

Variants:

- Depending on the text, an individual scene may be assigned to each group. Finally, the various scenes are strung together in sequence and presented as a cohesive stage play.
- Finger puppets or shadow play with an overhead projector may also be suitable for fictitious playing and dramatization of texts.

Comments:

- Important language means may also be noted on the board and discussed in order to provide students with the necessary vocabulary before the assignment is issued; see also the hints in #26.
- Depending on the text, it may also be necessary that one student assume a role as narrator, in addition to the actual student actors.
- Actors speak to a large audience. The importance of a clear pronunciation for this exercise must therefore be especially emphasized to the students. This is undoubtedly one of the criteria that the student audience will consider during the performance.

# 28 School theater

## Goal

*Performing in school theater furthers and strengthens the competences in self-presentation, free performance, use of gestures, mimicry, theatrical and elaborated language as well as the expansion of one's lexical and syntactical repertoire in the first language. The acquired competences (see #8 and #27) will be compounded here and come into their own in the motivating framework of larger stagings.*

3<sup>rd</sup>–9<sup>th</sup> grade

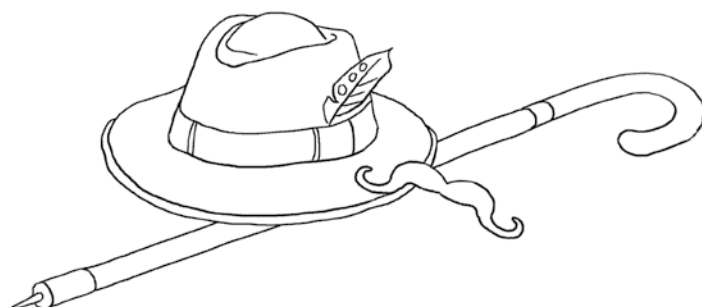
180 minutes



Materials:  
props.

Procedure:

- A script for the play is written together with the students, or an existing story will be adapted into a scripted dialog for the theater (both variants being extremely instructive writing projects). It is also possible to stage an already existing ready-made template.
- Next comes the rehearsing of individual scenes. This includes pronunciation exercises and working with body language, mimicry and gestures will be discussed and tried out.
- Props are acquired, the performance is planned (requiring a room, programs, invitations, refreshments, etc.).



- The scenes are rehearsed one by one, so that the students gain confidence and the instructor can gradually withdraw.
  - Important in this learning process is that the students again and again provide each other with feedback, based on the criteria and relevant observation points that were previously established.
  - The scenes are then sequenced and put together little by little, until finally the completed play emerges.
  - The staging should take place within an appropriate framework, e. g. in the context of a parents' evening with invitations, programs and refreshments.
- 

Comments:

- It may be possible that the various age groups that comprise an HLT class, each practice their own play, so that at the final event, perhaps three short pieces or sketches can be performed.
- To get students accustomed to acting and performing on stage, it is best to first begin with short pieces and then gradually raise the expectations.