Step Into Their Shoes:

A Lesson On Characters

Prepared by - Samuel Gonzalez

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(VIDEO MUST BE 10-16 MINUTES LONG)

OBJECTIVE- The students will be able to apply their knowledge of voice and movement to understand the creation of characters and analyze different character archetypes.

VOCABULARY

1. Physicalization: to express with one's body
2. Spatial Awareness: refers to your ability to be aware of objects in space and your body's position in relation to them
3. Voice: the sound produced in a person's larynx and uttered through the mouth, as speech or song.
4. Enunciation: the act of pronouncing words. Good enunciation means your words are clear and distinct.
5. Archetype: is an idea, symbol, pattern, or character-type, in a story. It's any story element that appears again and again in stories from cultures around the world and symbolizes something universal in the human experience.
6. Artist/Creator: they are driven to build things to create meaning from the other world; it is important to understand the importance of transformation for the artist
7. Jester/Trickster: the jester brightens the mood; they are performers made to make light of the situation
8. Lover: the young lovers; they lead with their chests because they yearn to open their hearts to someone else; they roam the world, searching for their other half.
9. Magician: they make dreams into a reality;
10. Hero: incredibly powerful; the hero is filled with inhuman vitality and the ability to fight; competitive and will do anything to achieve their goal

11. Outlaw: the outlaw is provocative and goes against the grain; independent thinkers
12. King: although they may seem controlling, the ruler is highly responsible and organized; they create order from chaos
13. Sage: a practitioner of the Spirit; the sage is a teacher who is associated with helping the world to gain deeper wisdom
14. Innocent: the first preliminary stage before transcendence; the innocent is unscathed or tarnished
15. Adventurer: travelling is one of the things that sets the heart free; the adventurer is a risk taker and seeks out new discoveries and experiences
16. Everyman: the everyman goes with the grain; they serve as a stabilizing force
17. Custodian/Caregiver: very generous and giving; the custodian is a human shield against the world's harms; they nurture and protect

TEKS

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to: (D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: (B) describe characters, their relationships, and their surroundings;

MATERIALS NEEDED

1. Note Cards and Markers (For the teacher)

WARM UPS (RECOMMEND 3 MINUTES)

1. 8 Count Shake Out
   Leader : Teaching Artist #1
2. I am the Center of the Universe
   Leader : Teaching Artist #2

ACTIVITY I (RECOMMEND 3 MINUTES)

Title: How do We Create a Character?

Leader: Teaching Artist #3

In this activity, the teaching artist will do a sort of recap from the previous lessons of what has been learned about voice and about movement. It would be most beneficial to begin in the order in which it was learned, so in this case, we will start by explaining movement and how it can be categorized into different aspects or efforts. Specifically, go over the two terms physicalization and spatial awareness. Then, the teaching artist will reintroduce the topic of voice and how we establish proper voice and breath control. Make sure to highlight the importance of breathing with the diaphragm, practicing proper enunciation, and projection. By recalling this information, the students will be able to further their knowledge as the teaching artist explains how these are the fundamental ideas when it comes to creating a character. The teaching artist will explain that the way a character talks and the way they move are the two most distinctive properties of a character, and they are the ones that we have most control over.

ACTIVITY II (RECOMMEND 3 MINUTES)

Title: What is a Character Archetype?

Leader: Teaching Artist #4

This activity will introduce the concept of character archetypes to the students. The teaching artist will begin to explain that a character archetype is essentially a character that is a common factor in stories across various cultures. The teaching artist will then explain the 12 different archetypes (see Vocabulary). A helpful way that this will be able to reach the students is to find different character archetypes in children's shows and movies that the kids are already familiar with. For instance, Anna and Christoff from Frozen are examples of lovers.

ACTIVITY III (RECOMMEND 3 MINUTES)

Title: Character Dissection

Leader: Teaching Artist #1

In this activity, the teaching artist will further the conversation of different examples of characters by choosing different characters in modern films and shows to dissect and break down. Not only will this include the archetype that they are, but this will also dive deeper by breaking down the specific voice and movement for this character. For example, the character that has been chosen is Maui from Moana. First figure out his archetype:

Hero. It may be helpful at this point to describe his role in the story in case some students are not familiar with the story. Next, describe the character's voice. In this instance, Maui has a big and bold voice which shows that he is not afraid to be brave. After talking about the voice, describe the character's movement. How do they move throughout the show or film? Does this change around certain people? These questions pose as good thought provokers to the students, which in the end ties back to how the way the character moves and speaks is common for their archetype.

CHECK FOR UNDERSTANDING (RECOMMEND 2 MINUTES)

Title: Character Mix and Match

Leader: Teaching Artist #2 and #3

With this game, the teaching artist will create a mix and match game of the different character archetypes. Using note cards, the front will show the name of the archetype (for instance Hero, Lovers, Mystic, etc.) The back of this card will have the description of the archetype. As teaching artist #2 raises the card showing the name of the archetype, teaching artist #3 will play the role of the student and have to answer by either giving an example of the archetype or by telling the description. Based on whichever teaching artist #3's response is, the teaching artist holding the card will give an example of the archetype if the response was the description, and vice versa. Both artists can switch roles so the person who held the card first, will now be the one answering. This will help the students by creating connections through both examples and descriptions of different characters.

PSEUDO-CIRCLE TIME (RECOMMEND 2 MINUTES)

What did you learn today?

What is your favorite movie character?

What type of character archetype is that character?

END OF VIDEO!

Add in why is this important to theatre? Why is this important to recognize which types of characters there are and which traits they possess? Maybe add in pseudo circle time]

Cut down archetypes to about 6-7
Put list for maui