

TBLS After School Drama Program 15 Week Curriculum Outline

* Activity borrowed or adapted from NEH Institute Ping and Chong Company workshops

† Activity borrowed or adapted from NEH Institute's Teatro Campesino Workshop

‡ Activity adapted from NEH Institute's workshop on Matthew Spangler's text adaptation methods

§ Text from NEH Institute readings

Session 1	Theme: Introduction
<p>Activities:</p> <ul style="list-style-type: none"> ● Snaps* <ul style="list-style-type: none"> ○ Emphasize importance of eye contact ● Creation of our norms* <ul style="list-style-type: none"> ○ Safer spaces ○ Warm feedback unless requested ○ Step forward/step back ○ Consent <ul style="list-style-type: none"> ■ Story sharing ■ Photos/Videos ■ Physicality ● Alliteration Names* <ul style="list-style-type: none"> ○ Round 1: Name + alliterated adjective. Everyone repeats. ○ Round 2: Name+ alliterated adjective and body motion. Everyone repeats. ● Break Out: <ul style="list-style-type: none"> ○ In groups: What did you most enjoy about last year's drama club? What do you hope to learn and/or accomplish in this years drama club? ○ Come together and share. ● Goals for the year. <ul style="list-style-type: none"> ○ Become comfortable telling stories on stage using our voices and bodies. ○ Create strong ensemble bonds. ○ Participate as theatre practitioners in terms of playwrights, actors and directors. ● Snaps* <ul style="list-style-type: none"> ○ Add names to snaps. 	
<p>Note: Abbreviated intro session.</p>	
Session 2	Theme: Physical Theatre
<p>Activities:</p> <ul style="list-style-type: none"> ● Snaps* (From here on out as a gathering tool) <ul style="list-style-type: none"> ○ First with names, then without. ● Circle of Names*: <ul style="list-style-type: none"> ○ Turn head to right and say your name. Once around. On second time around you can say your name left or right. Add other people's names into it (to your immediate left or right) . Keep rhythm. ● Taking Stage* <ul style="list-style-type: none"> ○ Each kid takes a spot on the stage, one at a time. Notice the 	

- pictures/relationships created.
- Space Walk*: Half Group
 - Have kids walk through the space, encourage no circles. Ask them to freeze.
 - “One person starts the movement, and you all try to walk in the same speed.” We’ll call this Level 2.
 - Freeze. “When I say freeze, it’s a strong freeze, in position.”
 - “Resume Level 2 walking” “Freeze” “Add a Level 3 walking” “Freeze, add a Level 1 walking”
 - Add a component “Jump”. Everyone off the ground at the sametime, then resume at the previous speed. Add “switch” in order to switch directions.
 - One person can do what they want while everyone else follows directions.
 - Reflection Pairs: What did you notice? What stories did you start making?
 - Creation Time: Twenty minutes to create a piece inspired by Space Walk.
 - Share Time.

Session 3

Theme: Physical Theater

Activities:

- Snaps*. Without names.
 - Emphasize eye contact.
- Physical Shakeout:
 - Freeze your body and try to shake out only your: Head. Nose. Mouth. Shoulders. Upper arms. Elbows. Chest. Stomach. Waist. Butt. Thights. Knees. Calves. Ankles. Feet. Toes. Shake Nose, add one at a time the list above until full body shake out.
- “I Believe” Statements*
- Swimming through Space[†]
 - Walk around the stage.
 - Walk around the stage and make eye contact with everyone you pass. Add a nod. Add a tilt of the head.
 - Swim around the space.
 - Swim around the space from the top of each other’s heads. From Shoulders. From small of the back. From back of the knees. Back up.
- Pair Share: What did you notice?
- Creation Time: Twenty minutes to create a piece inspired by the work.
- Take Stage with “I Believe Statements”*

Session 5

Theme Physical Theater

Activities:

- Snaps*
- Jaguar Legs[†]:
 - Walk around the room. Think about activating your legs. Walk with jaguar legs. Hurricane hips. Snake spine. Eagle arms. Switch between them.
- Museum Walk[†]
 - Pair off.
 - Consent discussion.
 - Kids “sculpt” their partner into a statue. Everyone freezes. Walk around the space. Unfreeze. Discuss what stories they observed. Switch partners.
- Creation Time: Twenty minutes, inspired by the day.

- Share time.

Session 6:

Theme: Physical Theater

Activities:

- Snaps*
- Snaps while moving*.
- Move and Freeze[‡]
 - In a circle, each person does a physical motion and freezes, everyone else mirrors. Go around the circle.
- Snapshot[†]:
 - Create a physical picture: Portrait, nature scene, action shot. Share them. Do them quickly. 5 second countdown. Everyone shares.
 - Choose one from each group. Have the audience interpret it. Is it power over or power with?
 - Have kids physically change scenes to make them power with.
- Creation Time: Twenty minutes, involving 2/3 scenes.
- Share time.

Session 7

Theme: Adapting Literature

Activities:

- Snaps*
- Theater Twister[†]
- Intro to Literature adaptation[‡].
 - Provide Matthew Spangler's "Adaptation Strategies" handout. Read and annotate.
 - Provide a short passage from Khaled Hosseini's *The Kite Runner*[§].
 - Have someone read it out loud.
 - Provide the same scene from The Kite Runner play.
 - Have several students read it out loud.
 - Ask which strategy this is. (Edit to leave out examples)
- Creative Time: Provide a short passage of *The Circuit*[§] by Francisco Jimenez. Half hour to create and stage based on adaptation strategy #4.
- Share

Session 8

Theme: Adapting Literature

- Snaps*
- Ducky Fuzzy
- Creative Time: Provide a short passage of *The Circuit*[§] by Francisco Jimenez. Half hour to create and stage based on adaptation strategy #2
- Share

Session 9

Theme: Adapting Literature

- Snaps*
- Rhythm Leader
 - One kid steps out of the room, kids in circle choose a leader to lead a rhythm, everyone follows. Kid comes back in the room and stands center, tries to

<p>decide who the leader is.</p> <ul style="list-style-type: none"> • Creative Time: Provide a short passage of Maxine Hong Kingston's <i>Woman Warrior</i>[§]. Half hour to create and stage based on adaptation strategy #5. • Share 	
Session 10	Theme: Adapting Literature
<ul style="list-style-type: none"> • Snaps* • Jump In Scene <ul style="list-style-type: none"> ○ One kid jumps on stage and says "I am a _____" while physically representing it. Next kid does something to compliment until everyone is involved and they have a full scene. • Creative Time: Provide a short passage of Andrew Lam's <i>Perfume Dreams</i>[§]. Half hour to create and stage based on adaptation strategy #2. • Share 	
Session 11	Theme: Improv
<ul style="list-style-type: none"> • Snaps* • Zip-Zap-Zop • Boal's 2x3Bradford • Introduce "Yes and. . ." <ul style="list-style-type: none"> ○ Practice verbal and non-verbal offers and affirmations. • Creative time: Practice "Yes and" improv in small groups. • Share 	
Session 12	Theme: Improv
<ul style="list-style-type: none"> • Snaps* • Alphabet Game[†] <ul style="list-style-type: none"> ○ Two lines. Two words. Fill in A-Z. ○ Choose three words from opposite group. ○ Create picture representing the word. • Sentence, Response <ul style="list-style-type: none"> ○ Provide "One Line Offers" to the kids. One at a time call them into the circle. Kid #1 gives scripted line, Kid #2 improves a response and is then given an offer to give to Kid #3 etc. • Go through circle again, have each kid come up with their own offer. • Creative time: Practice "Offers" in small groups. Improv to see where it goes. • Share 	
Session 13	Theme: Improv
<ul style="list-style-type: none"> • Snaps* • Circle Cross <ul style="list-style-type: none"> ○ One kid in the middle. Kids make eye contact to switch places in circle. Middle kid must take the post of outer circle kid. • Set relationship, Set scene, Set conflict scenario, Resolve conflict. <ul style="list-style-type: none"> ○ Explain the structure and components of the scene. Ask for volunteers. <ul style="list-style-type: none"> ■ First two lines set relationship. ■ Second two lines set scene. 	

- Third two lines explain conflict.
 - Fourth two lines explore conflict.
 - Last two lines resolve conflict.
- Creative Time: Practice scene structures in small groups.
- Share

Session 14

Theme:Improv

- Snaps*
- You're Out
 - Five kids in the circle. One must start telling a story. When someone points to them and says "Out" they stop. Next kid picks up. Can have a "director" or can have kids in group call "out"
- Creative Time: Book Line Improv
 - Give each kid a line from book. Instruct them that each has to work the line into the scene. Ask one kid to make an offer, allow them to improv.
- Share

Session 15

Theme: Improv

- Snaps*
- Common Word Game
 - Put kids in pairs. On the count of three, each kid says a word. They then take a second to process the word, and on the count of three say a second word, in the hopes of both kids saying the same word. Continue until successful.
- Creative Time: Prompt Driven Improv
 - Provide kids with a quirky news story. Have them read it together in small groups. Then, begin an improv scene that takes place in the world of the news story.
- Share