

Creative Drama
Chapter 4
Movement & Rhythms

Lesson Title: Lyrical Lesson-The Napping House

Age Group: **K-2** grade

Length of Lesson: 40 Minutes

Objectives:

- ~The students will listen to the book: The Napping House
- ~The students will develop the characters assigned to them.
- ~The students will listen to the music : The Napping House
- ~The students will go to the assigned places for their presentation.
- ~The students will share their interpretation of The Napping House will the story is being sung.
- ~The student will be use as a guide and be aware of the observation sheets that will used during class as a form of assessment.
- ~The students will reflect in their drama journals.

Materials:

Book-The Napping House by: Audrey Wood & Illustrated by: Don Wood
Music-Story Songs by: Mark Krantz (CD)
CD Player

Type of lesson:

- ~Reading a story/teacher guided/student creative time/student rehearsal /Student presentation

National Goals :

- ~Goal 1: The student will write based on personal experience and heritage, imagination, literature and history.
- ~Goal 2: The student will act by interacting in improvisations and assuming roles.
- ~Goal 3: The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.
- ~Goal 6: The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms.

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State Goals:

- ~1.1 Recognize what drama is and how it happens
- ~1.2 Understand that stories have a setting
- ~1.3 Develop simple dramas.
- ~2.1 Recognize that pretend play is dramatic
- ~2.2 Differentiate between dramatic play and creative drama (enactment of a story & situation pretend play)
- ~2.4 Develop and apply kinesthetic skill necessary for acting.
- ~3.1 Understand that the playing space is a dramatic element.
- ~3.2 Manipulate the playing space & materials to create an environment
- ~4.1 Experience artistic decision making in the creation of a drama
- ~4.2 Experience the process of planning and presenting a dramatic work.
- ~5.1 Choose ideas, objects or other stimuli to use as a basis for drama activities
- ~6.1 Explore other art forms.
- ~6.2 Explore how other dramatic media and art forms relate to theatre.

Activity:

- ~Read the book-The Napping House and discuss
 - . The sequence in the book and how it reverses 1(2 through the book.
 - . Note: The sleeping positions of the pictures in the book.
- ~Assign students parts (characters) in the story.
 - . 4 to 6 students =The Napping House
 - . 4 to 6 students =The Cozy Bed
 - . 1 student = Granny
 - . 1 Student =Boy
 - . 1 to 3 Students Dog
 - . 1 to 3 Students =Cat
 - . 1 to 3 Students =Mouse
 - . 1 to 3 Students = Flea

(Note: To give every student a character assignment several student can be the animal characters: Ex. one students = head, one student = middle, one student = tail. Sometimes it may be best to have several cats/animals, instead of one cat/animal utilizing 1 out 3 students.)

- ~The students will have creative time to create their characters.

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- . Explore how it would move
- . Explore the different sleeping positions

~Playing the CD = Story Songs the characters will move every time they hear their part in the story.

- . Repeat several time to rehearse.
- . informal presentation .

~Students write in their journals

Assessment:

~Student & Teacher discussion about the story.

- . Did the story build and how?
- . Did the characters stay in the same sleeping position the entire story? If not what happened?
- . Student generated questions

~Teacher observe the students creating their characters

- . Co-operatively working together to make their characters work
- . or Individually exploring different ways to present their character
- . Improvising and rehearsing
- . Student presentations
- . Observation Sheet (Attached)

~Student Journal -

- . How or what did they use to help them develop their character?
- . What it hard to move with the music?
- . Could you see how each part of the story was put together with each section acting out their part?
- . What responsibilities did each group have to make the story come alive with the music?

Observation Sheet

Class:

Date:

Lesson:

	Group Members			
Contributes Ideas				
Encourages Others				
Work co-operatively				
Explores a variety of ways to create the Character(s)				
Rehearse				
Presentation				

Other Helpful Behaviors Noticed: