

In Character

Objective: *To create characters and portray their motives and decisions through speech and movement*

We appreciate the work of famous actors and actresses because it makes us laugh, cry, or feel other emotions. Their performances not only move us but also teach us more about people through the characters they play in film, television, or theatre. There are many different kinds of characters, just like there are many different kinds of people in real life.

Characters in a story could be:

honest, light-hearted, brave, conceited, mischievous, demanding, thoughtful, keen, happy, disagreeable, creative, intelligent, gentle, proud, messy, energetic...

How would you act out these character traits in front of an audience? How would you show a motive or a choice through the way a character speaks or moves?

It is important to consider the questions above carefully, but it is even more important not to change your actions or train of thought once you have decided how you will represent your character. It is important to stay “in character”, otherwise your character will not be convincing! When a performer stops acting like the character he or she is attempting to portray, he or she is said to be “breaking character”. So remember, think of what the character you are playing would do, say, or how he or she would act to get into that character.

In Character

Get into the following characters. Write how they would speak and describe their emotions and movements.

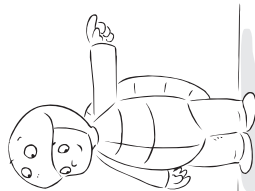
The Tortoise And The Hare



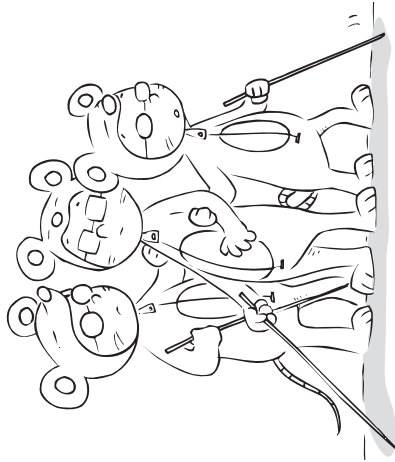
voice: _____

emotion: _____

movements: _____



Three Blind Mice



voice: _____

emotion: _____

movements: _____

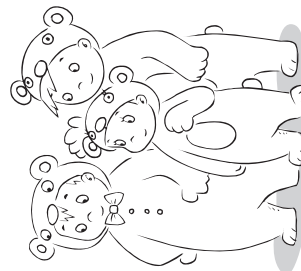
Goldilocks and the Three Bears



voice: _____

emotion: _____

movements: _____

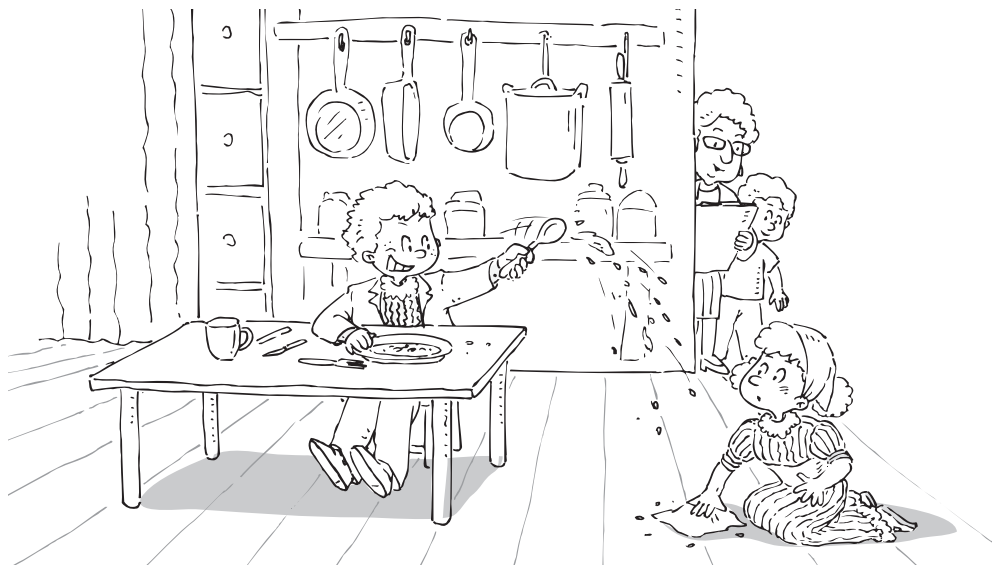


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A. Read the events below and write whether the performers are “in character” or if they are “breaking character” on the given lines.

- 1. A scared little girl in a dark scary place starts to giggle. _____
- 2. The actress playing “Sister Bear” continues her performance even though her costume rips. _____
- 3. A boy playing the role of “The King” forgets his lines and starts crying during a monologue. _____
- 4. An actor continues using his adopted accent even though the play is over. _____

B. Look at the picture and write what the boy’s character would be saying if he were “in character”.



In Character

What Really Happened...

Motivation:

To create, rehearse, and present dramatic works to communicate the meaning of poems, stories, paintings, myths, and other source materials

Materials:

- variety of costume materials, colourful cloth, etc.
- materials for props (cardboard, markers, actual props)

What to Do:

- 1 Choose a well-known fairy tale or children's story. These could include *The Three Little Bears*, *Little Red Riding Hood*, *The Three Billy Goats Gruff*, *The Three Little Pigs*, etc.
- 2 Think of what all these stories have in common. Is there always a hero/heroine? Is good versus evil? Is there a moral to the story?
- 3 In groups, rewrite one of the stories from a different point of view. You are going to show the audience what really happened. Maybe Little Red Riding Hood is actually very demanding, or maybe Goldilocks is forgetful. Perhaps the big, bad wolf is a scaredy pants after all. All the characters and settings should be the same, but the storyline needs to be altered.
- 4 Change the personalities and use the element of suspense to tell your story. Modernize it. Make it entertaining.
- 5 Write out the lines or a basic outline of the happenings and feel free to improvise (make up your own words while you are acting out your character).
- 6 Create costumes and props from provided materials. Practise acting out your story, paying attention to how your character speaks and moves.
- 7 Present your dramatic piece to the class.

