



LIVE Arts Kaitlyn Semple

Creating A Character for the Stage

Drama Grade 6
Feb. 11, 2014
1:30-2:30pm

1 hour Broadcast

30 min hands-on teacher guided activity

Overview

This session will give students the opportunity to participate in a live broadcast by professional theatre artist Kaitlyn Semple. Students will explore character development using character walks and a simple scene.

About the Artist

Kaitlyn is an actor/singer/dancer from Regina. Since completing her BFA in Acting from the University of Regina, she has trained with top professionals in Toronto with CBC's Triple Sensation, in Edmonton at the Banff/Citadel Professional Theatre Program, and in Regina with the Globe Theatre Conservatory. Theatre credits include: *Man of La Mancha*, *Shout Sister*, *Buddy: The Buddy Holly Story*, *The Wizard of Oz*, *Jake and the Kid* and *Metamorphoses* (Globe Theatre); *Cope* (Persephone Theatre Youth Series, Sandbox Series at the Globe, Live Five in Saskatoon); *The Fan* (Odyssey Theatre in Ottawa); *As You Like It* (Citadel Theatre); *Little Women* (Persephone Theatre); *Alice In Wonderland* (Sum Theatre). Kaitlyn is also a choreographer as well as a teacher, and she shares her passion for acting in musical theatre with budding theatre artists across Saskatchewan.

Curriculum Aims & Goals

Creative/Productive:

Students will explore different elements of characterization through movement with their classmates. Students will also work on a short scene with a partner.

Critical/Responsive:

Students will have to respond to a sample scene by creating their own characters in collaboration with a partner.

Cultural/Historical:

Students will learn about the contemporary theatre scene in Canada.

Broadcast Program (1 hour)

Presentation (5-10min): Artist Biography

Activity 1 (10 min): Character Walks! Laban Actions
Group Work
Individual Work

Artist Presentation (2-5 min): Character interaction on the stage

Activity 2 (10 min): Exploring interaction on the stage-STATUS

Artist Presentation (5 min): Little Women

Pair & Share (2 min): If you were to play a character in a play (from a book that you've read), what things would you have to do that are different than what you do in real life.

Activity 3: Rehearsing a Scene (18 min):

Materials and Resources:

Please rearrange your room if possible, moving desks to the side to create an open space.

Please have your students participate in the exercises presented during the broadcast, it is important for them to get up and moving around.

Most of the exercises can be done in a conventional classroom space- you may have to guide your students to open areas of the classroom .

We also ask that you print out a copy of the script for each student and that each student have a pencil for working during the broadcast.

Curriculum Outcomes: www.curriculum.gov.sk.ca

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment. Some of this programs content is directly related to the Outcomes listed below. Additional exploration of all of these Outcomes would be a natural extension to Kaitlyn Semple's broadcast program.

Outcome: CP6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).

- a. Sustain belief in own roles and in the roles assumed by others.
- b. Use language to achieve dramatic purposes when speaking and writing in role.

Outcome: CP6.5 Select and use focus, tension, conflict, and symbol to convey ideas.

- a. Support the focus during pair and group work, improvisations, and the development of dramatic episodes.
- b. Suggest various ways to create a sense of tension or conflict in the drama work.

Outcome: CR6.2 Investigate and identify ways that the arts can express ideas about identity.

- a. Analyze and describe how identity may be expressed through various styles and forms of art.
- c. Demonstrate awareness that artists are curious about their world and explore significant questions and concepts such as identity.

Developing the SCENE

The scene goes like this:

- A) Hi
- B) Hello
- A) How are you?
- B) Fine.
- A) What did you do last night.
- B) What?
- A) What did you do last night?
- B) I don't know.
- A) Okay
- B) Okay.
- A) Bye
- B) See ya!

There are 4 ways we can make this scene specific and real. Decide on:

1. Location (park ,swimming pool, kitchen)
2. Relationship (siblings, Mom and Dad, teacher and student, Principle and kid who is in trouble) ***USE THE CHARACTER YOU CREATED EARLIER, BUT DEFINE IT MORE
3. Objective. What you want from each other. Ex. I want you to _____ (leave, laugh, cry, sit down)
4. Intention. The way you get them to do what you want
EX. I _____ you (push, prod, tickle, tease, excite)

***OPPOSITES ARE THE MOST INTERESTING! If you try tickling someone for one line, try scaring them for the next one.

Teacher Guided Hands-On Activity (30-60min)

1. Present Scenes: Have your student's present their scenes twice per group.

The first time through let your students perform it without introduction or comment.

Then ask the students who they are, where they are, and what they want from each other. Make sure they're specific with their choices. Then encourage them to make their choices more dynamic, and find more opposites. Get them to present the scene again incorporating the notes you gave. (Do this for 10 minutes then move on)

2. Developing a Character (5 minutes): Give students 5 minutes to write a character background.

Who Am I? - name, age, family details

What Do I Want? - your life goals, how you see the world

Where Do I Live/Where does your scene take place?

When does my character exist in history? Present, past, or future... but be specific

How do I get what I want? -what kind of characteristics do you have? Are you outgoing? Shy? How do you relate to others

*Encourage them to follow their first thought! **Don't think too much about it- just start writing.**

3. Small Group Work (10 MINUTES): Once your students have written their character background, put them into small groups (2-3) and get them to share their characters with each other, and then create their own scene with these characters.

A scene must have:

1. Location 2. Character (use the characters we've created) 3. Problem 4. Problem gets worse 5. Resolution

Walk around to each group and help them define the scene.

ONLY RULE! No physical contact.

4. Present the scenes! (5 MINUTES): Have your students present their new scenes to their classmates.