

Acting: Improvisation Lesson Plan

Monday thru Friday | March 19 - 23 | 9 AM - 3 PM | Performance Sharing @ 5:30 PM, March 23
The Artist's Laboratory Theatre | 1030 S. College Ave., Fayetteville AR | 479.439.6046 ext. 703

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Spring Break Improv Youth Camp 2018	
Camp: Acting: Improvisation	
Teaching Artist: Simone Cottrell, Rachel Spurgers	
Secondaries: ALT Staff (Check Staff Schedule)	
Ages: 8 - 12 years old	Dates: March 19 - 23
Time & Location: 9 AM - 3 PM Artist's Laboratory Theatre	
Class Numbers: 15 MAX 9 Registered 7 Attended	Supplies: Name tags, sharpees, butcher paper, masking tape, markers, crayons, stage direction guides, pencils, paper, various props and costume pieces.
Vocabulary: Actor's Toolbox (BVI+CC); Narrative Arc (Exposition, Inciting Incident, Rising Action, Climax, Falling Action, Denouement, and Conclusion); Tableau(x); Improvisation; Pantomime; Comedy; All Stage Directions and Body Placements; Character	Call & Response (class will choose) Call: Response:
Essential Question	
How can you use the structure of stories (specifically, folk and fairy tales) to create improv as an ensemble?	
Frameworks	
RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.9 Compare and contrast the themes , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
Week Goals & Objectives	
<ul style="list-style-type: none">• Young artists will be familiar with the Actor's Toolbox: Body, Voice, Imagination + Concentration and Cooperation. They will be taught the tools to develop taking ownership of their choices. They will be encouraged to use their Actor's Toolbox to participate in activities that further their individual leadership growth and collaboration in a team.• Young artists will learn the fundamentals of improvisation and be prepared to perform for family and friends at the end of the week.• Young artists will develop their understanding of a story framework (beginning, middle, and end)	

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- as well as exploring story plots/conflicts and multiple resolutions.
- Young artists will explore a variety of common characters and their relationship to others. This includes spacial, vocal, and body awareness, as well as GOTE (Goal Obstacle Tactic and Expectations)
 - Young artists will learn the 7 Rules of Improvisation using a variety of low-medium-high energy activity levels.
 - Young artists will engage in a variety of team building activities rooted in Theatre of the Oppressed.
 - Young artists will have daily reflections.

Lesson Plan	Day One - Monday	Team Building & Improv Intro
<p>Pre-Activity & Check-In (20 mins) - 8:50 AM - 9:20 AM</p> <ol style="list-style-type: none"> 1. Finish Large Banner - "ALT Improv!" <ol style="list-style-type: none"> a. Supplies: Markers, white butcher paper, masking tape 		
<p>Introductions & Space Rules (30 mins) - 9:20 AM - 9:50 AM</p> <ol style="list-style-type: none"> 1. Teaching Artist Introduction and class goals are given. 2. Rules for the Classroom <ol style="list-style-type: none"> a. Supplies: Markets, white butcher paper, masking tape b. Young artists create their rules as guided by teaching artist c. Consequences are also discussed and agreed on by young artists and teaching artist d. All participants, including teaching artist, other staff, and volunteers sign the rules 3. Thumb Game 4. Eye Check Game 5. Introduce Names <ol style="list-style-type: none"> a. Interesting fact b. Why you're here c. Group names d. Walk the Space - Name e. Big group - Name Whisper 		
<p>Water & Bathroom Break (10 mins) - 9:50 AM - 10 AM</p> <ol style="list-style-type: none"> 1. Students may have a small snack during this time. <p>Rules of Snack and Lunch Break</p> <ol style="list-style-type: none"> a. Do not share food. b. When eating, please remain in one area sitting. c. If there is a spill, it's okay. Let an adult know, but you will clean it up. 		
<p>Warm-ups (1 hour) - 10 AM - 11 AM</p> <ol style="list-style-type: none"> 1. Actor's Toolbox <ol style="list-style-type: none"> a. What does an actor need? Open Discussion b. BVI+CC 2. Body = Shake Out 		

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3. Voice = Tongue Twisters
4. Imagination = This is Not A...
 - a. Use a random object to pantomime how it can be used in other ways.
 - b. For example, a ruler cannot be used as a ruler. It can be used as a hairbrush, toothbrush, train, etc.

Team Building (1 hour) - 11 AM - 11:30 AM

1. Four Corners
 - a. Traditional version
 - b. "Truth About Myself" version
2. 1 - 3 Gesture
 - a. Partners
 - b. Gestures replace counting
3. 10 Tableaux

Lunch Break (30 mins) 11:30 - Noon

Outdoors - Walker Park (45 mins) Noon - 12:45 PM

Resting & Bathroom Period (15 mins) 12:45 - 1 PM

- a. Have meditation music ready

Improvisation & Story Building (50 mins) - 1 PM - 1:50 PM

1. What is improvisation?
 - a. Also called improv.
 - b. Acting without a script
 - c. It does not mean you have to be funny. It is not the same as comedy.
 - d. Improvisation uses storytelling tools and theatre to create interesting scenes on the spot.
 - e. There are two forms of improv - long form and short form. We will only focus on short form.
 - f. There are many types rules and they will always be different according to where and who teaches them. For our team we will use 7.
 - i. Yes, And; Listen; Make Your Partner Look Good; Questions, Questions; First Idea = Best Idea; (Extra)Ordinary; Have Fun!
 - ii. Reminders are posted on walls.
2. How do you tell a story? Why are artists storytellers?
 - a. Facilitate conversation and answers of the question.
 - b. A good story has the following: beginning, middle, end; characters; a problem and a solution.
 - c. The Three Little Pigs
 - i. Pass out stories
 - ii. Separate students into pairs and have them read it to each other with character voices.
 - iii. One student tell the story to the other without the sheet. What does the other student remember?

Afternoon Snack & Bathroom Break (10 mins) | 1:50 - 2 PM

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Improvisation & Story Building (50 mins) - 2 PM - 2:50 PM

- a. Survivor
 - i. Break students into group of fours. Take 5 minutes to remember the The Three Little Pigs Story. Present the story to the rest of the class in two minutes.
 1. Now try telling the story in one minute.
 2. Each group has an opportunity.
 - ii. Rules of Survivor:
 1. An ensemble has X amount of time to perform the story of folk/fairy tale or an historical event.
 2. The strongest actor from each round is voted off the stage. Remaining actors must perform the entire story again without an actor and with less time.
 3. Continue rounds until there is one actor left performing the entire story (all characters!) by themselves in ideally 30 seconds or less.

Afternoon Reflection (10 mins) | 2:50 - 3 PM

1. The Home Experiment.
 - a. Why it's important for all of us to think differently and to respect our creativity.
2. Homework: Learn 1 - 2 fairy/folk tales to present to ensemble

Checkout (20 mins) | 2:50 - 3:10 PM

Lesson Plan	Day Two - Tuesday	Rules 1 & 2
Pre-Activity (20 mins) - 8:50 AM - 9:20 AM <ol style="list-style-type: none">1. Finish poster		
Review (10 mins) - 9:20 AM - 9:30 AM <ol style="list-style-type: none">1. Review of Day One2. Go over schedule for today		
Warm-ups & Team Building (20 mins) - 9:30 AM - 9:50 AM <ol style="list-style-type: none">1. Body = Energy Ball2. Voice = Chocolate Bunny3. Imagination = This is Not A...and Gak<ol style="list-style-type: none">a. Use a different object from the one the day beforeb. Gak in molding imaginary clay until something that can be then pantomimed. Class guesses what it is.4. Concentration Challenges5. Team Challenges		
Water & Bathroom Break (10 mins) - 9:50 AM - 10 AM		
Improv Rules 1 & 2 - 10 AM - 11:30 AM <ol style="list-style-type: none">1. Survivor<ol style="list-style-type: none">a. Four students at random to tell the story of The Three Little Pigs.		

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2. Fairy/Folk Tales
 - a. Break into teams of two and tell each other a story you learned about from last night.
 - b. Move into groups of 4 and tell two stories (vote)
 - c. Play Survivor
3. Rule #1 = Yes, and...
 - a. To agree with your partner's ideas, actions, and/or dialogue and to add something unique
 - b. Also discuss all the different types of ways an actor could say no or negate their partners
 - c. Yes, Let's Activity
 - i. "Let's be butterflies..."
 - d. Yes, And Story Circle
 - i. Begin a story. Next actor agrees and adds another part of the story.
 - ii. See how big the story can become.
 - iii. It is not important right now that the story make absolute sense.
4. Rule #2 = Listen
 - a. Listening is a skill that most people are not strong at. We interrupt each other or we already are imagining what thing we're going to say when the person stops talking.
 - b. Listening shows focus and concentration. You're listening to what your partner is saying and EVEN what they are doing with their bodies.
 - i. There might be a chance that they are saying one thing, but their body is saying another.
 - c. Freeze Dance
 - i. Stop when the music stops.
 - d. 1-3 Gestures (Only if NOT done in team building today)
 - e. Soundscape
 - i. Create an orchestra using a natural setting
 1. What are the sounds you would hear? Assign parts.
 2. Discuss volume and tempo and how you will give directions.
 3. Record
 - ii. Can be repeated with different natural environments

Lunch Break (30 mins) | 11:30 AM - Noon

Outdoors - Walker Park (45 mins) Noon - 12:45 PM

Resting & Bathroom Period (15 mins) 12:45 - 1 PM

Stage Directions & Blocking (50 mins) | 1 - 1:50 PM

1. Weenie Man Song - Refocus
2. Parts of the stage
3. How to stand on stage
4. What NOT to do in the theatre
5. Stage Directions Competition

Afternoon Snack & Bathroom Break (10 mins) | 1:50 - 2 PM

Improv Rules 1 & 2 | 2 - 2:50 PM

1. I am a Tree Tableaux (if there's time)

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<ol style="list-style-type: none">a. Pantomime = acting without wordsb. Tableau = a frozen picture made by actors' bodiesc. One person starts as a tree. They will behave like the tree until they are frozen. One person at a time fills in the scene.d. Can explore other natural settings, such as "I am a wave..." or "I am the sand..." <ol style="list-style-type: none">2. What Are You Doing? Pantomime Activity3. String of Pearls<ol style="list-style-type: none">a. 7 sentence storyb. Tell the beginning and the end first. Fill in the middle.c. Discuss parts of the narrative arc. Where do these parts fall?
Afternoon Reflection (10 mins) 2:50 - 3 PM <ol style="list-style-type: none">1. Draw or write about what your acting strength is.
Checkout (20 mins) 2:50 - 3:10 PM

Lesson Plan	Day Three - Wednesday	Rules 3 & 4
Pre-Activity (20 mins) - 8:50 AM - 9:20 AM <ol style="list-style-type: none">1. Nouns<ol style="list-style-type: none">a. Three sheets of paper - people, places, things/ideasb. Name as many as you can		
Review (10 mins) - 9:10 AM - 9:20 AM <ol style="list-style-type: none">1. Review of Day Two2. Go over schedule for today		
Warm-ups & Team Building (20 mins) - 9:30 AM - 9:50 AM <ol style="list-style-type: none">1. Body = Stretching & Energy, Energy2. Voice = Voice and Face warm-ups, Chocolate Bunny3. Imagination = Gak4. Focus/Concentration Challenges5. Team Challenges		
Water & Bathroom Break (10 mins) - 9:50 AM - 10 AM		
Improv Rules 3 & 4 (1.5 hours) 10 - 11:30 AM <ol style="list-style-type: none">1. Rule #3 - Make Your Partner Look Good<ol style="list-style-type: none">a. We do not hurt our partners feelings. We also remember that these are games and are meant to be fun for everyone. The audience will know if you're hurting people. How do we help each other look better?b. Mirror, Model, and Solo Movement Lesson<ol style="list-style-type: none">i. Create group choreographyc. One-Up Game2. Rule #4 - Questions, Questions<ol style="list-style-type: none">a. Try not to ask one word questions! Journalistic Questions are WWWWW&H? This puts a		

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<p>lot of work on our partner. Remember Yes, And. If you do ask a question, it's okay, but add information to it to help your partner. Definitely try not to ask yes or no questions.</p> <ul style="list-style-type: none"> b. Fairy Tale Hot Seat Activity c. ABC Game
Lunch Break (30 mins) 11:30 - Noon
Outdoors - Walker Park (45 mins) Noon - 12:45 PM
Resting & Bathroom Period (15 mins) 12:45 - 1 PM
Improv Review (50 mins) 1 - 1:50 PM <ul style="list-style-type: none"> 1. Pantomime Pick-up 2. One-Up 3. Survivor
Water & Bathroom Break (10 mins) - 1:50 PM - 2 PM
Improv Review (50 minutes) - 2 - 2:50 PM <ul style="list-style-type: none"> 1. ABC Game 2. Hot Seat 3. Survivor
Afternoon Reflection (10 mins) 2:50 - 3 PM <ul style="list-style-type: none"> 1. Draw or write about the hardest acting skill you've had to learn about so far

Lesson Plan	Day Four - Thursday	Rules 5 & 6
Pre-Activity (20 mins) - 8:50 AM - 9:20 AM Make a list of potential troupe names. Vote on a final troupe name.		
Review (10 mins) - 9:20 AM - 9:30 AM <ul style="list-style-type: none"> 1. Review Day 3 2. Go over schedule 		
Warm-ups & Team Building (20 mins) - 9:30 AM - 9:50 AM <ul style="list-style-type: none"> 1. Body = Freeze Dance 2. Voice = Voice and Face warm-ups, Chocolate Bunny 3. Imagination = Mad Scientist 4. Focus/Concentration Challenges 5. Team Challenges 		
Water & Bathroom Break (10 mins) - 9:50 AM - 10 AM		
Improv Rules 5 & 6 (1.5 hours) 10 - 11:30 AM		

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<ol style="list-style-type: none">1. Rule 5 = First Idea is Your Best Idea<ol style="list-style-type: none">a. How do work on our inner critic? How do we know what's appropriate and not appropriate?b. Word Association Activityc. Genesis Project Tableaud. Machine Game2. Rule 6 = (Extra)Ordinary<ol style="list-style-type: none">a. How do you take an ordinary story and make it different and exciting?b. Discuss narrative arc.c. Revisit The 3 Little Pigs and ask them to change one part of exposition. How does the story change entirely by changing one part of the structure?d. Discuss plot and solution.e. Change Gamef. Party Quirks Game
Lunch Break (30 mins) 11:30 - Noon
Outdoors - Walker Park (45 mins) Noon - 12:45 PM
Resting & Bathroom Period (15 mins) 12:45 - 1 PM
Improv Review (50 mins) 1 - 1:50 PM <ol style="list-style-type: none">1. Party Quirks2. One-Up3. Fortune Teller
Water & Bathroom Break (10 mins) - 1:50 PM - 2 PM
Improv Review (50 mins) 2 - 2:50 PM <ol style="list-style-type: none">1. String of Pearls2. What Are You Doing?3. Fairy Tale Hot Seat4. ABC Game
Afternoon Reflection (10 mins) 2:50 - 3 PM <ol style="list-style-type: none">1. Draw or write about what you have enjoyed about improv camp and what were things that you learned that you didn't know before. Please let me know which games you would like to perform in.

Lesson Plan	Day Five - Friday	Rule 7 & Performance Sharings
Pre-Activity (20 mins) - 8:50 AM - 9:20 AM Final toupe name sign and hang up on walls		

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Warm-ups & Team Building (30 mins) - 9:20 AM - 9:50 AM <ol style="list-style-type: none">1. Body = Stretch & Shake Out2. Voice = Voice and Face warm-ups & Chocolate Bunny3. Imagination = What Are You Doing?4. Group Challenges5. Concentration Challenges
Water & Bathroom Break (10 mins) - 9:50 AM - 10 AM
Improv Rule 7 & Rehearsal (40 minutes) 10 - 10:40 AM <ol style="list-style-type: none">1. Rule 7 = Have fun!2. Actors are assigned their games3. Rehearse all games
Performance Sharing #1 10:40 - 11:30 PM <ol style="list-style-type: none">1. Senior Activities Center
Lunch Break (30 mins) 11:30 - Noon
Outdoors - Walker Park (45 mins) Noon - 12:45 PM
Resting & Restroom (15 mins) 12:45 - 1 PM Theatre Games (50 mins) 1 - 1:50 PM <ol style="list-style-type: none">1. Frogger2. Natural Disasters3. Party Quirks
Water & Bathroom Break (10 mins) - 1:50 PM - 2 PM
Rehearse 1 hour 2 PM - 3 PM Same as above <i>*Checkout for those leaving will occur at 2:50 PM.</i>
Theatre Cleaning (1 hour) 3:00 - 4 PM
Dinner & Final Clean-Up (45 mins) 4 - 4:45 PM
Final Rehearsal (35 mins) 4:45 - 5:20 PM
Performance 5:20 - 6 PM <ol style="list-style-type: none">1. Doors open at 5:20; performance at 5:30 pm.

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Review & Conclusion

1. Overall, positive experience for all with minor critiques from students about how to enhance our time.
 - a. Surveys collected with comments and questions from audience.
2. Performance sharings were a success for Artist's Lab and Senior Activities Center.
3. I believe that this is the final schedule for future camps at Artist's Lab as it works for staff, parents, and students.
4. Minor adjustments made within the curriculum depending on whether or not concepts were understood and how well the students were working together to problem-solve.

Assessment of the Lesson

Non-curriculum Observations

1. Spring Break camp preferred a longer outdoor time, which I agreed. Increased to 45 minutes to include walking to the park and back. This allowed for stronger focus in the afternoons and actually more flexibility with activities because of it.
2. I need to include in future First Day Letters that parents/guardians may include pillows and mats for resting time.
3. Need to create more visual art options for journal reflections as 8/9 year olds did not feel as comfortable writing in front of other students who were older.
4. The additional morning performance sharing at the Senior Activities Center was especially helpful in:
 - a. Bridging communities in South Fayetteville
 - b. Having a built-in supportive and captive audience
 - c. Students can critique their successes and failures in a low-risk environment. They are able to correct themselves before the evening performance sharing at the theater.

Curriculum Observations

1. Stronger choice to have first day solely dedicated to team building with a small improv introduction. Many of the students registered from the camps have not had theatre experiences and find theatre to be intimidating and/or there is a misconception that theatre is like "the movies" or "tv."
 - a. This pushed the final improv rule lesson (to have fun!) to Friday. This was a nice reminder to relax and work with whatever happens in front of a live audience for Friday performance sharings.
2. I tried something different in that I did not introduce the improv rules first, but the game Survivor. By playing the game, they were not as concerned as to whether or not they were following the big rules of improv but simply the small rules of the game. The game is meant to be challenging. Once they successfully did one round of it, I made it harder. Once they completed the second challenge we reflected and I was able to introduce the rules of theatre through an experience that the students had absorbed through critical thinking, playing, and team building.
 - a. Using this method made it a lot easier to explain narrative arc with any of the fairy and folktales they explored at home and with their ensemble.

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- b. I was then able to scaffold up into open scene work as an exercise where two students were given a location, characters, and a problem to solve.
 3. One student in particular had trouble reading and writing, so more visuals need to be incorporated especially during journal reflection time.
 - a. To understand narrative arc, pictures of the story to placed in the appropriate areas on the arc.
 - b. Pictures with words can also be used for games like pantomime pick-up.
 - c. This will especially be true for students who are ELL.
 - i. Translations are also needed if possible.
 4. All students were able to explain theatre and literature vocabulary in front of a live audience when asked and called upon. They were also able to engage with family at home regarding the lessons, activities, and games. This led to parents being able to understand the theatre process, parents offering to volunteer in the future, and questions of whether there can be an adult improv class in the future.

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