



### Lesson #3

## Anansi the Spider That Tricky Spider!

**Premise:** The residency will focus on introducing students to drama, through creative drama, and story dramatization to help students develop as effective communicators. During the residency, students will hear several adventures of Anansi the Spider. This plan as presented was developed for an after-school project for 65 students, K-6, but can easily be adapted for a single class, school day, or an integrated Drama/ELA residencies.

**Goals for Residences** work with students to enhance communication skills through warm-ups, theater games and creative drama.

To enhance student knowledge of the Ensemble

**-Students will learn to take turns, give and take, and share theater space or stage time with each other.**

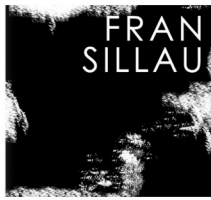
To give students basic knowledge of the “actor” tools.

**-students will learn how to communicate with others using the body, voice, and imagination**

To introduce students to the lessons of Anansi the Spider

**-Students will be able to understand the importance of a moral and be able to use that moral and be able to use that moral to act kindly toward each other.**

**--Students will learn the origin of a legend**



## **Day #1**

### **Core Learning Objectives**

- Students will learn the definition of Ensemble**
- Students will learn the importance of warm-ups**

### **Events**

Rules, introduction, expectations

Warm-ups

Ensemble Exercises

**3:45-3:55-Introccution to students and class rules**

**3:55-4:15**

### **THE ACTOR'S TOOLS: Warm-ups**

**The students will gather in a circle. They will be introduced to “The Actor Tools” (The Body, Voice, Imagination) Students will be introduced to the importance of an actor’s warm-up and preparation times and participate in several isolation or warm-up exercises for each of the actor tools.**

**Body :** “Shake out” The facilitator will gather the students in a circle and have them shake out every part of their body from 10 to 1 starting with the legs. Shaking the leg, the facilitator will count with them from 10 to 1. The facilitator will then take the other leg and count from 10 to 1, followed by the arms and the head doing the same thing. The facilitator will then lead the exercise the same way three more times counting from 5, 3, and 2. As the numbers become decrease, the tempo increases. By the time they reach the number 1, the students should jump with all of their might and with all the energy they have yell, “one.”

**Voice:** “Someone Stole My Chocolate Bunny” This game is a lot of fun. One student at a time says “Someone Stole My Chocolate Bunny” and the rest of the group response “And I don’t think it’s very funny” However, the person who says “Someone Stole My Chocolate Bunny” says it in a wild and crazy voice. The rest of the group imitates that wild and crazy voice. Each person in the group has a turn leading the activity. The goal is to enable the students to take risks using their voices.

**Imagination:** “Guess where we are?” This activity involves the whole class. One student is taken away from the group and told to pantomime something (The activity should probably begin with a introduction into Pantomime, i.e. “acting without the use of props or costumes”. One student is given a particular task such as washing dishes in the kitchen sink. Using only the body and the imagination the student will pantomime “washing dishes in the kitchen sink” As the other students watch this, they will hopefully get an idea of what the student is doing and go up and pantomime another activity that can potentially be done in a kitchen. The hope is that the students will stretch imaginations



#### **4:15-4:45-**

##### **Ensemble work-Three person statue museum**

**Objective:** Students will learn about the job of a director by using their imaginations to “sculpt” a partner into a statue or pose.

**Definition:** A director is a person who is in a charge of how a play looks. A statue is an object that is stationary.

**Brainstorming:** Have students think of objects they can make a statue of? Use moments in *Anansi* examples.

**Discussion:** Ask the students, “What scenes or moments in *ANANSI STORIES* could we create a statue around?”

**Model:** Get a volunteer to model a statue of one of these moments. Have the class then raise their hands to give suggestions on ways that the statue could be changed to make the statue clearer (*Maybe the Spider should make funny faces? What if the princess statue was pointing up like she was disco dancing?*)

**Activity:** In groups of two, one student becomes the “director” and one the “statue.” The statue cannot move unless the director tells the statue to move. Suggest to the students ideas for statues, these can be activities, emotions, situations, etc. The sculptor then moves the other student to create a statue of whatever the topic is. Once finished, encourage to sculptors to view each others statues. Then have the students switch roles and suggest a new topic.

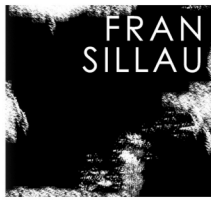
**Side-coaching:** “*Make sure you tell the statue how to move, please don’t physically move them. Really think about facial expressions on your statues!*”

**Extension:** Break students in to small groups of 3 or 4 and have them work together to create larger statues. Work as a class to make one big statue. Encourage students to view and compliment each other’s work.

#### **4:45-5:30-Machine.**

Students will come up one by one and make a sound and a movement. After the first student has made a sound and a movement the next student makes a different sound and movement. This continues until all students are making sounds and movements at the same time. All the students together have now created a machine. The Teaching artist will speed up and slow down the machine.

**5:30-6:00** Students will hear and act out the story of Anansi the Spider and the Moss Covered Rock



## **Day #2**

### **Core Learning objectives**

- Students will be introduced to basic staging**
- Students will practice using stage terminology**

#### **Events**

1. Rules, introduction, expectations

Warm-ups, Ensemble Exercises

Introduction to blocking and another story

### **3:45-3:55 Warm-ups**

#### **THE ACTOR'S TOOLS: Warm-ups**

The students will gather in a circle. They will be introduced to “The Actor Tools” (The Body, Voice, Imagination) Students will be introduced to the importance of an actor’s warm-up and preparation times and participate in several isolation or warm-up exercises for each of the actor tools.

### **3:55-4:25**

Students will be given a chart of stage directions. Fran will introduce them and play salutes the stage manager. This game is just like Simon says but for theater.

### **4:25-4:45**

Students will review and act out the story they heard last week, the instructor will assign roles

### **4:45-4:50**

students will rehearse the story again

### **4:50-5:20 Students will then hear another Anansi Story.**

**5:30-6:00- Using house hold materials brought by the artist, students will begin creating sound effects for the story they just heard.**

## **Day #3**

### **-Core learning objectives**

- students will practice basic staging**
- Students will practice working as an ensemble**

1. Rules, introduction, expectations

Warm-ups, Ensemble Exercises

Introduction to blocking and another story



### **THE ACTOR'S TOOLS: Warm-ups**

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**Voice:** “Someone Stole My Chocolate Bunny” This game is a lot of fun. One student at a time says “Someone Stole My Chocolate Bunny” and the rest of the group response “And I don’t think it’s very funny” However, the person who says “Someone Stole My Chocolate Bunny” says it in a wild and crazy voice. The rest of the group imitates that wild and crazy voice. Each person in the group has a turn leading the activity. The goal is to enable the students to take risks using their voices.

**Imagination:** “Guess where we are?” This activity involves the whole class. One student is taken away from the group and told to pantomime something (The activity should probably begin with a introduction into Pantomime, i.e. “acting without the use of props or costumes”. One student is given a particular task such as washing dishes in the kitchen sink. Using only the body and the imagination the student will pantomime “washing dishes in the kitchen sink” As the other students watch this, they will hopefully get an idea of what the student is doing and go up and pantomime another activity that can potentially be done in a kitchen. The hope is that the students will stretch imaginations

### **Frozen Pictures**

Students will create frozen pictures of scenes from the stories that they have heard so far

### **Machine.**

Students will come up one by one and make a sound and a movement. After the first student has made a sound and a movement the next student makes a different sound and movement. This continues until all students are making sounds and movements at the same time. All the students together have now created a machine. The Teaching artist will speed up and slow down the machine.-Students will act out “Anansi and the Magic Stick” in their own space



## **Day #4**

**-Core learning objectives**

**-Students will learn the importance of rehearsal**

**-Students will be introduced to the importance of props**

Events

Rules, introduction, expectations

Warm-ups, Ensemble Exercises

Review Story

**4:00-4:30**

**Warm-ups**

### **THE ACTOR'S TOOLS: Warm-ups**

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**4:30-5:30**

**Review Anansi stories**

**Day #5**

**-Core learning objectives**

**-Students will continue to learn the importance of rehearsal**

**-Students will effectively learn to use the props that they have created**

1. Warm-ups, Ensemble Exercises

Craft

### **THE ACTOR'S TOOLS: Warm-ups**

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**CRAFT: A Rain Stick-Students will be introduced to the definition of a prop: anything an actor holds on stage. Students will make their own rain stick to use in the story.**



## **Day #6**

### **-Core learning objectives**

**-Students will continue to learn the importance of rehearsal**

**-Students will effectively learn to use the props that they have created, and create another prop.**

1. Rules, introduction, expectations
2. Warm-ups, Ensemble Exercises
3. Craft

### **THE ACTOR'S TOOLS: Warm-ups**

**The students will gather in a circle. They will be introduced to “The Actor Tools” (The Body, Voice, Imagination) Students will be introduced to the importance of an actor’s warm-up and preparation times and participate in several isolation or warm-up exercises for each of the actor tools.**

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**CRAFT #2: Painting Rocks- we will review the definition of a prop: anything an actor holds on stage. Students will paint their own rock, to use in the story.**





### **Day #7 and 8**

#### **-Core learning objectives**

**-Students will continue to learn the importance of rehearsal**

**-Students will effectively learn to use the props that they have created**

1.Rules, introduction, expectations

2.Warm-ups, Ensemble Exercises

3.Review Stories

### **Day #9**

#### **-Core learning objectives**

**-Students will continue to learn the importance of rehearsal**

**-Students will effectively learn to use the props that they have created**

1.Rules, introduction, expectations

2.Warm-ups, Ensemble Exercises

3.Rehearse Stories

4 Final sharing



## **Supplies for ANANSI CRAFTS**

### **Day #4**

**Students will have an opportunity to create their own set and costume design, for the story, Fran will provide the sheets to photocopy (he will bring it on Jan 20)**

**Other things needed, markers or crayons**

### **Day#5**

#### **A Magic Maraca**

- Needed-Enough paper plates for all participants**
- Beans to put inside of the paper plates.**
- The plates are folded over and stapled, then the students can decorate them however they please**

### **Day 6**

- Magic Moss covered Rocks**
- Needed Rocks for kids to paint**
- Old shirts for the kids to wear so they don't get paint on themselves.**
- \*The kids will use these as props during final performance**