DRAMA ACTIVITY

Drum Freeze

CURRICULUM STANDARDS

K GEORGIA STANDARDS OF EXCELLENCE

ELACCKSL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

ELACCKSL.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

THEATRE GPS

TAESK.3 acting by developing, communicating and sustaining roles within a variety of situations and environments.

TAESK.3e Demonstrates skills of the mind-imagination, focusing and concentration.

SKILLS

Personal space awareness, control of body and voice, following directions—kinesthetic, visual, aural

WHEN TO USE

Lining up, transitions, moving around the room, story reflection, exploring characters

HOW TO

• Introduce the word “freeze” (stop, statue, frozen, not moving).
• Hit the drum* once to freeze, 2 times to unfreeze (*note: use a drum, hand instrument or just clap our hands).
• Unfreeze into ‘Neutral Position’ or ‘Actor Ready’ with hands to the side, feet on the floor at shoulder width apart, and waiting for next direction—‘Ready.’
• Use the vocal prompt “freeze” and “unfreeze” with the drum. Eventually the goal is to use only the drum to freeze and unfreeze.
• After the freeze, comment on what you SEE the students doing (stopping, not moving, creative body positions. When freezing as a **character, comment on the characters you see or how they have changed their bodies to become the character, setting, etc.)
• Increase the length of time students remain frozen. Increase the “freeze” time throughout the year as a challenge for them personally and as a class.

ADVANCED

After the students have succeeded in freezing and unfreezing, provide them with prompts to freeze their bodies in different levels (high, medium, low), as a character, object, or setting as related to a story.

ASSESSMENT

Students will be able to follow directions and regulate impulses while engaging in imaginative play.