BRING IT EN...SEMBLE!

OBJECTIVE

The students will compare and contrast the role of the ensemble in Rumpelstiltskin to the traditional roles of the ensemble in ancient Greek theatre. The students will also demonstrate their knowledge of the role/function of an ensemble through the practice of theatre games.

SOCIAL STUDIES TEKS

§113.15.b.21.C express ideas orally based on research and experiences

THEATRE TEKS

§117.116.b.5.C discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre

RECOMMENDED GRADE LEVEL

4th Grade

BLOOMS TAXONOMY LEVELS

Remember, Understand, Apply, Analyze, Evaluate

MULTIPLE INTELLIGENCES

Verbal/ Linguistic, Logical, Bodily/ Kinesthetic, Interpersonal, Visual/ Spatial

TIME REQUIRED

50 Minutes

MATERIALS

Two Different Colors of Sticky Notes (1 of each color for every student), Writing Utensils, Wall and Poster Board, or Whiteboard and Dry-Erase Marker, Video Playing Device with a Proper Connection Cable for a TV Screen or Projector and Projection Screen Setup

BRING IT EN...SEMBLE!

FOCUS ACTIVITY (5 MINS):

- When the students enter the classroom, pass out sticky notes to the students and ask them to take out a writing utensil. Once all the students have arrived, explain to the students that the topic for today's lesson is going to be ensembles. Write the definition of an ensemble (written below) on a whiteboard or posterboard and adhere it to a wall.
- After providing the definition, give them 5 minutes to write down any observations they had about the ensemble after seeing the show. Let the students know that there are no wrong answers and that all that they have to write down are things they saw from the groups of people on the stage. Make sure they leave the note anonymous and they refrain from writing their names. Once all the kids have put their sticky notes on the wall/ whiteboard, ask them if anyone wants to share any of their observations from the performance.
- Ensemble Definition: An ensemble is two or more people or things that perform together as a whole.

INPUT/INFORMATION SHARE (25 MINS):

- After some students verbally share their observations while watching the performance, tell the students that the ensemble has been a part of the theatre since the very beginning of the practice of theatre as we know it. In fact, one of the earliest forms of an ensemble can be found in ancient Greece when the Greek chorus was a prominent element of drama in Greece. Now, present the informational video that provides more context for the role and function of the Greek chorus in ancient Greek theatre. (The link is placed below). (15 min)
- Once the video has played, connect the functions of the ancient Greek chorus to the functions of the ensemble in Rumpelstiltskin. Begin to explain how the Greek chorus functioned as an ensemble. Explain that in the same way that the Greek chorus would perform together, speaking and moving at the same time, the performers in an ensemble often work together while doing different tasks to make up the group as a whole.

BRING IT EN...SEMBLE!

INPUT INFORMATION SHARE (CONTINUED):

- Ask the students for volunteers to go up to the wall/whiteboard where their sticky notes were placed from the beginning of class and take one from the wall, making sure it isn't their old one. Then, have the student read what their new sticky note says. Ask the class to explain how that observation could be similar to the function/role of the ancient Greek chorus. (5 min)
- This portion of the activity is heavily determined on the various responses shared by the students. Ask for volunteers to share what their new sticky note says. As the kids share their answers, be sure to draw the connection to the ancient Greek chorus and the function of the ensemble/ensemble member during the specific action. For instance, an answer would be that a student saw a group of people moving the arms, legs, and mouth of a puppet. The connection can be drawn as members of the Greek chorus would also be moving together at the same time. (5 min)
- Link to Video: https://bit.ly/3TanrG0

MODELING/EXAMPLES (10 MINS):

- After discussing a few of the similarities between the ensemble in Rumpelstiltskin and the ancient Greek chorus, share with the students that a short video will now be presented that provides an example of an ensemble that works together in a production of a different play in the present day. (The link is placed below). (5 min)
- Once you have shown the video, explain how since they have now drawn the connections in a play they have seen in person, ask if they are able to find any similarities between the ensemble in the video and the ancient Greek chorus. Some acceptable answers may include:
  - The members of the ensemble are moving together at the same time.
  - Some of the ensemble members are wearing similar outfits to one another.

BRING IT EN...SEMBLE!

MODELING/EXAMPLES (CONTINUED):

- The ensemble members are representing different characters throughout the entirety of the play.
- The ensemble moves boxes around the stage at the same time.

- Once again, this part of the lesson will be dependent on the responses given by the students; however, it may help to ask the students to explain themselves and how they see the connection between the two groups being compared. (5 min)
- Link to Video: https://bit.ly/3egy3V0

GROUP ACTIVITY/CHECK FOR UNDERSTANDING (7 MINS):

- Now introduce the game that the students will be playing to practice working together in an ensemble. The game is called The Human Knot. Ask the students to divide into roughly even-sized groups. Have the students stand in a circle facing inwards toward each other. Ask the students to all reach their hands out in front of them, and then close their eyes. With their eyes closed, ask the students to grab one another's hand, making sure only they have only grabbed two other hands, one in each of their own. Now, the students may open their eyes and they must work together to untangle themselves and get them standing back again in a circle. Explain that it is important to work together and to move slowly as they try to untangle themselves, but make sure they are aware that they must never break hold between the two people they are holding onto.
- For groups that finish before the time allotted for this activity has run out, have them practice again trying to untangle themselves, and invite them to explore if they are able to accomplish their goal faster. (7 min)

INDEPENDENT PRACTICE/ASSESSMENT (2 MINS):

- Now that the students have played The Human Knot, have them all grab a sticky note of a new color and write down how they worked together like an ensemble similar to a Greek chorus during the game they just played. Some answers that may be acceptable are:

BRING IT EN...SEMBLE!

INDEPENDENT PRACTICE/ASSESSMENT (CONTINUED):

- The classmates moved around together at the same time.
- The classmates all experienced a common goal or objective that unified the group.
- The classmates used the movement and placement of bodies to solve an issue.
- The classmates spoke to one another to solve an issue.

- These are only a few examples of acceptable answers. Make sure the students write their names on these sticky notes. (2 min)

CLOSURE (1 MIN):

- As the students exit the class, ask them to place the new colors of sticky notes on the board where their sticky notes from the beginning are. Once the students have exited, collect the new ones and review the responses provided by the students.

DIFFERENTIATED INSTRUCTION/ACCOMMODATIONS

- For students who prefer to not participate in the game, you can ask them to be the person who observes from outside the knot and provides advice to help untangle the knot.
- Students who are unable to write on their sticky notes may verbally share an observation they experienced seeing the show; they may also verbally share with the teacher how the Human Knot portrayed ensemble work.

NOTES

- Some students may feel exhausted after only one round of the Human Knot, so if there is spare time after the single round, move on to the independent practice and allow them more time to write/share their observations.