Clap Around/Warm Up
Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: K-2+
Objective: Students will focus on the game and cooperate with the others in the group.
Resources: Space for the whole group to sit in a circle.
Procedure:
- Teacher starts the group clapping around the circle either clockwise or counterclockwise.
- Clapping passes all the way around the circle one player at a time with no talking.
- Start with one clap per person, then try two claps per person, then three claps each.
- For greater challenge, speed up or call out, “switch” and the direction instantly reverses.

Side coaching from teacher:
- No talking—complete concentration.
- Clap right on cue—not too early, not too late.
- Make and maintain clear eye contact if together.

Extensions/Variations:
- Random Clap Around: A sends one clap to any other player (E) in the circle by making eye contact, then E sends it to any player (C) and so on in random order.
- Rhythms Clap Around: Pass a simple clapped rhythm around the circle, or as a random pass with each player repeating the rhythm received, then creating a different rhythm to pass.
- Math Clap Around: On each clap, player says the next number in the series: counting (1, 2, 3…), adding 2 (3, 5, 7, 9…), negative numbers (-1, -2, -3, -4…), multiples of 3 (3, 6, 9, 12…), etc.
- Spelling Clap Around: Review spelling words by having each player say the next letter in the word with a soft clap. Repeat the same word several times, then start a new word. Do the alphabet with preschool.

Vocabulary: Collaboration, focus, cue, listening, observation, timing, imitation, spontaneity; any math, music, or language arts vocabulary.
Assessment/Evaluation: Teacher observation: Was the group successful in passing the clap (or other)?

APS Drama Standard Addressed:
Topic/Creativity: The student designs and plans improvisations and classroom dramatizations to express ideas.
APS District K-5 Benchmark: The student independently and/or collaboratively plans and prepares improvisations and selects acting, movement, music, and/or visual elements to share ideas.

NM Language Arts Standards Addressed:
Strand I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

Other content standards may be addressed based on extensions and how the game was played.
Everybody Counts/Warm Up
Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: 1-5+
Objective: Build group cohesiveness through listening and sharing.

Resources:
- Whole class or if class is large, break into groups of 6-15 per group.
- Classroom, stage, open room, outside

Procedure:
- Players stand in a circle so that everyone can see each other.
- Any player may begin by saying “one.” As they say the number, they sit down.
- Any player may say the next number, sitting down when they say the number; and the group continues counting as high as possible.
- Whenever two or more players start to speak at the same time, the group must start over.
- No gesturing, motioning, or trying to control which player will say the next number.
- Every player must say at least one number—everybody counts.
- Teacher leads discussion of give and take (when to let others go and when to jump in).
- A good starting goal is to get past the number of players in the group. Play the next day and try to break the record.

Side coaching from the teacher:
  After a few attempts, discuss what can be done to achieve greater success.
  Keep a calm, focused energy; avoid frustration, blaming, or rushing.

Extensions:
- Countdown: Start with the number of players in the group and count backward until one, then everyone says, “zero!” together.
- Foreign Numbers: Try again in different languages.
- Multiples: By twos, threes, fives, etc.
- Prime Numbers: One (special prime), two, three, five, seven, eleven, etc.
- The Alphabet: start with the letter A and move through the alphabet.
- Parts of Speech: Nouns, verbs, adjectives, adverbs
- Animals: Mammals, reptiles, farm, or just any animal
- Colors: Primary, secondary, or any color in a box of crayons

Vocabulary:
Ensemble, cooperation, teamwork, any vocabulary related to extensions.

Assessment/Evaluation: Teacher Observation/Did the group reach it’s goal?

APS Drama Standards Addressed:
Topic/Creativity: The student designs and plans improvisations and classroom dramatizations to express ideas.
  APS District K-5 Benchmark: The student independently and/or collaboratively plans and prepares improvisations and selects acting, movement, music, and/or visual elements to share ideas.

NM Language Arts Standards Addressed:
Strand I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

Strand II: Writing and speaking for expression.
Content Standard II: Students will communicate effectively through speaking and writing.

Other content standards may be addressed based on extensions and how the game was played.
What Else Could It Be?/Warm Up
Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: K-5+
Objective: Students will use their imaginations and create a story from an ordinary object.
Resources: Whole group in standing in a circle. An everyday object (see below).
Procedure:
- Have students stand in a circle.
- Use any ordinary object (plastic trash bag, paper towel tube, newspaper, etc.) and discuss what it is and what it is used for.
- Ask if there are any volunteers who have an idea for “what else could it be?”
- Hand the object to the student and have them show what it could be and how they would use it.
- Then pass the object around the circle to each student and have them present their ideas. If there is someone who doesn't have an idea, they can pass but make sure you go back to them and check once the item has gone around once.
- Continue passing the item around two or three more times until many ideas have been generated.
- Students then do a 3 to 5 minute “freewrite” either about an object they thought the thing could be or about the process.
- Volunteers can share writings if there is time.

Extensions/Modifications:
Younger students tell a story about their object or dictate it to an older study buddy.

Vocabulary: Imagination, create, freewrite.

Assessment/Evaluation: Teacher observation; Did students participate? Did they demonstrate how the everyday object could be used as the “new” object? Did their freewrite include their object or an object suggested by a peer?

APS Drama Standards Addressed:
Topic/Creativity: The student designs and plans improvisations and classroom dramatizations
to express ideas.
   APS District K-5 Benchmark: The student independently and/or collaboratively plans
   and prepares improvisations and selects acting, movement, music, and/or visual
   elements to share ideas.
Topic/Playwriting: The student exhibits an understanding of the creative process by planning
and recording of improvisations and using script writing.
   APS District K-5 Benchmark: The student, individually and in groups, refines and
   records dialogue and action and creates characters, environments, and scenes that
   bring about tension and suspense.

NM Language Arts Standards Addressed:
Strand I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is
read, heard and viewed.
Strand II: Writing and speaking for expression.
Content Standard II: Students will communicate effectively through speaking and writing.
Walking In… Walking On…

Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: K-5

Objectives: Students will use movement to express how to move through imaginary substances or on imaginary surfaces.

Resources:
- Space for the group to move.
- Participants working independently.

Procedure:

Walking In…
- Players spread out in the space an arms-length distance apart from each other; start sitting.
- Teacher narrates a creative, dramatic way for the substance to fill up the room (see examples).
- Students explore moving through the room in the chosen substance.
- If time allows have the students come up with their own ideas of substances to walk in and act them out.

Example(s): Mud (a black hole opens in the ceiling, rumbles, and dumps mud in), Jell-O (a Giant’s bowl of it), water (magic gills let us breathe underwater), noodles (a Giant’s plate of it), rubber bands (fall into the land of rubber), cement (ceiling opens up, truck dumps it in), and electricity (inside a light bulb, turn lights on for a jolt).

Additional substances—feathers, thorny bushes, molasses, hornets’ nests, marshmallows, or balloons.

Walking On…
- Teacher demonstrates a few examples of walking on different surfaces (pretending to be barefoot).
- Players spread out in the room an arms-length distance apart from each other.
- Students explore moving around the room on the chosen surface.
- Try different ways of moving: walking, crawling (knees or belly), hands and feet.
- Players add acting with the rest of the body to match the feeling of walking on that substance.
- If time allows have the students come up with their own ideas of surfaces to walk on and act them out.

Example(s): Surfaces to walk on—tar, hot coals, ice, snow, quicksand, cement, soapy tile, broken glass, monster slime, lava, freshly cut grass, piles of leaves, rocks across a stream, coiled springs, tight rope wire, earthquake, glue, and clouds.

Extensions:

Walking In
- Start with isolated body parts—move only one hand in the mud…the other arm…stand up.
- Have the students try to perform simple actions in the substance (e.g., tie shoe, shake hands, high five). Actions to perform in the substances—play a sport, eat a banana, stand, fall, crawl, or hug.

Walking On
- Try any surface that would create a different quality of movement.
- Have solo, partner, or small groups silently perform moving on a chosen surface on stage and have the audience guess—be sure to discuss and evaluate clarity and creativity after each turn.

Vocabulary: Movement, imagination, concentration, reaction, sensory awareness, spontaneity

Assessment/Evaluation: Teacher observation

Drama Standards Addressed:

Topic/Skills: The student discovers and develops essential skills in acting, directing, and technical work for classroom dramatizations.

- **APS District K-5 Benchmark:** The student utilizes essential skills to communicate character (acting, costumes, makeup), mood and locale (scenery, properties, lights, sound) in classroom dramatizations.

Topic/Creativity: The student designs and plans improvisations and classroom dramatizations to express ideas.

- **APS District K-5 Benchmark:** The student independently and/or collaboratively plans and prepares improvisations and selects acting, movement, music, and/or visual elements to share ideas.
Ships and Sailors/Warm Up
Sara Hutchinson, Dance Resource Teacher, APS ARTS Center
Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: 2-5+

Objectives:
- Student will explore elements of whole body movement.
- Student will employ active listening skills to follow directions.
- Student will work cooperatively with the whole group.

Resources: Open space for whole group movement.

Procedure: All students spread out in the space and face front. Leader models for the students the movements for the following commands:
- Ships: Chasse to the left
- Sailors: Chasse to the right
- Salute to the captain: Salute and HOLD until you hear the command “At Ease.” No other command should be obeyed until the At Ease command is given.
- At Ease: Stand in neutral position
- Hit the deck: Lie flat on the floor on stomach
- Star Fish: On stomach, wave hands and feet and babble
- Mermaid: Lift one foot to the knee, wave and say, “Hi, Sailor!”
- Titanic: Find a partner. One student stands behind other & holds waist. Front person holds arms out and says, “Jack, I'm flying!” If a student is without a partner, he/she becomes the bow of the ship.
- Three men in a boat: Students form groups of three, sit on floor, one behind the other, and row. If there is an extra person, he/she becomes the bow of a rowboat.
- Seasick: Hold stomach, lean over, and make barfing sound
- Man overboard: Partners, one on all fours, and other puts foot on their back and looks out to sea. If a student is without a partner, he/she becomes the railing.

Extensions/Modifications:
- For younger students, use only the single movement commands.
- For differently-abled students, brainstorm movements according to their abilities.
- Students who move the incorrect direction, move before the At Ease command, or who can’t find a partner (Titanic and Man Overboard) or threesome (Three Men In A Boat) are out.
- Students who are out but observing can get back in if they notice someone who needs a partner or one more “man in a boat” and joins that scene.
- Instead of the nautical terms, use math or science vocabulary or social studies events and corresponding movements (students can help determine these!).

Vocabulary: Chasse, neutral, tableau; math, science, or social studies vocabulary

Assessment/Evaluation: Teacher Observation

NM PE Standards Addressed:
Standard 1: Demonstrates competency in many movement forms & proficiency in a few movement forms.
- K-4 Benchmark: Students will demonstrate competency in selected motor skills.
- 5-8 Benchmark: Students will demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities.

Standard 2: Applies movement concepts and principles to the learning & development of motor skills.
- K-4 Benchmark: Students will demonstrate concepts of body, effort, space and relationships in movement.
- 5-8 Benchmark: Students will demonstrate competency in the use of the concepts of body, effort, space and relationships in movement.
- K-8 Benchmark: Students will demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations.

NM Language Arts Standards Addressed:
Strand I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.
Mirrors/Warm Up
Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: K-5+

Objective: Student will improvise mirrored movement with a partner.

Resources: Space: Open area Shape: Spread out with partner.

Procedure:
- Partners spread out in the room and stand facing each other about one foot apart.
- Each pair chooses who will be A and who will be B.
- On teacher’s signal, A is the first leader of the movement.
- Leader & follower maintain eye contact & move perfectly together, never touching each other—
  encourage students to use their peripheral vision to detect movement.
- Teacher circulates the room trying to guess who the leaders are.
- When teacher calls “switch,” B takes over leading the movement without stopping or pausing.
- Teacher calls “switch” several times, gradually increasing the speed of switches for greater challenge.

Suggestions/Sidecoaching:
- Teacher: Model an example before playing. Keep the room quiet, focused, and relaxed.
- Players: Keep eye contact with your partner. No talking, stopping, or distracting others. Avoid
  getting stuck in a pattern—let the movement evolve and constantly change. Leader makes slow
  flowing moves—no jerky, sudden, or quick-changing moves.
- Movement continues smoothly at the switch.

Extensions:
- Mirror Hands: Partners use hand movements only (good for beginners).
- Musical Mirror: Put on classical, new age, jazz, or any other music without lyrics and see what
  kind of movement it inspires in the students.
- Mirror Sound: Partners mirror sound together (no words), exploring range, volume, and rhythm.
- Mirror Speech (grades 5+): Partners sit in chairs facing each other and speak together as a
  mirror.
- Whole Class Mirror: The group is spread out and everyone mirrors one leader up front.

Vocabulary: Reflection, cooperation, peripheral vision

Assessment/Evaluation: Teacher observation: What makes a realistic mirror? Which is
easier/harder: leader/follower? Why? When/how did your partner help you most?

APS Drama Standards Addressed:
Topic/Creativity: The student designs and plans improvisations and classroom dramatizations to
express ideas.

   APS District K-5 Benchmark: The student independently and/or collaboratively plans and
   prepares improvisations and selects acting, movement, music, and/or visual elements to share
   ideas.

NM Language Arts Standards Addressed:
Strand I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read,
heard and viewed.
Tableaux/Photograph
Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: K (with adaptations)-5+
Objective: Students will imagine and create group tableaux that convey setting, action, and/or character on stage.

Resources: Small groups (3-4) and space for them to work.

Procedure:
- Small groups choose a topic, word, story, or concept to turn into a frozen tableau or still photograph on stage.
- Each group works together to create an interesting visual composition that conveys the chosen topic, word, or story.
- Rules for each tableau/photograph: All members are a part of the image (as people or objects), and no talking or movement allowed (everything is conveyed through the frozen image).
- Share each group’s tableau/photograph on stage, take audience guesses, and then discuss clarity, and creativity.

Side coaching from the teacher:
Use interaction between poses. Use different levels (low, middle, high). Use all three depths (front, center, back). Face different directions (up, down, angles). Add facial expressions to convey character. Breathe and concentrate while holding poses.

Extensions/Adaptations:
- Younger students can recreate characters or scenes from picture books.
- Group members take turns as director, and the rest are actors who follow directions.
- Content Photograph: Captures a moment from literature, history, or science being studied in class.
- Slide Show: A series of photographs or tableaux put together to retell a story, a scientific process, or historic events.
- Photo Album: Each group member selects a series of important moments from their lives to turn into tableaux.
- Vocabulary Tableau: Portrays a chosen vocabulary word.
- Beginning/Middle/End Tableaux: Retell a story in three tableaux (middle shows the main problem or conflict).
- Animated Tableau: One by one, each frozen character comes to life and says a line of dialogue to fit the pose.

Vocabulary: Tableau, snapshot, photograph, scene, relationship of characters, ensemble, cooperation, teamwork, any vocabulary related to extensions.

Assessment/Evaluation: Teacher observation: How did each pose help explain the tableau? How did/can each player help make decisions? How could they improve visibility/clarity? What did his/her body/face tell us?

APS Drama Standards Addressed:
Topic/Creativity: The student designs and plans improvisations and classroom dramatizations to express ideas.

APS District K-5 Benchmark: The student independently and/or collaboratively plans and prepares improvisations and selects acting, movement, music, and/or visual elements to share ideas.

NM Language Arts Standards Addressed:
Strand I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

Other content standards may be addressed based on extensions and how the game was played.
Freeze Tag/Warm Up/Improv
Erin K. Hulse, Drama Resource Teacher, APS ARTS Center

Appropriate Grade Levels: 3-5+
Objective: Students will create spontaneous scenes based on ideas from frozen body positions.
Resources: Students arranged in groups of 6-8; open areas for groups
Procedure: (Groups working simultaneously—teacher moving from group to group)
- Two players take a suggestion for a stage activity (e.g., fishing, building a tree house, gardening).
- Either player calls “scene,” and they start a spontaneous scene based on the suggestion.
- Any player watching can clap hands and loudly call out “freeze!” Actors immediately freeze.
- New player taps either actor’s shoulder, takes their exact body position, then starts a scene completely unrelated to the last one. The idea for the new scene must come from the body position of either performer (juggling could turn into tossing a pizza).
- Any player in the group can freeze the scene as soon as they see an idea for a new scene.
- Continue play until the group is warmed up and everyone has had a turn.
Example:
C freezes a scene about gardening, takes A’s place holding the hose, which he transforms into a balancing stick on the high wire, saying to B, “How am I doing, Bozo?” A minute into the circus scene, E calls “freeze,” replaces A, who was juggling, and starts a new scene tossing a pizza instead, saying to B “Tony, check if the oven’s ready.” Thirty seconds into the pizza scene, D freezes it, replaces B who was eating a slice, and starts a new scene pulling a flame torch from his mouth, exclaiming, “And now my assistant will hand me three flame torches.”

Extensions:
- Freeze tag historical events.
- Freeze tag vocabulary—similar to charades.

Vocabulary: Collaboration, imagination, spontaneity, characterization, observation, listening.
Assessment/Evaluation: Teacher observation: When did/can the players involve each other? What makes a scene fun for the audience? What did/can you do to help/hinder the group? What did/can you/we do to improve?

APS Drama Standards Addressed:
Topic/Creativity: The student designs and plans improvisations and classroom dramatizations to express ideas.
APS District K-5 Benchmark: The student independently and/or collaboratively plans and prepares improvisations and selects acting, movement, music, and/or visual elements to share ideas.

NM Language Arts Standards Addressed:
Strand I: Reading and listening for comprehension.
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.
Strand II: Writing and speaking for expression.
Content Standard II: Students will communicate effectively through speaking and writing.

Other content standards may be addressed based on extensions and how the game was played.