



Teacher Pack



Collection: Improvisation Starters

Course: Improvisation Starters Compilation

Year Level: 5-6

Lessons: 6 x 8 Minutes



Overview

Improvisation Starters presents a series of playful activities to develop students' focus, co-operation and spontaneity.

Specifically, the course presents several short games that can be used to help students develop improvisation skills. These warm-ups can be used to prepare students for a longer Drama lesson or be embedded into other learning areas to support engagement and creativity.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Improvisation Starters Overview webpage.

Course: Improvisation Starters Compilation

Lesson One: Focused Walking

Learning Area: The Arts

Strands: Drama

Time: 8 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations (ACADRM035).

Learning Focus:

- Students develop focus, spatial and physical awareness and creative-thinking skills.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
8 minutes	Process Ask students to enter ‘the space’ and start walking around. It is important to encourage them not just to walk around in a circle, coach them to weave in and out of others in the class and fill up any gaps they may see. Then ask students to continue walking in the space, but this time they are to keep their eyes on two different people in the group and see if they can stay between them at all times, in a triangle shape. Once students have grasped walking in the space, introduce a number of imagined states for them to respond to. Such as: - They are late for school and have just heard the bell ring. - It’s raining and they haven’t got an umbrella. - They are lost. Invite volunteer students to demonstrate how they physically moved through the space.	Relevant ARTS:LIVE resources - Focused Walking video - What Is Focused Walking? activity sheet. Additional resources required - masking tape. Preparation Mark out a large square on the floor with masking tape. This area can be called the ‘performance space’, and will be a useful way to contain drama activities.

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Lesson Two: Clumps

Learning Area: The Arts

Strands: Drama

Time: 8 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations (ACADRM035).

Learning Focus:

- Students develop focus, co-operation and creative-thinking skills.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
8 minutes	Process Ask students to enter the space and start walking neutrally. Encourage them to fill up any gaps and to weave in and out of others in the group (as per the Focused Walking lesson). Call out a number and, as quickly as possible, students are to find the closest people to them and make a group containing that number of people. Ask students to walk in the space again and then call out another number. Repeat this a few times to get students quickly creating different groupings. Continue this until you are satisfied with the groups they are in. Variations There are a number of variations to this activity, which may prove a little more challenging to students. No sound Try asking students to complete the activity making no noise at all. Stick Stick is a version of Clumps that requires students to 'stick' to the other members of their group, shoulder to shoulder, when the number is called. Once students are stuck together, they must continue to move around the space until you direct them to 'separate'. It may be useful to encourage students to imagine that they are held together with Velcro or large magnets down their arms to help them stick together.	Relevant ARTS:LIVE resources - Clumps video - What Are Clumps? activity sheet

Three Noses

Three Noses is very similar to Clumps. The only real difference is that, instead of simply calling out the number, you call out a number and a corresponding body part. For example, “two, feet”; “five, knees”; “eight, fingers”. Students will then, as quickly as possible, need to find the correct number of people for their group and touch the relevant body parts together.

Note: This activity may need to be adapted if there are students in the class who are uncomfortable with being touched.

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Lesson Three: Group Objects

Learning Area: The Arts

Strands: Drama

Time: 8 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations (ACADRM035).

Learning Focus:

- Students develop collaboration and creative problem-solving skills.
- Students work in groups to create object shapes using their bodies.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
8 minutes	Process Divide the class into groups of four or five (this can be done using the Clumps activity from lesson two). Call out the name of an everyday object, such as a bowl of fruit, a house or a couch. Students then have ten seconds to create that object using only the bodies of the people in their group. At the end of the ten seconds, call FREEZE and have a look at some of the objects the students have created and discuss these positively. Next, try asking students to create objects that move, such as a wheelbarrow, a fridge or a ceiling fan. Finally, give students a challenge by asking them to create objects that have movement and sound, such as a washing machine, a television or a lawnmower. You could also suggest a made-up machine (such as a 'laughter maker' or a 'homework finishing machine'). Encourage students to look closely at and reflect on their own and others' creations in the lesson. Discuss which objects they liked, and why and how objects could be improved.	Relevant ARTS:LIVE resources - Group Objects video - What Are Group Objects? activity sheet.

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Lesson Four: Object Transformations

Learning Area: The Arts

Strands: Drama

Time: 8 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations (ACADRM035).

Learning Focus:

- Students develop improvisation skills and practice spontaneous thinking.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
8 minutes	Process Ask students to stand in a circle. Model how the game works by undertaking the following: - Select a volunteer. - Ask the volunteer to select an object from the prop bag and hold it up to show the class. The volunteer says, “This is not a water bottle (for example), this is a ... (then make up a new object – something roughly the same size and shape as the bottle, e.g. a flute)”. - The volunteer mimes using the new object and then passes it to the student next to them. - Encourage the students to continue, saying, “This is not a flute, it’s a ... (they then name their own object)”. Continue around the circle until all students have had a turn. Now select a new object and encourage students to get around the circle much faster (this will encourage them to have to think spontaneously).	Relevant ARTS:LIVE resources - Object Transformation video - What Is Object Transformation? activity sheet Additional resources required - props (everyday objects, e.g. a water bottle or a scarf).

Course: Improvisation Starters Compilation

Lesson Five: Gifts

Learning Area: The Arts

Strands: Drama

Time: 8 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations (ACADRM035).

Learning Focus:

- Students develop improvisation skills and practice spontaneous thinking.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
8 minutes	Process The class can decide on a theme for the gifts, such as musical instruments, food or things made of wood. This will be particularly useful if using the lesson as part of a wider area of study and may assist more reticent students in coming up with ideas. Divide the class into pairs (this could be done as part of the Clumps activity from lesson two). Name one 'Student A' and one 'Student B'. Ask all Student A's to mime giving their partner (students B's) a gift. The gift can be anything the student chooses. Student A must ensure that they mime the correct size, shape and weight of the gift (for best results the teacher should demonstrate). Student B then receives the gift. They must identify what it is judging by the size, shape and weight of the gift that their partner has mimed. The student indicates that they understand what it is by unwrapping it, naming it (making it up) and miming using it. Then it is Student B's turn to mime giving Student A, a gift. Ask students to practise giving and receiving gifts, aim for at least three gifts each. Choose several pairs of students to demonstrate their giving and receiving to the whole class. It's important to provide positive reinforcement.	Relevant ARTS:LIVE resources - Gifts video - What Are Gifts? activity sheet.

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Lesson Six: What Are You Doing?

Learning Area: The Arts

Strands: Drama

Time: 8 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations (ACADRM035).

Learning Focus:

- Students develop improvisation skills and practice spontaneous thinking.
- Students practice giving and receiving theatrical 'offers'.

Time:

Teaching and Learning Strategies:

Preparation and Resources:

8 minutes

Process

- Ask students to form a circle.
- Choose a volunteer to go into the centre of the circle.
- Ask the volunteer (Student A) to mime an action, e.g. digging a hole. After they have established the mime ask them to freeze.
- Ask the student to their left in the circle (Student B), to go into the circle and ask, "What are you doing?"
- Student A must respond with a completely different action to what they actually doing but still justifies why they are in the position they are in. For example, if they are reaching up they might say, "I'm trying to catch a balloon".
- Student B joins Student A and both students now mime this new activity together. Once both students have established and extended their mime ask them to freeze.
- Ask Student A to leave the centre of the circle and invite another student (Student C) to join Student B. Upon entering the circle this student must ask, "What are you doing?" Student B now must make up a new action that justifies the position they are in.
- The activity continues as established above until everyone in the circle has had a turn.

Final steps

At the conclusion of any of these activities, ask students to complete a reflection by writing about the best aspects of the activity and what they learned. They can complete a journal entry using the Drama Journal template.

Relevant ARTS:LIVE resources

- What are you Doing? video
- Let's Explore Improvisation activity sheet
- Drama Journal template.