

Dramatizing Fables - including Puppets and Musical instruments

Grade Level: 2-5

Lesson Objectives:

Drama: Students will use problem solving and critical thinking skills to perform scenes from a play.

Language Arts: Students will convey meaning of text with vocal inflection and body language.

Music: Students will use musical instruments to create sound effects.

All: Students will collaborate with peers

Materials *(All Items are available from ARTS Center):*

A variety of fables (Aesop's fables, fairy tales, folk tales)

Fables in script form: create your own or use the following:

Fable Plays for Oral Reading, Elizabeth McCann

Favorite Folktales and Fabulous Fables: Reader's Theater Scripts, by Lisa Blau

Note: there are many fables in reader's theater form in Treasures Read-Aloud Anthologies, grades 1-5

Puppets for animal characters

Musical instruments for sound effects

Teaching Process:

1. Read some fables so students are familiar with the structure of this type of story.
 - > Talk about the puppets: There is a combination of "human" performers and puppets—the puppet handlers will be seen, but the human characters are to interact with the puppets, not the puppet handler. The puppeteers essentially "fade" into the background, allowing the audience "suspension of disbelief."
 - > Talk about the music: Play some instruments and discuss how they might emphasize the language and action. For example, if a character is sneaking around, perhaps play a guiro for each footstep. A character quaking with fear might be indicated with a shaking tambourine.
2. Distribute copies of the script to students and do a read-through in "round robin" style. Characters are not assigned. One person starts reading and when they stop, the next person starts reading at that point.
3. Discuss how puppets might interact with performers, and where music sound effects might fit in.
4. Assign parts (including puppeteers and musicians) and give students time to rehearse.
5. Use the following Guiding Questions to help students find ways of expressing their lines—
 - What is the character feeling? How can they show that with their voices?
 - How can they use their body to portray the character?
 - How can they animate the puppet to portray feelings and action?
 - When the character is not speaking what will they do so the audience focuses on the story?
 - Where will they include musical sound effect/s?
 - The last line of each scene provides the moral of the fable—how will they make sure the audience "gets" it?
5. Groups perform their scenes for each other.
6. Debrief using the Guiding Questions:
 - How did the actors use their voices in different ways to say their lines—did they "become" the character?
 - How did the actors use their bodies to help portray their character?
 - What did the puppet handlers do to animate the puppet?
 - What were the actors doing when they were not speaking to keep the audience focused on the story?
 - How did the sound effects enhance the story?
 - What did the actors do to make the moral of the fable clear?

Assessment:

Did students effectively follow the Guiding Questions to express their lines?

Modifications for Younger students/ESL students:

Work with each scene in a small group led by the teacher.

Do not perform scenes for others

Elements of Drama Addressed: Body, Mind, Voice—Concentration, Communication, Collaboration

Drama Standards Addressed:

Content Standard 1: Learn and develop skills and technical demands unique to dance, music, theatre/drama, art.

K-4(6) Benchmark # 1A: Use body and voice to portray character.

Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.

K-4(6) Benchmark # 2A: Develop classroom dramatizations that express various moods or emotions

K-4(6) Benchmark # 2B: Plan, prepare and present improvisations.

Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

K-4(6) Benchmark # 3B: Select movement, music, or visual elements to enhance a dramatization.

Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.

K-4(6) Benchmark # 4A: Collaborate to design, plan, rehearse and perform dramatizations.

Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts

K-4(6) Benchmark # 8B: Assume roles for an audience that demonstrate characterization and tell a story.

Common Core State Standards in English Language Arts:

Reading: Literature, Craft and Structure

6. Assess how point of view or purpose shapes the content and style of a text.

Speaking/Listening, Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

APS Elementary Music Standards Addressed:

Standard 3: Creating melodies, movement variations, and accompaniments

Grade 2-3 D. Create simple rhythmic and melodic ostinato accompaniments using a variety of sound sources.

Grade 4-5 D. Create short songs and instrumental pieces using a variety of sound sources.