

# ACTIVITY WORKS: PUTTING ON A SHOW

## LESSON GUIDE: CULTURAL ARTS



### Overview:

Students will go behind the scenes to learn about the various aspects of the theater. Walking, skipping, jogging and dancing, will move them through this exciting experience!

### Lesson:

Cultural Arts

### National Standard(s) Addressed:

**#5 Theatre** - Researching by finding information to support classroom dramatizations.



### Goals:

#### Performance

Students will experience the various aspects of theater.

#### Cognitive

Students will understand what it takes to put on a show/play.

#### Affective

Students will see theater as an art form.

#### Pre Teach Vocabulary

**Actors** - People who play parts in a show/play.

**Set Design** - The scenery on stage and lighting for a show.

**Playwright** - An author who writes plays.

**Backstage Crew** - These are the individuals who work behind the scenes.

#### Activate Prior Knowledge

Ask students if they have ever seen a show or play. Ask them to recall different aspects of the show/play they saw. What did they like about going to a show/play?

#### Assess and Think Critically

Ask students to share the part of their theater experience they enjoyed the most today. Was it building and painting scenery, meeting the playwright and writing a scene, performing on stage like an actor/actress or sitting in the audience watching the play?



### My Ideas:

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# ACTIVITY WORKS: PUTTING ON A SHOW

## LESSON GUIDE: PHYSICAL EDUCATION



### Overview:

Students will go behind the scenes to learn about the various aspects of the theater. Walking, skipping, jogging and dancing, will move them through this exciting experience!

### Lesson:

Heart Rate

### National Standard(s) Addressed:

**#4 Physical Fitness** - Achieves and maintains a health-enhancing level of physical fitness.



### Goals:

#### Performance

Students will perform a variety of movements while monitoring heart rate.

#### Cognitive

Students will relate various movements to changes in heart rate.

#### Affective

Students will appreciate the need to increase heart rate during exercise.

#### Pre Teach Vocabulary

**Heart Rate** - The number of times your heart must beat to supply blood to all parts of the body.

**Pulse** - The beating of the heart.

**BPM** - Beats per minute.



#### Activate Prior Knowledge

Ask students to find their pulse. How many places can you feel a pulse? Ask students to use their pointer finger and middle finger to find their pulse on their neck or wrist. They may also choose to place their

hand over their heart. Have students count each pulse in a ten second period. *[Teacher starts and stops students.]* Tell students to add a zero to the number. This number represents beats per minute or heart rate. Ask students to give a “thumbs up” during the lesson when they feel their heart rate increase.

#### Assess and Think Critically

Ask students to recall when their heart rate increased during the lesson. Ask students why their heart rate increased during that particular time. *[Heart rate may increase because the movement requires more muscle involvement, thus increasing the need for more blood to the area. Arms over head and faster movements also increase the demands on the heart.]*

Ask students why it is important to increase heart rate during exercise? *[Our heart is a muscle (similar to a pump), the more we use it the stronger it will get.]*

