






USE THIS LESSON TO: explore blocking and to learn the various parts of the stage.

 45 minutes

OBJECTIVES: Students will...

-  Become familiar with the nine parts of a stage and other theatrical vocabulary.
-  Understand what blocking is and how it is recorded.
-  Work in groups to create original blocking for a moment from *The Lion King KIDS*.





PROVIDED MATERIALS:

-  Parts of the Stage Signs

ADDITIONAL MATERIALS:

-  Tape

PREPARATION:

-  Print Parts of the Stage Signs.
-  Clear an open space in your room.
-  Preset tape and the Parts of the Stage Signs in a convenient place.
-  Print Challenge Sheet Packets in preparation for Pride Work.


VIDEO:

 3 minutes

- Play video: 5 Space.
- Invite students to pay attention to the names of the specific parts of the stage as they watch the video.
- The video will introduce students to the term “blocking,” the nine parts of the stage, and the concept of stage directions.

GROUP ACTIVITY:

Parts of the Stage

 12 minutes

- Ask your class to sit facing the stage (or the playing area you will use as your stage for this session).
- Tell your students that they are sitting in the house, which is where the audience sits.
 - Ask the class to point upstage.
 - Ask the class to point downstage.
 - Ask the class to point to stage right (remind students this is from the actor’s perspective, not the audience’s).
 - Ask the class to point to stage left.
- Invite students tell you where to tape each “Parts of the Stage” sign to ensure they can identify the appropriate place it belongs on the floor.

- Tell your class you will share a series of statements. If the statement is true for them, they should follow the directions in the cue:
 - If you are wearing blue today, stand center stage.
 - If your first name has an "s" in it, stand upstage right.
 - If your birthday is in the spring, stand downstage left.
 - If you like pizza, cross stage right.
 - If you like acting, cross upstage left.
 - If you are in Pride A (insert Pride name), stand upstage right.
 - If you are in Pride B (insert Pride name), stand downstage left.
 - If you are in Pride C (insert Pride name) stand downstage right.
- If time allows, add your own prompts!

Parts of the Stage Signs set up key:

AUDIENCE

DSL	DSC	DSR
SL	CS	SR
USL	USC	USR



PRIDE WORK: Creating Blocking ⌚ 20 minutes

- Divide your students in 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 aloud to their Prides.
- The Challenge Sheet will ask students to assign roles and create blocking based on a moment from *The Lion King KIDS*. The Prides will write their blocking using standard abbreviations for the parts of the stage.

TEACHER TIP: If some students aren't participating, encourage the Pride to get up on its feet and experiment with the blocking.

SHARE: ⌚ 5 minutes

- Invite each Pride to share its blocking by performing its scene for the class.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What steps did you take to create blocking?
- What was challenging about creating blocking? What similarities and differences were there in all the Prides' scenes?
- How can the parts of the stage help actors? Directors?

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

PRIDE JOURNAL 5:

Invite your students to complete a journal entry in response to these prompts:

- Imagine a room in your home is a set onstage. Draw a picture of how that might look.
- Next, imagine there is a buried treasure center stage. Write blocking to explain how someone would get to the treasure. Remember to use the parts of the stage (upstage, stage right, etc.) to instruct people to walk around furniture!