



1: Course Introduction

Objectives

Students will...

- Explore an overview of the *The Lion, the Witch & the Wardrobe* video class series.
- Explore story structure.
- Work in groups to read and perform scenes.

Lesson at a Glance

Video 1	3 min
Group Activity	10 min
Scene Work	15 min
Perform	15 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* script.
- Printable Plot cards.

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Create 5 rehearsal stations, one for each Audition Excerpt.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print and cut out 4 sets of Plot Cards.
- Print out Audition Excerpts (enough for each student to take a copy of 1-3 of the 5 scenes).

Video 1: Course Introduction

Group Activity

- Divide the class into groups of 4 students.
- Instruct each group to organize the plot cards into the correct order.
- Instruct groups to share their plot structure and peer correct until all groups have the correct plot order.
 - Peter, Susan, Edmund, and Lucy arrive in Narnia.
 - Peter, Susan, Edmund, and Lucy discover that Lucy's friend, Mr. Tumnus, has been arrested and decide to rescue him.
 - The Pevensie children meet Father Christmas.
 - Edmund betrays his brother and sisters to the evil White Witch.
 - The Witch lays claim to Edmund's blood.
 - Aslan is forced to sacrifice himself in Edmund's place.
 - Aslan is miraculously resurrected.
 - The Pevensie children are crowned Kings and Queens of Narnia.
 - The Pevensie children return home.
- After the activity, facilitate a class discussion using these prompts:
 - Who are the main characters and how would you describe them?
 - Pevensie children (Peter, Susan, Edmund, and Lucy)
 - Aslan, the hero
 - The White Witch, the arch enemy
 - What happens at the beginning of the story? The middle? The end?
 - Beginning: Lucy boldly enters Narnia and convinces her siblings to follow.
 - Middle: The White Witch convinces Edmund to betray his siblings with the promise of Kingship.
 - End: Aslan sacrifices himself to pay the highest price for Edmund's betrayal so he could break the White Witch's evil spell.

Teacher Tip: Many students may never have read the novel nor seen the movie of *The Lion, the Witch, and the Wardrobe*. Ms. Lowa summarizes the plot but doesn't mention every detail on the plot cards so it's unlikely that students will put the plot in perfect order the first time. By the end of Video 4, they will have watched the entire live performance, and you can review the plot structure with them again at that time to ensure mastery. This exercise is designed to measure students' prior knowledge, so don't give them all of the right answers if they don't know them already. Let them check themselves at the end of Video 4.

Scene Work

Show **Video 19, Life Performance: Prologue and Scenes 1-3** 00:00-14:45 minutes

Perform

- Instruct students to select their top 1-3 characters for which they want to audition.
- Provide students with Audition Excerpts for each role they plan to audition for.
- Assign students to Audition Stations until each station has a balanced number of students.
 - **Prologue** - Pevensie children
 - **Scene 1** - Mr. Beaver, Mrs. Beaver, Unicorn, Centaur
 - **Scene 2** - Tumnus and Lucy
 - **Scene 6** - White Witch, Fenris Ulf, Dwarf, Edmund
 - **Scene 7** - Aslan
- Remind students to implement audition tips as they rehearse.
- Instruct students to spend up to 5 minutes at their top 3 stations reading their lines.

Teacher Tip: Students will probably only have time to do one reading per audition excerpt. Adjust the number of stations to the number of students in the class.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- Whose journey does your story follow?
- Who are the main characters in your story and how would you describe them?
- What happens at the beginning of your story? The middle? The end?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Apply acting principles learned in class while memorizing the Audition Excerpt.



2: Warm-Ups

Objectives

Students will...

- Recognize the importance of physical, mental, and vocal warm-ups.
- Apply best practices for warm-up techniques:
 - Beach Ball> Breathing and Shoulder Stretch
 - Sip Hiss> Breathing
 - Swimmer> Breathing
 - Roller Coaster> Vocal Range
 - Tongue Twister> Mouth/Tongue Diction and Pronunciation
- Work in groups to create a daily warm-up.

Lesson at a Glance

Video 2	7 min
Group Activity	10 min
Scene Work	15 min
Perform	15 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Audition Excerpts (selections from the Prologue and Scenes 1, 2, 6, 7)

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Create 5 rehearsal stations, one for each Audition Excerpt.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Video 2: Warm-Ups

Group Activity

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 students until they recall the [Beach Ball warm-up](#).
- Performers use breathing exercises to build stamina for singing. Who can show me one of the breathing warm-ups? Continue prompting students until they recall [Beach Ball](#), [Sip Hiss](#), and [Swimmer warm-ups](#).
- Performers use vocal range exercises to ensure they can safely sing both high and low notes. Who can show me one of the vocal range warm-ups? Continue prompting students until they recall the [Roller Coaster warm-up](#).
- Performers use diction exercises to practice good pronunciation. Who can show me the diction warm-up? Continue prompting students until they recall the [Tongue Twister warm-up](#).

Scene Work

Show **Video 19, Life Performance: Scenes 4-6**

14:45 - 30:15 minutes

Perform

- Assign students to Audition Stations until each station has a balanced number of students.
 - **Prologue** - Pevensie children
 - **Scene 1** - Mr. Beaver, Mrs. Beaver, Unicorn, Centaur
 - **Scene 2** - Tumnus and Lucy
 - **Scene 6** - White Witch, Fenris Ulf, Dwarf, Edmund
 - **Scene 7** - Aslan
- Instruct students to spend up to 5 minutes at their top 3 stations rehearsing the Audition Excerpt.

Teacher Tip: Students will probably only have time to do one reading per audition excerpt. Adjust the number of stations to the number of students in the class.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

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

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Apply acting principles learned in class while memorizing the Audition Excerpt.



3: Creating a Character Through Voice

Objectives

Students will...

- Define pitch and articulation.
- Compare and contrast head, nasal, throat, and chest vocal pitches.
- Practice vocal pitches individually and mix them together.
- Analyze how each vocal pitch matches gives a distinct impression.
- Apply the vocal pitches to characters in the show.
- Dramatize the British and southern American accents.

Lesson at a Glance

Warm-ups	5 min
Video 3	7 min
Group Activity	10 min
Scene Work	15 min
Perform	5 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 3: Creating a Character Through Voice

Group Activity

- Instruct students to get into pairs so they can repeat these phrases from the video:

Southern American Accent:

“Honey, would you like some Sprite or some lemonade?”

“What’re ya doing? How’s it goin’? You wanna do somethin’?”

British Accent: “Tumnus, your treachery has been detected. You had a human in your very grasp and let her go.”

- Instruct students to invent their own dialogue using a Southern American or British accent for these scenes:
 - Asking someone for instructions at a gas station.
 - Cheering up a friend who is sad because she just failed a test.
 - Planning a surprise birthday party for your best friend.

Teacher Tip: Students can create their own scenes to practice these accents. They can also explore other accents not addressed in the video.

Scene Work

Show **Video 19, Life Performance: Scene 7-8**

30:25 - 37:15 minutes

Show **Video 20, Life Performance: Scenes 9-11**

00:00 - 10:12 minutes

Perform

- Divide class into groups of 4 (2 girls and 2 boys if possible).
- Instruct students to perform with a British accent and accentuating consonant sounds as they act out the Prologue (the four Pevensie children) with their group.

Teacher Tip: Girls and boys can practice male and female roles if necessary in order to have groups of 4 for the scene. Focus on giving students an opportunity to practice getting into their characters through voice as it relates to the objectives for this lesson.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- How did you feel while using a British accent for the Prologue and accentuating your consonants?
- What tools did you use to help you with the British accent? Another movie reference? Someone you know who has this accent? Something else?
- How can you make your British accent seem even more believable and natural?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Apply acting principles learned in class while memorizing the Audition Excerpt.



4: Creating a Character Through Body

Objectives

Students will...

- Discuss how posture and walking styles are vital tools to character development.
- Employ different postures, leading from the stomach, chest, shoulders, top of the head, and hips.
- Employ different walking styles, varying their weight, width, length, and pace of steps.
- Establish and practice posture and walking styles appropriate for the characters in the show.

Lesson at a Glance

Warm-ups	5 min
Video 4	10 min
Group Activity	10 min
Scene Work	20 min
Perform	5 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Timers (cell phones or a centralized timer for the whole class)

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 4: Creating a Character Through Body

Group Activity

- Divide the class into groups of 6 students.
- In each group, select one student to be the Timer and one student to be the Leader.
- Instruct the Leaders to select a prompt from the screen and tell their groups which posture to practice. The Timers should give the group 15 seconds to demonstrate knowledge of posture and steps for each prompt.
 - **Round 1: Posture Practice**
 - Lead from the stomach.
 - Lead from the chest.
 - Lead from the shoulders.
 - Lead from the top of the head.
 - **Round 2: Steps Practice**
 - Light steps
 - Wide steps
 - Short steps
 - Long steps
 - **Round 3: Pace Practice**
 - Fast pace
 - Slow pace
 - **Round 4: Blended Practice**
 - Light or heavy, short or long, narrow or wide, fast or slow steps

Teacher Tip: Instead of assigning one Timer per group, one student can be selected to run one timer for all the groups and have all of the groups do rounds of 15 seconds at the same time.

Scene Work

Show **Video 20, Life Performance: Scenes 11-13**

10:20 - 19:00 minutes

Teacher Tip: Because of the length of the scenes, you may want students to practice an excerpt which allows them to practice their posture and walking style. Students can also simply discuss as a group what's going on in the scene, practice their walks, and give one another feedback without reading through the whole scene.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Call one a student to walk across the stage with the posture and walking style of their character.
- Instruct audience to guess which character the actor performed.

Teacher Tip: If the actor’s posture and walk doesn’t make it easy for the audience to guess which character is being portrayed, ask the audience to give feedback on how the actor could improve the posture and walk in order to better portray his/her character.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- What kind of posture should your character use? How should he/she lead?
- From the stomach, chest, shoulders, top of the head, or hips.
- What kind of walking style should your character use?
- Wide, short, long, heavy, light, fast, or slow steps.
- Explain why you made these choices.

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Apply acting principles learned in class while memorizing the Audition Excerpt.



5: Prepping for the Audition

Objectives

Students will...

- Identify what an instructor is looking for in an audition.
- Prepare for their audition by following these tips:
 - Make strong choices.
 - Show they understand the play.
 - Take instruction.
 - Connect with other characters.
 - Use good diction and projection.
 - Be a team player.

Lesson at a Glance

Warm-ups	5 min
Video 5	9 min
Group Activity	10 min
Scene Work	15 min
Perform	5 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Create 5 rehearsal stations, one for each Audition Excerpt.

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 5: Prepping for the Audition

Group Activity

- Divide the class into 10 groups, 1 group for each character: Peter, Susan, Edmund, Lucy, Aslan, the White Witch, Fenris Ulf, Tumnus, Mr. & Mrs. Beaver.
- Instruct groups to answer the following questions for their character. They can use the Group Activity Guide to guide their discussion. The prompt is, “How can I...?”
 - Make strong choices.
 - Show I understand the play.
 - Take instruction.
 - Connect with other characters.
 - Use good diction and projection.
 - Be a team player.

Scene Work

- Assign students to Audition Stations until each station has a balanced number of students.
 - **Prologue** - Pevensie children
 - **Scene 1** - Mr. Beaver, Mrs. Beaver, Unicorn, Centaur
 - **Scene 2** - Tumnus and Lucy
 - **Scene 6** - White Witch, Fenris Ulf, Dwarf, Edmund
 - **Scene 7** - Aslan
- Remind students to implement audition tips as they rehearse.

Teacher Tip: Scene 7 excerpt is designed for Aslan’s audition but is good practice for students who want to audition for the Pevensie children, Mr. & Mrs. Beaver, Unicorn, Centaur, and Fenris Ulf. Students will probably only have time to do one reading per audition excerpt. Adjust the number of stations to the number of students in the class.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Invite each group to perform 1 minute of their audition excerpt.
- After each group performs, ask students watching to identify strong choices made in the performance.
- Continue until each group has participated and received feedback.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- Which character will I audition for?
- As I audition for this character, how can I...?”
- Make strong choices.
- Show I understand the play.
- Take instruction.
- Connect with other characters.
- Use good diction and projection.
- Be a team player.

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Apply acting principles learned in class while memorizing the Audition Excerpt.



6: Audition Improvs

Objectives

Students will...

- Define improvisations or “improvs” for short.
- Test improv techniques as they prepare for their audition.
- Practice improvs for scenes using words, gestures, body movement, postures, and walks.

Lesson at a Glance

Warm-ups	5 min
Video 6	6 min
Group Activity	10 min
Scene Work	15 min
Perform	5 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Improv Prompt Cards
- Audition Excerpts (Selections from the Prologue and Scenes 1, 2, 6, 7)

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Create 6 rehearsal stations: use 6 for the Group Activity and 5 for Scene Work.
- Print one set of the Improv Prompt Cards.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 6: Audition Improvs

Group Activity

- Divide the class into 6 groups of students.
- Assign each group to a different Improv Station in the room and give each group an Improv Prompt Card.
- Give students 2 minutes at each station to practice the Improv Prompt.
 - A witch meets a young boy in the forest.
 - A beaver worker meets a wolf soldier in the forest.
 - A witch meets a lion king in front of his castle.
 - A young girl meets a beaver worker in the forest.
 - A young boy meets a lion king in front of his castle.
 - A faun meets a young girl in the woods.

Teacher Tip: These Improv Prompts are the same prompts from the video except for the last one. If students have already reached mastery with these prompts, allow them to create their own improv prompts and practice them.

Scene Work

- Assign students to Audition Stations until each station has a balanced number of students.
 - **Prologue** - Pevensie children
 - **Scene 1** - Mr. Beaver, Mrs. Beaver, Unicorn, Centaur
 - **Scene 2** - Tumnus and Lucy
 - **Scene 6** - White Witch, Fenris Ulf, Dwarf, Edmund
 - **Scene 7** - Aslan
- Instruct students to create and practice an Improv Prompt for their audition scene.

Teacher Tip: You can assign students to the same groups as the previous lesson. Each student should create at least one Improv Prompt for their scene.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Instruct each group to select the top Improv performance from their group and instruct those students to represent their group and perform their improv.
- After each student performs, ask students watching to identify which choices made the improv a strong performance.
- Continue until each student has participated and received feedback.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- What character in real life or in a movie can I watch to get inspiration for my character?
- How is that character similar to the character I am auditioning for?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Apply acting principles learned in class while memorizing the Audition Excerpt.



7: Audition Tips for a “Cold Reading”

Objectives

Students will...

- Define a cold reading.
- Prepare for a cold reading by following these tips:
 - Maintain eye contact.
 - Show your face.
 - “Cheat out” towards the instructor.
- Discuss key criteria instructors often consider in an audition:
 - Believability and Characterization
 - Emotional Commitment

Lesson at a Glance

Warm-ups	5 min
Video 7	7 min
Group Activity	10 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 7: Scene Work

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 7: Scene Work (one per student).

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 7: Audition Tips for a “Cold Reading”

Group Activity

- Divide the class into groups of 4-6 students.
- Instruct groups to discuss the following questions about what a instructor is looking for in an audition.
 - **Believability and Characterization**
 - What does your character want and how is he/she going to influence the other character or characters to get what he/she wants?
 - When you read the lines, how can you represent the personality of the character through specific physical and vocal choices?
 - **Emotional Commitment**
 - How can you show that you fully engaged emotionally and are your reactions to other characters are sincere?
 - What kind of body language and gestures can you use to represent the character’s emotional point of view?

Scene Work

- Divide the class into pairs. Instruct each pair of students to practice Video 7: Scene Work Part 1, implementing the three cold reading tips discussed in the lesson.
- Divide the class into groups of 3. Instruct students to practice Video 7: Scene Work Parts 2-3, implementing the three cold reading tips discussed in the lesson.

Teacher Tip: Make sure each pair or group establishes where the stage is in relationship to the instructor so that they can cheat out towards the imaginary instructor seated in the center of the audience.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Select pairs or groups of students which you think are demonstrating believability, characterization and emotional commitment the best to perform for the class.
- After each performance, ask students watching to identify which choices made the performance strong.
- Continue until each group has participated and received feedback.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- Of all of the questions discussed in the Group Activity, which areas do you need to focus on to improve your characterization the most?
- What will you practice doing to increase your believability, characterization, and emotional commitment before the audition?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Apply acting principles learned in class while memorizing the Audition Excerpt.



8: A Mock Audition

Objectives

Students will...

- Evaluate the implementation of two key criteria a instructor uses for an audition:
 - Believability and Characterization
 - Emotional Commitment

Lesson at a Glance

Warm-ups	5 min
Video 8	16 min
Group Activity	5 min
Scene Work	15 min
Perform	15 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 8: Scene Work
- Audition Excerpts (selections from the Prologue and Scenes 1, 2, 6, 7)

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 8: Scene Work (one per student leader).

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 8: A Mock Audition

Group Activity

- Divide the class into groups of 4-6 students.
- Instruct students to discuss the Believability & Characterization and Emotional Commitment about the scene performances they watched in the video the following questions.
 - **Believability & Characterization**
 - Did Lucy influence Tumnus effectively? Did Tumnus influence Lucy effectively? Why or why not?
 - What physical and vocal choices did Lucy and Tumnus use to influence one another?
 - **Emotional Commitment**
 - Did Lucy show that she was fully engaged emotionally? Did her reactions to Mr. Tumnus seem sincere? Why or why not?
 - Did Tumnus show that he was fully engaged emotionally? Did his reactions to Lucy seem sincere? Why or why not?
 - What kind of body language and gestures did Mr. Tumnus and Lucy use to represent their emotional point of view?

Scene Work

- Divide the class into groups of 4-6 students to answer questions on Video 8: Scene Work.
- Select one student to lead the group, ask the questions, and facilitate the discussion.
- Give groups 5 minutes per scene to answer as many questions as possible.

Teacher Tip: Feel free to change group leaders after every five minutes so more students can participate as student discussion leaders. Students will not have time to answer all of their questions and should not be writing them down during this segment. Engaged student discussion is the primary goal here so help the student discussion leaders focus on including everyone and keeping the discussion going. Students will have time to provide more lengthy responses and write down their answers to these questions for their Journal Reflection and Homework.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Conduct Round 1 of Auditions by instructing students to audition for their first character choice.
 - Prologue - Pevensie children
 - Scene 1 - Mr. Beaver, Mrs. Beaver, Unicorn, Centaur
 - Scene 2 - Tumnus & Lucy
 - Scene 6 - White Witch, Fenris Ulf, Dwarf, Edmund
 - Scene 7 - Aslan

Teacher Tip: Be prepared to host a second and/or third round of auditions before making final casting decisions so that students can audition for up to 3 characters if they wish. Inform students when/where the call back list will be posted. In most cases, all of the students in the class will participate in the show. Auditions merely distinguish principal actors from minor ones. **All casting decisions should be made before commencing Video 9.** Every student should have a role. There's no limit to the number of animals or army men. Every main character should have an understudy in case of an emergency and also to assist in rehearsals. Minor characters can play both their role and the role of an understudy as needed. Audition time can also be used to start recruiting the tech crew (set and prop construction, costume & makeup design, lighting & sound, etc.)

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- What is my character's objective for most or all of the play?
- Does my character's objective change? If so, how?
- What kind of negative or positive feelings does my character have towards other characters?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Complete all audition call backs.



9: Script Analysis

Objectives

Students will...

- Complete a Script Analysis for the play.
- Identify the setting, themes, and allegories in the story.

Lesson at a Glance

Warm-ups	5 min
Video 9	7 min
Group Activity	15 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 9: Group Activity
- Video 9: Scene Work

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 9: Group Activity (one per student).

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 9: Script Analysis

Group Activity

- Divide the class into groups of 4-6 students.
- Select one student to lead the group, ask the questions, and facilitate the discussion.
- Students should record their answers on the worksheet.

Teacher Tip: Before ending the session, ask group leaders which questions their group had a hard time answering. See if groups can help each other answer the questions. If they can't, feel free to provide the answer for them or replay the appropriate section of the video which provides the answer to the question.

Scene Work

- Instruct groups to continue to analyze the script by answering the following questions about these scenes.
 - Which lines in the Prologue and Scene 1 establish the setting for the story?
 - Which characters in the play are mythical or magical?
 - Which lines in Scene 10 highlight the good vs. evil theme?
 - Which lines in Scene 3 show the theme of betrayal?
 - Which lines in Scene 9 show the theme of forgiveness?
 - We see the theme of courage throughout the play. Which lines in Scenes 3, 5, and 7 show Lucy, Peter, and the Beavers in a situation where they have to choose courage over cowardice?
- Give groups 1-3 minutes to find the answers to each question and share it with the class.

Teacher Tip: Feel free to motivate students with competition (seeing which group can answer correctly first), but don't allow any one group to do all of the work by answering all of the questions.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Instruct students to perform 2-3 lines which demonstrate the setting, themes, or allegories in the script. They can make their selection from the Video 9: Scene Work exercise or any other selection from the script.

Teacher Tip: Encourage students to introduce their lines before delivering. For example, “This line from Lucy instructs us about the setting...[read lines].” The introduction will serve as a reminder of why these lines are important and what they instruct us about the play.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- How does the setting of the story help me understand my character better?
- Which theme/s is my character associated with?
- What does the script analysis tell me about my character?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Highlight their character’s lines in the script.
- Memorize their script.



10: Character Development

Script & Novel

Objectives

Students will...

- Evaluate clues in the script and the novel in order to develop their character.
- Create a background for their character based on the clues they find.
- Associate a character's background with their family history, relationships, feelings, and emotions.

Lesson at a Glance

Warm-ups	5 min
Video 10	7 min
Group Activity	15 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 10: Scene Work

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 10: Character Development, The Script & The Novel

Group Activity

- Divide the class into groups of 4-6 students so they can discuss the following questions:
 - What are the first two steps in developing a character? [Find clues in the script and novel.](#)
 - How can these clues help you develop your character? [\(Answers may vary.\) We learn about a character's family and a history of their relationships with other characters in the story. This background reveals the character's inner feelings and emotions.](#)
 - What kinds of clues should you look for? [Any information about the character which reveals their feelings/emotions, their connection to other characters, family history/background, etc.](#)

Teacher Tip: This is a great opportunity for students to dive into analysis and share their personal thoughts and opinions. Encourage open discussion so that students feel free to think outside the box and not just find “the right answer” to the question.

Scene Work

- Divide the class into groups of 4 students (3 girls and 1 boy) so they can play the roles of Lucy, Susan, Mr. and Mrs. Beaver. Students can always reverse gender roles as necessary.
- Instruct students to complete Video 10: Scene Work.

Teacher Tip: Instruct students to take turns reading the excerpts from the book.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Instruct groups to perform one of the two excerpts from Video 10: Scene Work.

Teacher Tip: If time permits, encourage students to discuss why it's important to know and understand how and why the characters feel the way they do about Aslan.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- Why do you think it's important to know and understand how and why the characters feel the way they do about Aslan?
- How do you think you would feel about Aslan?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Review their scenes and identify clues which instruct them how their character feels about other characters in the scene, about the situation, and about his/herself.
- Memorize their script.



11: Character Development

A Character's Actions

Objectives

Students will...

- Examine characters' actions in order to understand how the characters think and feel.
- Develop their character based on what the character's actions reveal.

Lesson at a Glance

Warm-ups	5 min
Video 11	5 min
Group Activity	15 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 11: Group Activity
- Video 11: Scene Work

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 11: Group Activity (one per student).
- Print Video 11: Scene Work (one per student).

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 11: Character Development, A Character's Actions

Group Activity

- Divide the class into groups of 4-6 students.
- Instruct groups to complete Video 11: Group Activity.

Teacher Tip: Encourage students to discuss their answers and complete the chart as a group. Some characters have more qualities than what is reflected on the answer key. For example, Aslan probably possesses all of the positive ones. The answer key focuses on answers provided in the video class. Feel free to allow students to select more adjectives for their characters than what is listed here as long as they can reference an action in the play which justifies their choice.

Scene Work

- Instruct students to work individually to complete Video 11: Scene Work.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Instruct students to perform a line or short section where their character reveals something key about their character (one of the qualities from Video 11: Group Activity).
- Instruct the audience to guess which quality the character is acting out.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- How can the Character Analysis help you develop your character?
- Which question of the Character Analysis is the most difficult for you to answer? Why?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their script.



12: Character Development

Objectives & Tactics

Objectives

Students will...

- Determine their character's objectives and tactics in a scene.
- Differentiate between objectives and tactics.

Lesson at a Glance

Warm-ups	5 min
Video 12	13 min
Group Activity	10 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 12: Group Activity

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 12: Group Activity, one per student.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 12: Character Development, A Character's Actions

Group Activity

- Divide the class into groups based on scenes for the Prologue and Scenes 1- 6.
- Instruct students to identify the objective and tactics for each one of their scenes. They can select verbs from the Video 12: Group Activity.
- Students should write their objectives and tactics in their script. Writing in pencil may be preferred in case they want to make changes later.

Teacher Tip: Students should have at least one overarching objective verb and several supporting tactic verbs for the scene. Encourage students to get peer feedback on their objectives and tactics.

Scene Work

- Instruct groups to rehearse their scenes together with these objectives and tactics in mind.
- After each practice session, students should provide one another with peer feedback, asking the question: “Did the objective/tactics ring true to the story or do they need to be adjusted?”

Teacher Tip: There's not one right objective or tactic, but there could a range of objectives or tactics that ring true to the story line and the objectives/tactics of other characters. Give students time to explore different options and the freedom to change a choice if it doesn't seem to ring true or make sense with what is going on in the scene with the other characters.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Instruct each group to perform for their peers. Each actor should state his/her objectives and tactics before starting the scene.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- How does my character's objective for this scene compare or contrast to the other characters' objectives?
- How does my character's tactic for this scene compare or contrast to the other characters' tactics?
- How can I use my body, my walk, and my posture to support my character's objectives and tactics for this scene?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their script.

Extended Application

Repeat this lesson plan for at least two more 60-minute periods giving time for students to complete these activities for Scenes 7-10 and Scenes 11-13.



13: Character Development

Subtext & Interior Monologue

Objectives

Students will...

- Compare and contrast subtext and interior monologue.
- Identify subtext in a scene.
- Create interior monologue in a scene.

Lesson at a Glance

Warm-ups	5 min
Video 13	5 min
Group Activity	15 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 13: Group Activity

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 13: Group Activity, one per student.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 13: Character Development, Subtext & Interior Monologue

Group Activity

- Divide the class into groups based on scenes: Prologue, Scene 1, and Scene 3. Understudies should practice the scenes of their main character and minor characters who are not understudies can practice the scene of their choice.
- Instruct students to work together to complete Video 13: Group Activity.

Teacher Tip: Encourage students to discuss their answers and complete the activity as a group. Subtext is often a little more black and white in terms of “the correct answer” because there aren’t a myriad of options in terms of what the character is actually trying to say. Interior monologue allows students a wide range of creativity in their answers as long as they align with the objectives and tactics of the character. Encourage students to listen to one another’s ideas even if they vary significantly. They should avoid “wrong answer” responses.

Scene Work

- Keep students in the same groups. They will continue to use the Group Activity Guide while answering this question: What is my character’s interior dialogue when he/she hears what the other characters say?

For example, when the Witch says, “But you, dear Edmund--because you are special and I found you first--I would make the Prince of Narnia...” what is Edmund and Dwarf’s interior dialogue?

Teacher Tip: Encourage students to discuss their answers not to write them down. Group discussion gives them an opportunity to process their ideas and get peer feedback before finalizing them on paper. Each student should share their character’s interior dialogue for every other character’s statement or paragraph.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Instruct students to perform excerpts from their scenes.
- If time permits, instruct the groups to share what they learned about Subtext and created for Interior Dialogue.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- In the scene excerpts studied today, what does your character's subtext and interior dialogue instruct you about him/her?
- Why is subtext so important for a character?
- Why is interior dialogue so important for a character?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their script.

Extended Application

Repeat this lesson plan for at least three more 60-minute periods giving time for students to complete these activities for Scenes 2, 4-6, 7-10 and Scenes 11-13.

- Divide the class into groups based on scenes.
- Instruct students to identify the subtext and interior monologue for each one of their scenes.
- Students can write their subtext in their scripts and their interior monologue in their journals.
Writing in pencil may be preferred in case they want to make changes later.



14: Memorization Techniques

Objectives

Students will...

- Associate memorization techniques with five principles: meaningfulness, organization, association, visualization, and attention.
- Practice using these principles to memorize their script.

Lesson at a Glance

Warm-ups	5 min
Video 14	10 min
Group Activity	10 min
Scene Work	10 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 14: Group Activity

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print the Video 14: Group Activity, one per student.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 14: Memorization Techniques

Group Activity

- Divide students into groups of 4-6 students.
- Assign one student to be the group leader to lead the discussion.
- Instruct students to complete Video 14: Group Activity.

Scene Work

- Instruct students to work independently using the Video 14: Group Activity as a guide.
- Instruct students to select the memorization principal and technique they will use for each one of their scenes. They can make notes in their journals.

Teacher Tip: Facilitate this session making sure students are on task and answer any questions they may have about how to use the technique for the scene.

Perform

- Instruct students not performing to sit as an audience. Remind them to be a good audience and ask the group to give a cue to start like “3, 2, 1, scene!”
- Invite students to recite sections from scenes they have memorized.
- If time permits, allow students to explain which memorization technique they used and how it helped them.

Teacher Tip: Designate a student to be an assistant instructor who can feed students their lines as they perform if they forget. It’s better for students to recite smaller sections that they actually memorized than to stumble through the lines.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- Which memorization technique would you choose for each one of your scenes?
- Why do you think that technique will be the best for you?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their script.

Extended Application

Repeat this lesson plan as needed in order to give students time to really gain a mastery level of memorization for each scene.

- Create rehearsal stations based on Scenes.
- Instruct students to rehearse without their scripts while an understudy or minor character feeds them lines as necessary.
- Be sure not to focus too much on the first half of the play to the neglect of the second half.
- Understudies and major characters can rotate from one station to the next so that you can run multiple scenes (even scenes that require the same character) at the same time.



15: Stage Areas

Objectives

Students will...

- Identify terms for each stage area.
- Practice using terms for stage areas so that they can follow instructions for stage use.

Lesson at a Glance

Warm-ups	5 min
Video 15	6 min
Group Activity	10 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 15: Group Activity

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 15: Group Activity, one per student.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 15: Stage Areas

Group Activity

- Instruct students to complete Video 15: Group Activity.
- Students can work as a group to help each other as necessary.

Teacher Tip: If they have extra time, instruct them to quiz each other on stage instructions to prepare for the game.

Scene Work

- Instruct students to play the Stage Instructions Game like they did during the video class, but to walk in character as they get from one stage area to the next.

Teacher Tip: Once most students feel comfortable with the stage instructions, you can select a student to lead the game and then rotate the student leader so that all students get the chance to lead in the game.

Perform

- Instruct students to perform Scene 9.
- While students read their lines, they must listen to you give stage instructions on where to go for each part.
- Understudies and minor characters can play the parts of animals or soldiers.

Teacher Tip: Keep in mind that the sole purpose of this exercise is for students to get used to receiving stage instruction commands while acting. Try to get through the whole scene at least once, and try not to show them positioning but rather allow students to help one another if they get confused on where to go. Use strictly verbal instruction as much as possible. Feel free to make it a little fun by giving them the “wrong” instructions and sending a character or group of characters to the wrong place and then moving them to another.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- Why do you think knowing stage areas is important?
- Is there anything that doesn't make sense to you about why each area of the stage is named as it is? If so, what?
- What could go wrong if you don't know how to follow stage instructions?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their script.



16: Blocking

Objectives

Students will...

- Define key terms: blocking and upstaging.
- Practice blocking positions: full front, 1/4 position, profile, $\frac{3}{4}$, and full back.
- Practice avoiding and correcting an upstaging position.
- Practice reciting their last line before exiting the stage.

Lesson at a Glance

Warm-ups	5 min
Video 16	6 min
Group Activity	10 min
Scene Work	15 min
Perform	10 min
Journal Reflection	10 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- Video 16: Group Activity

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.
- Print Video 16: Group Activity (one per student).
- Print Video 16: Group Activity Instructor Guide (one per student leader).

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 16: Blocking

Group Activity

- Divide the class into groups of 4-6 students.
- Instruct them to complete Video 16: Group Activity.
- Select one student to lead the group, ask the questions, and facilitate the discussion.

Teacher Tip: Encourage students to discuss their answers instead of writing them down and listen to one another and provide feedback for each other.

Scene Work

- Create rehearsal stations based on Scenes.
- Instruct groups to practice their scenes and work on blocking positions so that they implement the guidelines given in the lesson.
- Guide students as they make blocking choices for each scene.
- Understudies and major characters can rotate from one station to the next so that you can run multiple scenes (even scenes that require the same character) at the same time.

Teacher Tip: Provide strong direction for students as it relates to blocking and stage movement choices. This is usually a very challenging concept for students to get. Start with the big picture of which area they should be on stage for each scene, and then start honing in on more specific positions for ideal impact. Understudies and extras can be part of the crowd for any scene. Even though the scenes don't require crowds, they can practice implementing crowd blocking to get some good practice.

Perform

- Instruct students to perform Scene 9.
- While students read their lines, they must listen to you give stage instructions on where to go for each part.
- Understudies and minor characters can play the parts of animals or soldiers.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- Why do you think blocking is so important?
- If you upstage another actor, what should you do?
- Which blocking positions do you think you'll use the most? (full front, 1/4 position, profile, ¾, and full back)
- And for which scenes?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their script.

Extended Application

Repeat this lesson plan as needed in order to give students time to really gain a mastery level of blocking and stage movement for each scene.

- Create rehearsal stations based on Scenes.
- Since every character must work through blocking and stage movement, rotating in and out with understudies will not work. Every character, major and minor, must block every scene.
- Use understudies and extras as tech support, line readers, and crowd members.
- Instruct students to rehearse without their scripts while an understudy or minor character feeds them lines as necessary.
- Be sure not to focus too much on the first half of the play to the neglect of the second half.



17: Makeup & Costumes

Objectives

Students will...

- Discuss techniques used for applying makeup for Aslan, Fenris Ulf, and Mrs. Beaver.
- Analyze video characters' choices for costume creation.
- Plan which Preparation and techniques they will use for their makeup and costume design.

Lesson at a Glance

Warm-ups	5 min
Video 17	20 min
Group Activity	10 min
Scene Work	10 min
Perform	10 min
Journal Reflection	5 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 17: Makeup & Costumes

Group Activity

- Instruct students to sketch an image of their character's makeup and costume design.
- Instruct students to make a list of all of the existing clothes and materials they have or could borrow from someone they know.
- Instruct students to make a list of remaining materials they might need to purchase.

Teacher Tip: Students can use their journals for this activity and may work in groups or individually. Students playing multiple characters should complete the activity for each character.

Scene Work

- Instruct students to make a list of costumes and/or makeup changes they will need for each scene.
- Instruct students to make a list of props they will use for each scene (they will learn more about props in the next class).

Teacher Tip: Students can use their journals for this activity. They should work individually. Students playing multiple characters should complete the activity for each character.

Perform

- Instruct students to share a quick snapshot of their makeup and costume design plan with the class.

Teacher Tip: Feel free to use a timer. Each student should summarize in a minute or less in order for all students to share. Let them know this before they start

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- How will my makeup/costume design enhance my character?
- Who do I need to contact or what research should I do in order to complete my design?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their script.

Extended Application

Repeat this lesson plan as needed in order to give students time to complete their makeup & costume designs and acquire all of their materials.



18: Set, Prop, & Tech

Objectives

Students will...

- Analyze techniques used for sets, props, and tech (lighting and sound).
- Formulate a plan and timeline for set and props creation and materials.
- Design a plan for lights and tech.

Lesson at a Glance

Warm-ups	5 min
Video 18	35 min
Group Activity	5 min
Scene Work	5 min
Perform	10 min
Journal Reflection	5 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts
- The Lion, the Witch & the Wardrobe Production Worksheet: Sets/Props Tab

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 18: Sets, Props, & Tech

Group Activity

- Divide the class into groups based on the part of the set they want to help create:
 - White hanging curtains background
 - Trees with Christmas lights
 - Bridge
 - Benches
 - Wardrobe
 - Lampost
 - Tree stumps
 - Columns and Banner
 - Large cooking pot
 - Instruct students to brainstorm how they can acquire or create these items for the set.

Teacher Tip: Feel free to recruit students outside of the class, parents, and any other volunteers to assist with set, props, and tech. It would be ideal to have a minimum of three students or adult volunteers to manage Makeup/Costumes, Lights/Tech, Props/Set. If that is not possible, assign these jobs to students in theater class. All of the cast can help assist with every aspect of the production.

Scene Work

- Instruct students to analyze The Lion, the Witch & the Wardrobe Production Worksheet: Sets/ Props Tab, consider blocking for each scene, and identify which side of the stage their props should be stored on (Stage Left or Right).

Perform

- Conduct a props walk through from start to finish.
- Instruct students to have all of their props on the correct sides of the stages, and instruct them to walk through each scene of the play with the props needed for that scene.
- Instruct the tech director or assistant director to check and see if all of the students had all of the right props for the right scene.
- Continue to run the props walk through until students gain a level of mastery.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- How will the set and my props enhance my character?
- Who do I need to contact or what research should I do in order to acquire or finish creating my prop/s?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Memorize their scripts.
- Acquire all costumes, props, and sets needed for production day.

Extended Application

Repeat this lesson plan as needed in order to give students time to create and acquire set pieces and props.



19: Live Performance (Part 1)

Objectives

Students will...

- Analyze acting and production techniques used in a live performance.
- Identify expectations for dress rehearsals.

Lesson at a Glance

Warm-ups	5 min
Video 19	38 min
Group Activity	10 min
Perform	10 min
Journal Reflection	5 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 19: Live Performance (Part 1)

Group Activity

- Divide the class into groups of 4-6 students.
- Instruct students to answer these questions:
 - What do you like most about the set? What would you change or do differently?
 - What do you like most about my character's costume? What would you change or do differently?
 - What do you like most about the props? What would you change or do differently?
 - What do you like most about the music and lighting? What would you change or do differently?

Perform

- Coordinate the first full dress rehearsal requiring all actors and volunteers to attend.
- Run the dress rehearsal as though it were the show.
- Try to schedule the first dress rehearsal a week before the first show and the second dress rehearsal a day or two before the first show.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- What did I do best in the dress rehearsal?
- How can I make my character even more believable?
- How can I improve my teamwork with other actors to make the performance even better?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Continue preparing for the live performance.
- Continue reviewing the script and implementing the acting principles taught in this course.



20: Live Performance (Part 2)

Objectives

Students will...

- Analyze acting and production techniques used in a live performance.
- Identify expectations for dress rehearsals.

Lesson at a Glance

Warm-ups	5 min
Video 20	21 min
Group Activity	10 min
Journal Reflection	5 min

Materials

- *The Lion, the Witch & the Wardrobe* scripts (one per student)
- Lesson Prompts

Preparation

- Prepare an open empty space free of desks and tables so that students can move freely.
- Students should have their journal notebooks.
- Prepare to project Lesson Prompts.

Warm-Ups

Choose a student to lead at least one breathing exercise and one vocal exercise.

Video 20: Live Performance (Part 2)

Group Activity

- Divide the class into groups of 4-6 students.
- Instruct students to answer these questions:
 - Who is your favorite actor in this show? Why?
 - What do you like most about the actor who plays your character?
 - Why do you like that characteristic?
 - What do you not like about the actor who plays your character?

Perform

- Coordinate the first full dress rehearsal requiring all actors and volunteers to attend.
- Run the dress rehearsal as though it were the show.
- Try to schedule the first dress rehearsal a week before the first show and the second dress rehearsal a day or two before the first show.

Journal Reflection

Instruct students to complete a journal entry by answering the following questions:

- What did I do best in the dress rehearsal?
- How can I make my character even more believable?
- How can I improve my teamwork with other actors to make the performance even better?

Homework

Instruct students to...

- Finish any work they could not complete in class.
- Continue preparing for the live performance.
- Continue reviewing the script and implementing the acting principles taught in this course.