

**USE THIS LESSON TO:** explore the importance and function of a theatrical ensemble.

🕒 45 minutes

**OBJECTIVES:** Students will...

- 👉 Create strong, specific ensemble characters.
- 👉 Explore active listening within an ensemble.
- 👉 Use improvisational skills to create new material.

**PROVIDED MATERIALS:**

- 👉 None

**ADDITIONAL MATERIALS:**

- 👉 The Mufasa monologue created by Pride C in Session 5: Story

**PREPARATION:**

- 👉 None

**OPENING RITUAL:** 🕒 5 minutes

- Gather students in a large standing circle.
- Distribute djembe drums to this session's Pride Leaders.
- Focus the class and ask students to facilitate their physical and vocal warm-ups, followed by the drum circle activity using the established call-and-response format.

**VIDEO:** 🕒 5 minutes

- Play video: 10 Ensemble
- The video will explore the importance of community in a theatrical ensemble and will highlight the critical role the ensemble plays in the storytelling of *The Lion King*. The video will also introduce two ways an ensemble can function in choreography: unison or individual, but complimentary, movement. Additionally, the video will highlight the importance of ensemble members creating fully developed characters who actively participate and listen while on stage.

**GROUP ACTIVITY:** **Circle, Star, Lion** 🕒 10 minutes

- In an open area, prompt students to walk about the space. Inform your class that this is a silent activity.
- Tell students to freeze.

- Ask students to use only their own bodies to make a circle. (Example: A student could crouch on the ground in a ball, bend an arm as if hugging a hula hoop, etc.)
- Instruct students to continue walking. After a moment, ask everyone to find a partner and freeze.
- Challenge your students to make a new circle, this time with two people. Remind the class that this is a silent activity.
- Ask the class to resume walking. After a moment, ask your students to form groups of four or five and freeze.
- Challenge students to make a new circle, this time using their groups of four or five.
- Ask the class to walk about the space.
- Repeat the challenge, this time requiring the full class to work together to create a circle. Remind the students not to speak during this activity.
- Repeat the activity using the shapes “star” and “lion,” building from individual choices, to partner work, to small group work, and finally, to class work.
- Take a moment to reflect with the group. What strategies did the students employ to be successful in the various phases of the activity?

### PRIDE WORK:

### Exploring Ensemble

🕒 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session’s Pride Leaders.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



#### Character Backgrounds

Pride A will develop backgrounds for ensemble characters. Students will create specific character choices for ensemble characters in the opening moment of *The Lion King JR.*



#### Character Movement

Pride B will create movement for ensemble characters. Students will make specific physical choices for ensemble characters in the opening moment of *The Lion King JR.*



#### Active Listening

Pride C will explore the concept of active listening. Students will create specific and engaged ensemble characters without pulling focus from the action of a scene.

## SHARE: ⌚ 5 minutes

- Invite each Pride to come together to perform its work.

## REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- How does the work explored today help us develop a strong ensemble?
- How could today's Pride Work be useful for a director?
- How does Pride A's process help an actor prepare for a role?
- How does the work explored today help an audience to follow the story?

## PRIDE JOURNAL 10:

Invite your students to complete a journal entry using this prompt:

- Who is the ensemble in your own life? How do you support your ensemble? How does your ensemble support you?