

**Grade 4**

**Colorado State Standards Addressed:**

**CREATE**

1. Theatre artists rely on intuition, curiosity and critical inquiry.
2. Theatre artists work to discover different ways of communicating meaning.

**PERFORM**

5. Theatre artists make strong choices to effectively convey meaning.
6. Theatre artists develop personal processes and skills for a performance or design.
7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

**RESPOND**

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.
9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

**BRAINY Themes: Social/emotional learning; identity; self-awareness.**

**Objectives:** To create and perform a character using observation, awareness and expressions of identity. To respond to visual art as inspiration for theatre creation.

**Video - Part 1**

**00:00 Intro to Theatre (table work)**

**2:19 Movement Activity: Warm-Up (stand up; need a little room)**

**8:00 Introduction to Character Concept (table work)**

**8:59 Gallery Portrait Observation and Response (table work)**

**12:29 Class Discussion Time (table work)**

Lesson

**Warm-up:**

1. Introduce Mind-Body-Voice as the Actor's Instrument
  - a. Neutral position, body awareness
  - b. Shake out - let's get moving!
  - c. Voice - lips, teeth, tip of the tongue
  - d. Do as I Do - movement, awareness, letting go and being silly
2. Introduce Character - who we are in a story and what we want.
  - a. Think of examples of characters from stories you know.
  - b. Let's make up a new character we have never seen before.

## Main Activities:

1. Observe portraits in the Gregory Allicar Museum of Art.
  - a. Portrait Definition:
  - b. These were once real people! Portrait paintings were very expensive and time-consuming to create. These portraits are very old and have lasted a long time. They were typically made while the person being painted was living and they would sit to pose for hours and days while the artist painted them.
  - c. Respond to the Portraits - Notice details about each person
    - i. IDENTITY and Individual expression: What are they wearing? What does their clothing and style tell you about who they are and what they like? What are they holding, if anything? (And *why* do you think they are holding it?) How are they sitting or standing? What does their facial expression tell you about them in the moment the artist captured them?
    - ii. IDENTITY & Social Status: Do you think they are rich or working class? Why? What does their clothing tell you? Their hairstyle? What about the background of the portrait? Any furniture or pets? Why do you think they chose these things to be included in their portrait? What else do you see that communicates social status (the person's place in society) to you?
    - iii. IDENTITY & Emotion: How does this person feel right now? How do you know? What are they doing and how are they posing to tell you how they are feeling at this moment? Why do you think they feel this way?
    - iv. IDENTITY & the aesthetic of the art work:
    - v. What does the frame of the portrait tell you about the person? Is it fancy or plain? Is it wood or painted gold? Why do you think they chose this frame? Do you think the frame could be considered art too?

CLASS DISCUSSION TIME

## Video - Part 2

**:12 Table Activity: Art Project - Create a Portrait (table work)**

**3:35 Movement Activity: Tableaux (stand up; needs a little room)**

**11:35 Tableaux Show & Tell (performance; needs a little room)**

Lesson:

1. Table Activity - Create a portrait

Supplies: paper, drawing supplies, matte frame (provided by BRAINY)

  - a. Make a portrait of your own using drawing paper and markers.
  - b. You can be inspired by some of the portraits you observed, or make a whole new portrait of someone from a different time and place than you.
  - c. Be sure you consider the pose, facial expression and all the details of your character's look, style, and social status in the drawing.
  - d. Watch this [YouTube video](#) for a quick drawing tutorial

- e. Use the [HOW TO DRAW a FACE](#) Guide Handout
  - f. When you are done, use the provided matte to make a frame to match the status and style of your character. Decorate it to match the style of your character. Let it be another way that your character tells us who and what they are.
2. Movement Activity - Tableaux (frozen pose): copy the pose of your character with your own body.
- a. Is the character still or moving?
  - b. Show your character's mood and feeling through a tableaux in your face - facial expression.
  - c. Show your character through the entire body.
    - i. Pose as your character and match your portrait.
    - ii. Make up 2 more positions as your character.
    - iii. Practice 4 counts:
      - 1. Portrait pose
      - 2. New pose
      - 3. New pose #2
      - 4. Back to portrait pose

### **Video - Part 3**

**1:50 Table Activity: Writing Your Monologue (table work)**

**6:35 Acting Activity: Rehearse Your Monologue (active - students can spread out)**

**14:05 Performance Example: The Portrait of Matilda Mayflower**

**16:15 Respond to Performance Example**

**17:06 Perform Your Monologue and Respond (individual performer will need room or "stage" area)**

**17:23 Wrap-Up**

1. Table activity: Write a monologue from the character's point of view based on your drawing and tableau work. Use this [Writer's Worksheet](#).
  - a. Look at your Character Portrait and write
    - i. Who are you and who are you character talking to?
    - ii. What problem does your character have and what do they want?
    - iii. How do they feel?
    - iv. How does your character solve their problem and get what they want
  - b. Be sure your monologue has a beginning, middle and end
  
2. Acting activity: Perform your monologue
  - d. Try to memorize your monologue. You will be more convincing as your character if you are not reading from a script. The key to memorizing is lots of repetition. Read the first line out loud over and over again until you don't have to look at the

page anymore. Repeat with the next sentence. And the next sentence. And the next... until you have all of the sentences memorized together.

- e. Think about what movement and voice you will use during your monologue. Plan it. Rehearse it. Practice for a classmate or a family member.
  - f. You may find costume pieces around your house that match your character. Use them to help you get into character even more!
  - g. Come back to your original hand-drawn portrait - use it to match your opening tableaux pose with your body. Use it as your "curtain." Hold it up in front of you at the beginning of the monologue to start your tableaux. Bring it back in front of you at the end of the monologue to finish as if your character is fading back into the picture.
  - h. Perform for your class - or- record your monologue on video and share with your classmate and with us at BRAINY!
3. Respond - Class Discussion Activity
- a. Watch the example monologue "Matilda Mayflower"
    - i. What do you notice about the final performance the most?
    - ii. Did Dulcie incorporate a lot of what we talked about in the activity sections? If so, what? Can you identify the character's likes? What was the character's problem? How did she solve it?
    - iii. What did you notice about props and costumes?
    - iv. What did you notice about movement?
    - v. What did you notice about voice?
  - b. Watch other Portrait Monologues from your class. Make observations.
    - i. What choices did your classmates make to help create their Portrait Characters? How are they different and unique?
    - ii. What made you laugh? What made you think?
    - iii. What kinds of props and costumes did you see? What did they tell you about each character?
    - iv. How did your classmates use the inspiration from the portrait gallery? Did they make bold character choices?
  - c. Class Discussion or journaling opportunity
    - i. How does studying the detail of a painted portrait change how you think about the art?
    - ii. What does a work of art mean to you? Do you think there is a story behind every painting?
    - iii. How can one picture tell an entire story about a person's life?
    - iv. How did your own life experiences influence your Portrait Monologue creation?
    - v. What did you learn the most from this project?

## Vocabulary

*What is a portrait?*

noun

A portrait is a portrayal of a person, usually showing the person's face (but not always). A portrait can be a painting, a photograph, an ink drawing, a sculpture — or even a description in words or in a film.

<https://www.vocabulary.com/dictionary/portrait>

*What does aesthetic mean?*

noun

a set of ideas or opinions about beauty or art. : the study of beauty especially in art and literature. : the artistic or beautiful qualities of something.

<https://www.merriam-webster.com/dictionary/aesthetic>

*What is a monologue?*

noun

1. a long speech by one actor in a play or movie, or as part of a theatrical or broadcast program.

"he was reciting some of the great monologues of Shakespeare"

<https://www.merriam-webster.com/dictionary/monologue>

*What is a tableau? (plural tableaux)*

/ˌtɑːˈblō/ noun

noun, plural tab·leaux [ta·blohz, tab-lohz], tab·leaus. a picture, as of a scene. a picturesque grouping of persons or objects; a striking scene. a representation of a picture, statue, scene, etc., by one or more persons suitably costumed and posed.