

LESSON FOUR

And so, we enter the fourth part in this exciting adventure and the third drama lesson.

In this session, your young actors will be homing in the skills they learnt in mime and movement to create a performance.

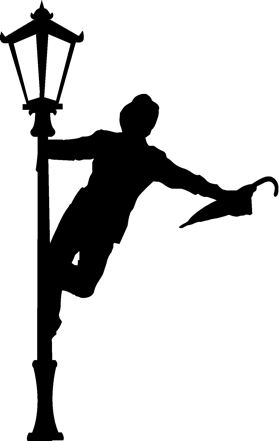
We begin with a fun mime and movement warm up known as waiter plate.

* Everybody stands in a circle. Give the following instructions:
* “Hold an imaginary plate in your right hand like a waiter. Imagine what is on your plate, for example spaghetti, soup or a fried breakfast. Now begin to move your plate without spilling anything.”
* Once they have mastered this, ask them to do the same with their left hand on its own, again imagining what is on the plate. Next, they should try to move both plates at the same time.
* Now ask your students to imagine that the space inside the circle is a restaurant and we are all going to make a winding journey across the circle to a new place on the opposite side. People should pass close to each other, keeping their plates moving.
* The centre of the circle should resemble a busy restaurant. When everybody has arrived in a new place you can go around and ask people what they had on their plates.
* Remind the students that such frantic characters would be seen in Singin’ in the Rain, such as crewmen on the set struggling with props and scenery.

Before the main activity, a quick exercise to remind them of the importance of telling the story with emotion and gestures as well as voice.

**WORST. HOLIDAY. EVER!**

* Divide the class into groups
* Inform them that one student in the group is a host who has invited the rest of the class round to show their holiday photos.
* Alas the holiday was a disaster. Ask them to create three photos, three events that happened on that holiday for the host to say and the others to act out as the picture.
* For example, the host might say “It all started when we got food poisoning on the plane!” Then the others would all strike a pose as passengers feeling terribly sick, or cabin crew trying to help.
* Let their imaginations run wild. Were the chased by a stampeding rhino or were they captured by savage caveman and put into a soup?
* After a rehearsal unveil allow each group to show their performance.



THE PERFORMANCE

* Divide your students into groups and allocate the each a large sheet of paper and a pen.
* Give each group a title, or they could invent one themselves. Make sure the title offers a direction for the story to go, such as, “The Curse of the Pharaoh’s Tomb” or “The Prison Break”
* Give them time to write down their ideas including characters and also the structure denoting the beginning, middle and end.
* Once the ides are on the page, allow them to lift them off the page with casting and rehearsing. Remind the, that sound is not available so expression and gesture are of paramount importance.
* After the rehearsal period, allow them to share their masterpiece with the class.

After the thunderous applause and the constructive feedback, ask the children to retain all their stories as for the next lesson they will be filming it for a Grand Movie Festival.