

**USE THIS LESSON TO:** explore rituals that occur in the theater.

 45 minutes

**OBJECTIVES:** Students will...

-  Understand the importance of discipline and routine when working in the theater.
-  Understand the importance of vocal and physical preparation (warming up).
-  Learn techniques for warming up.
-  Work in groups to create a daily warm-up.

**PROVIDED MATERIALS:**

-  Warm-ups Guide

**ADDITIONAL MATERIALS:**

-  None

**PREPARATION:**

-  Print Warm-ups Guide for your reference.

**OPENING RITUAL:**  5 minutes

- Gather your students in a large standing circle.
- Distribute the djembe drums to this session's Pride Leaders.
- Give the students a moment to review and practice their Pride rhythms. (If you recorded the rhythms during Session 3: Rhythm, play the recording now.)
- Challenge the group to play through the three Pride rhythms one after another. Each Pride should be the callers for its section while the rest of the group responds. Beginning with Pride A and ending with Pride C, each Pride should call its first rhythm, allow the rest of the class to respond, and then call their second rhythm just as they did in Session 3.
- Remember to conclude your rhythms with a group drum roll.

**VIDEO:**  5 minutes

- Play Video: 4 Ritual.
- The video will explore some rituals in the theater, and will focus on the ritual of warming up to prepare for rehearsal and performance. The video will also demonstrate a variety of physical and vocal warm-ups for your students to try.

### GROUP ACTIVITY: Warm-ups Recall ⌚ 5 minutes

- Explain to the class that theater performers use different warm-ups for different reasons.
- Facilitate a group activity using these prompts:
  - Performers stretch their muscles to prevent injury. Who can show me one of the stretching warm-ups? (Continue prompting your students until they recall all three stretching warm-ups. Refer to the Warm-ups Guide, as necessary).
  - Performers use cardiovascular exercises to increase their energy and get their blood flowing. Who can show me one of the cardiovascular warm-ups? (Continue prompting your students until they recall all three cardiovascular warm-ups.)
  - Performers use isolations to focus on a particular muscle group. Who can show me one of the isolations warm-ups? (Continue prompting your students until they recall all three isolations warm-ups.)
  - Performers use breathing exercises to build stamina for singing. Who can show me one of the breathing warm-ups? (Continue prompting your students until they recall all three breathing warm-ups.)
  - Performers use range exercises to ensure they can safely sing both high and low notes. Who can show me one of the range warm-ups? (Continue prompting your students until they recall all three range warm-ups.)
  - Performers use diction exercises to practice good pronunciation. Who can show me one of the diction warm-ups? (Continue prompting your students until they recall all three diction warm-ups.)

### PRIDE WORK: Developing Ritual ⌚ 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.



#### Warm-up Creation

Pride A will work as a group to identify and practice a stretching and a breathing warm-up. They will be responsible for teaching these warm-ups to the class using call and response.



#### Warm-up Creation

Pride B will work as a group to identify and practice a cardiovascular and a range warm-up. They will be responsible for teaching these warm-ups to the class using call and response.



#### Warm-up Creation

Pride C will work as a group to identify and practice an isolation and a diction warm-up. They will be responsible for teaching these warm-ups to the class using call and response.

### SHARE: ⌚ 10 minutes

- Invite each Pride to teach its physical warm-ups to the class. (Example: Pride A calls its physical warm-up and the class responds back. Pride B calls its physical warm-up and the class responds back. Pride C calls its physical warm-up and the class responds back.)
- Repeat the activity, inviting each Pride to teach its vocal warm-up using call and response.
- Tell the class that they've just created a daily warm-up. Each session, the Prides will participate in this call-and-response series of warm-ups, before moving on to the drum circle. These two activities combined are the Opening Ritual.

### REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- Why do we warm-up?
- In what other areas of life do we warm-up?
- What are some rituals in our school?

### PRIDE JOURNAL 4:

Invite your students to complete a journal entry using these prompts:

- How do you think rituals get started?
- What rituals exist in your life?