






USE THIS LESSON TO: explore the importance and function of a theatrical ensemble.

 45 minutes


OBJECTIVES: Students will...

-  Create strong, specific ensemble characters.
-  Explore active listening within an ensemble.
-  Use improvisational skills to create new material.

PROVIDED MATERIALS:

-  None

ADDITIONAL MATERIALS:

-  The Mufasa monologue created by Pride C in Session 5: Story


PREPARATION:

-  Print Challenge Sheet Packets in preparation for Pride Work.

OPENING RITUAL  5 minutes

As students enter the room, invite them to gather with their Pride and discuss the following prompts:

- A playwright considers many different elements such as developing character voice and story adaptation when writing a story. Which element are you most interested in and why?
- Is there anything from last session's Pride Journal that you'd like to share?

VIDEO:  5 minutes

- Play video: 6 Ensemble
- As they watch the video, invite students to pay attention to how original ensemble characters are developed as well as the various functions of the ensemble.

GROUP ACTIVITY: **Circle, Star, Lion**  10 minutes

- In an open area, prompt students to walk about the space. Inform your class that this is a silent activity.
- Tell students to freeze.

- Ask students to use only their own bodies to make a circle. (Example: A student could crouch on the ground in a ball, bend an arm as if hugging a hula hoop, etc.)
- Instruct students to continue walking. After a moment, ask everyone to find a partner and freeze.
- Challenge your students to make a new circle, this time with two people. Remind the class that this is a silent activity.
- Ask the class to resume walking. After a moment, ask your students to form groups of four or five and freeze.
- Challenge students to make a new circle, this time using their groups of four or five.
- Ask the class to walk about the space.
- Repeat the challenge, this time requiring the full class to work together to create a circle. Remind the students not to speak during this activity.
- Repeat the activity using the shapes “star” and “lion,” building from individual choices, to partner work, to small group work, and finally, to class work.
- Take a moment to reflect with the group. What strategies did the students employ to be successful in the various phases of the activity?

PRIDE WORK:

Exploring Ensemble

🕒 15 minutes

- Divide your students into their Prides and distribute the Challenge Sheet Packets to one student in each Pride. These students are the Pride Leaders for today’s session.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Character Backgrounds

Pride A will develop backgrounds for ensemble characters. Students will create specific character choices for ensemble characters in the opening moment of *The Lion King JR.*



Character Movement

Pride B will create movement for ensemble characters. Students will make specific physical choices for ensemble characters in the opening moment of *The Lion King JR.*



Active Listening

Pride C will explore the concept of active listening. Students will create specific and engaged ensemble characters without pulling focus from the action of a scene.

SHARE: ⌚ 5 minutes

- Invite each Pride to come together to perform its work.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What is one thing you learned from another Pride's work today?
- How could today's Pride Work be useful for a director?
- How could today's Pride Work help an actor prepare for a role?
- How does the work explored today help an audience to follow the story?

Have your Prides affix their work (challenge sheets, artifacts, etc.) to the Pride Wall.

PRIDE JOURNAL 6:

Invite your students to complete a journal entry using this prompt:

- Who is the ensemble in your own life? How do you support your ensemble? How does your ensemble support you?