyes facing forward
- From this 5-point position have students silently mimic these motions:
  - Place right arm in the circle. Make "shooing" gesture with hand, and then shake your whole arm. Repeat on left side.
  - Place right foot in the circle. Make circles with your foot, and then shake your

- foot. Repeat on left side.
  - Shake your body.
- Repeat the activity with vocalizations.
- Tell students: Now we add our words.
  - Place right arm in the circle. Make “shooing” gesture with your hand and say, “Shoo shoo shoo fly” 3 times. Then shake your whole arm and say, “Out” 5 times. Repeat on left side.
  - Place right foot in the circle. Make circles with your foot and say “Come on little tiger” 3 times. Teacher says, “And he bites you!” Students and teacher shake their foot and say “Ouch” 5 times. Repeat on left side.
  - Shake your whole body and say “Oh that feels so good”.
- Raisin and grape:
  - Show students how to make their bodies small and tight, like a raisin: Have students mimic you as you crouch down (remaining on your feet), contract your arms and fingers close to your body, and scrunch up your face.
  - Show students how to make their bodies big and wide, like a grape: Stand tall, spread your arms and legs, arms, and fingers wide. Stick your tongue out and make your eyes wide.
  - Tell students: “When I say “raisin” make your bodies small and tight. When I say “grape” make your bodies big and wide.”
  - Alternate between calling out “raisin” and “grape” several times, gradually increasing in speed.
- Marshmallow:
  - Have students imagine they are placing a small imaginary marshmallow in their mouths. Have them chew the marshmallow while making an “Mmmmm” sound with their mouths closed.
  - Repeat with a medium and large marshmallow.
  - Direct students to chew longer and make a louder sound as the marshmallows increase in size.
- Name circle:
  - Each student will take a turn saying his or her name.
  - Have one student at a time take a step forward into the circle, make a simple gesture with his/her hand, and say his/her name clearly.
  - Direct all other students to wait quietly in their 5-point position until it is their turn.

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

- In pairs, ask students to come up with two *expressions* (emotions, e.g., mad or angry, happy, embarrassed, sad, scared, silly).
- Have the students identify a time when they felt one of these emotions.
- Ask the students:
  - “What were you doing?”
  - “How did your voice sound, how did your body move?”
  - “What happened to make you feel that way?”
- Show the expressions chart to students (either on the overhead or draw on the board) and discuss the expressions and feelings shown in the pictures. Have students use their observations skills to identify and describe what the eyes, nose and mouth are doing to express that feeling.

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

- Show students the Expressions Chart showing facial expressions (on overhead or draw on board).
- As you move from picture to picture, ask the students:
  - “How is the feeling expressed on this faces?”
  - “What about the eyes and the mouth on the face that gives you clues to the feeling being

expressed?

- Discuss with students that moving parts of the face (eyes, eyebrows, nose, lips, tongue) is how an actor creates a character (real or imaginary) with feelings and emotions (expressions).
- Have students sit on their hands so that they focus solely on facial expression. (Students may not use any postures or gestures).
- Lead students through silent face warm-ups: e.g., yawn, open and shut mouth, move mouth from side to side, make fish lips, wiggle nose, raise and lower eyebrows, and experiment with various tongue and lip movements.
- As you move the parts of your face, ask the students “how am I feeling when I make this face”?
- Have students imitate and then mirror your facial movement. (You might also have them repeat verbally how they are feeling).

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

- Tell students that they will get a chance to create an expression using their face.
- Arrange students in pairs and identify one as partner A and the other as partner B.
- From a list of prompts select an emotion and give partner A e.g., *happy*.
- Partner B observes partner A’s face closely noting the eyes, nose, mouth, tongue, and how they are being moved.
- Ask partner B “What did your partner show *happy* on their face”? Partner B describes to partner what was seen (eyes crinkly, corners of mouth turned up, etc.).
- Switch roles. Repeat several times with different expressions.
  
- **As a review or warm-up activity for lesson #2:** Play “Show Me What You Feel” and ask students to use their faces to show the feelings in the song.

#### **Options:**

- Play several musical selections and have students attach a mood or feeling with the music.
- Choose a favorite picture book and ask students to identify the feelings depicted in the pictures.
- Extend these feelings to animals, inanimate objects, etc.

### **DEBRIEF AND EVALUATE** (*Identify problems encountered, ask and answer questions, come up with solutions, discuss learning that took place and review*)

- Use the Facial Expressions Rubric and evaluate student’s ability to create five expressions.
- Ask the students:
  - “What is expression and what parts of the face convey emotion?”
  - “How does an actor use the face to show emotion to an audience?”
  - “Is it possible to communicate with facial expressions only?”
  - “What would it be like to communicate without facial expression?”
- For next lesson: “When you made your face happy, sad, angry, etc. how did your body feel? How would that further communicate emotion to the audience?” (The goal here is to get students to make connections between face and body for the next lesson).

### **EXTENSION** (*Climate of expectation is created by the teacher that encourages students to do further research, look for connections and apply understanding and skills previously learned to personal experiences*)

- Read a favorite book and identify the feelings a character or characters are expressing.
  - Look at pictures and identify and describe with words.
  - Identify words within text that describe a character’s feelings.
  - Discuss what happened to cause the character to feel that way.
  - Create facial expression to portray that character.

- Show a video clip of actors expressing emotions. Identify and describe what the actor is doing with the face. Try to mirror those facial expressions.
- Identify different kinds of expressions you see on your mom, dad, or siblings. "Can you guess what they thinking at the time?"

# Expression Chart

## "How Do You Feel?"



Scared



Confused



Surprised



Sad



Excited



Disgusted



Proud



Angry



Sick



Happy



Very Happy



Hungry



Lost



Shy



Sleepy



Nervous



Unhappy



Very Sad



Bored



Embarrassed

