



LESSON PLANS

The Arts Ring Erasmus+ Project



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Lesson plans are documents that structure and guide the teacher's teaching practice and the corresponding training of students.

This document is created by the teacher and defines the theme of a lesson, its objective, the methodology to be used, and sometimes the form of assessment and other relevant information.

A good lesson plan reduces the chances of problems occurring and makes it possible to get round the unforeseen events that can occur in any training process.

When shared with families, it is also a guide that allows them to accompany their children at home and in other spaces outside the school context.

The Arts Ring project's lesson plans, built on the practices and activities between mobilities, seek to show the arts as a common denominator in creative and innovative educational practices, where the development of communication, interaction and direct links to the local community's artistic organisations stand out.

With a big thank you to everyone involved in this project, the following are the Lesson Plans created, with the possibility of transferability to other themes, different ages and subjects.

The Arts Ring Project Team

Activity title: Creating arts	
Art	Circus Arts
Students age	8-10 years old
Subject	Artistic Education class: Visual Arts, Maths, Science, Portuguese
Duration	90 minutes
Aims	<ul style="list-style-type: none"> - Learn new vocabulary related to the topic (Portuguese); - Express personal opinions and establish a relationship with each other (Portuguese and Citizenship); - Use mathematical contents, mass measurements to weight the seeds to make the balls (Maths); - Recall cautions to have when handling some materials, like scissors, stapler and rubbers (Science); - Use techniques and materials according to the expressive intention of their plastic productions (masks, helmets, juggling balls) (Arts).
Materials	Cardboard, plastic bottles, seeds, glue, fabrics, balloons
Instructions	<ul style="list-style-type: none"> - Dialogue about the tasks to be developed: new vocabulary, materials to be used and sequence of tasks; Careful use of materials (scissors, balloons). - use the balloons as a mould for the "juggling" balls (shape); - weigh the seeds for the "stuffing", equal weight per ball (division); - place the seeds inside the balloons; - close the balloons; - try juggling with the material they've built.
Useful tips	Research the activity of juggling in the circus; watch tutorials: how to build juggling balls; care when using scissors.

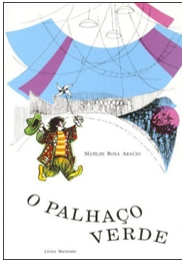




Activity title: "Logo creation"	
Art	Circus Arts
Students age	10-11 years old
Subject	Artistic Education class: Visual Arts
Duration	90 minutes
Aims	<ul style="list-style-type: none"> - Drawing up the project for their work, identifying the type, function, materials and techniques inherent in the work envisaged; - Research and select information and images that will enable the student to draw up the LOGO for "The Arts Ring" project; - Identify types of technique to be used, with an artistically correct language; - Identify formal, chromatic, pictorial or movement symbology and apply or create their own; - Be able to produce a two- or three-dimensional composition using different materials and techniques; - Recognise that artwork is a form of communication, since their work must reflect the communication of the message.
Materials	Papers, Eva, scratching materials, glue, scissors
Instructions	<ul style="list-style-type: none"> - Introducing the theme of "Logo" and motivating the students; - Free drawing of topics that represent "The Arts Ring"; - Application of the concepts of stitch, line, stain and colour, with their different characteristics and techniques in order to express the desired idea; - Developing/adapting materials to the techniques and final product planned; - Selection of the class logo to represent the The Arts Ring Project.
Useful tips	<p>Researching "what a logo is"; researching the theme of each partner school; defining the colours and materials to be used: visiting a stationery store;</p>



Activity title: “The Green Clown”, by Matilde Rosa Araújo, quite a lot for reading peers.	
Art	“The Green Clown, reading and performing”
Students age	8-10 years old
Subject	Portuguese Language/Physical and motor expression
Duration	120 minutes (60 + 60)
Aims	<p>Literary education:</p> <ul style="list-style-type: none"> - Anticipate the theme of a reading, based on elementary notions of textual genre and visual and paratextual information. <p>Expression:</p> <ul style="list-style-type: none"> - Activate previous knowledge about the circus and the circus arts, from the analysis of the cover of the book “The Green Clown”, by Matilde Rosa Araújo - Plan, produce and evaluate brief oral discourses, with varied vocabulary and complex phrases, individually or in groups. <p>Reading and Understanding</p> <ul style="list-style-type: none"> - Perform silent and autonomous reading of the text “The Green Clown”, by Matilde Rosa Araújo. - Select relevant information in the text read, according to the theme under study. - Make a fluent and safe reading that highlights the understanding of the meaning of the text. - Distinguish between facts and opinions, implicit and explicit information, essential and accessory, denotation and connotation. - Find differences and similarities between the circus reported in the text and the circus shows we can watch today. - Perform written records about each of the circus arts referred to in the text. <p>Physical and motor expression</p> <ul style="list-style-type: none"> - Know and try different circus arts. - Comply with safety standards, in physical and motor expression activities.
Materials	<ul style="list-style-type: none"> - Copies of the book “The Green Clown”, by Matilde Rosa Araújo, quite a lot for reading peers. - Paper and pencil for writing activities. - Obstacle -free space, with enough space for the movement of students and for the installation of physical education mattresses. - Physical education mattresses and various “devices” and materials used in the circus arts, for balance and juggling.
Instructions	<p>Portuguese class (60 min.):</p> <ul style="list-style-type: none"> - Presentation of the book cover and distribution of volumes available to each of the students while giving some information about the author of the work and the editing, keeping the students directed to the cover. - Exploration of the book's cover, in search of a theme.



- Mobilisation of students' knowledge on the theme "circus".
 - Conversation with students on the theme of the book and all the arts that students think can be referred to in the narrative.
 - Record, at each moment, the information considered most important or relevant during the conversation.
 - Propose to students a pair reading of the book, distributing chapters to the groups formed.
 - Oral reading of selected excerpts from the work, previously oriented towards the theme of the circus arts.
 - New conversation with students about the arts that the students found referred to in the narrative and registration of the information considered most important or relevant, from reading.
 - Comparison of previous notes of later reading and conversation about its actuality and the similarities or differences between the portrayed circus and the circus shows we can watch today.
 - Creation of a grace-grade of the elaborated records and the conclusions.
- Physical and motor expression class:**
- Introduction of some practical activities of circus arts, such as juggling with scarves, balance techniques and/or clown games.
 - Remembrance of security rules in the use of materials and equipment.
 - Oriented experimentation of activities calling students to collaborate with each other to improve their circus skills
 - Evaluation of the results achieved and recognition of the difficulties of each of the activities.
 - Final reflection, in class, about the need for each one to put in the practice of physical and motor artistic expression, their will and commitment, creativity and availability for training.

Useful tips



Activity title:	
Art	“Breathing and Health / Vocal Breathing”
Students age	14 years old
Subject	Music / Biology and health education-Key Concepts: Vocal breathing: clavicular, thoracic, diaphragmatic.
Duration	60 minutes
Aims	<ul style="list-style-type: none"> -To demonstrate a learning strategy that integrates various subjects: Biology and Health Education, Musical and Performing Arts, and Visual Arts. They should make connections between different lesson units, collaborate with peers, and self-assess. -Developing skills and competences to use interdisciplinary links, stimulating creative behaviour, personal preferences and the desire to get involved with musical art. -Broadening students' horizons and developing skills for integration into other areas of the educational process. -Familiarisation with the structure of the vocal apparatus and learning to control it while singing. - Sing a song to demonstrate the difference between vocal and reflexive/physiological breathing. - Connect theoretical knowledge with practical activities to understand the benefits of correct breathing through a brochure with exercises and advice. Singing: communicates the "right" vibrations to the body, which increases vitality; is highly beneficial for throat-related illnesses (it works as respiratory gymnastics that promotes chest development, correct breathing and significantly reduces acute throat illnesses); . <p>It encourages creative exploration, stimulating students' creative thinking, applying an individual approach and the effectiveness of the methodological impact.</p>
Materials	Charts, presentation, brochure
Instructions	<p>Binary lesson covering Biology and Health Education, Musical and Performing Arts (Folk Singing), and Visual Arts. Binary class covering Biology and Health Education, Musical and Performing Arts (Popular Singing) and Visual Arts. Summary, notes and recommendations on the benefits of better breathing.</p> <p>Lesson plan:</p> <p>This lesson aims to develop specific skills related to vocal breathing and its practical application, a factor in proper sound extraction.</p> <p>Do Vocal breathing; Ttalk about voice hygiene; Experiment with types of breathing; Practise singing phases; Do Exercises to master diaphragmatic breathing in solo and choral singing.</p> <p>Musical material: "Whose girl is this?"</p> <p>Application methods: Storytelling, discussion, observation, demonstration, exercises, teamwork.</p>

Useful tips

Singing: communicates the "right" vibrations to the body, which increases vitality; is highly beneficial for throat-related illnesses (it works as respiratory gymnastics that promotes chest development, correct breathing and significantly reduces acute throat illnesses);



Activity title: Dance	
Art	"Rhythmic dancing from the region of Berkovitsa"
Students age	13-14
Subject	Folk dances, Physical education, Music
Duration	60 minutes
Aims	<ul style="list-style-type: none"> - To encourage creative exploration in folk music education - To stimulate creative thinking in students - To apply an individual approach, and the effectiveness of the methodological impact. - To practise dances in rhythmic groups in 9/8 and the minor tonality with one key signature (E minor)." <p>New Concepts: 9/8 time signature, bi-harmonic minor, working concepts (unison, duet, 9/8 meter, "daychovo horo" dance, uneven meter, tempo).</p>
Materials	Video and audio files, presentation
Instructions	<p>Introduction to the topic of the lesson.</p> <p>Warm-up - breathing exercises and exercises to activate the facial muscles and tongue.</p> <p>The flow of the lesson: making summaries, notes and recommendations. Based on didactic methods (which emphasise accessibility, awareness, activity and sequence), instrumental methods (for imitating and practising various characteristic articulations, finger placement and tongue work) and interpretative methods (for mastering various artistic techniques).</p> <p>Lesson plan:</p> <p>Learning a new folk piece, which allows for a wide range of experiences:</p> <ul style="list-style-type: none"> a/ Specificity in the regional characteristics of the repertoire. b/ Melodic structure, carrying the specificity of each folklore region. c/ Metric-rhythmic diversity, including irregular metres. d/ Harmony, tonal structure typical of the region's folk songs. <p>New concepts:</p> <p>Non-legato: A typical articulation in the performance of folk music.</p> <p>Legato: Soft, connected tones.</p> <p>Processed folklore: Music composed by contemporary authors in the spirit of folk traditions.</p> <p>Folklore: The English word "folklore" (from folk - people, lore - wisdom).</p> <p>Parallel third interval duet: A type of polyphony often used in some folk regions and in popular music. The role of soprano and baritone instruments in the distribution of thematic material in the Bulgarian wind ensemble tradition.</p>
Useful tips	



Activity title: Dance	
Art	"Dances from the Danube plain"
Students age	14
Subject	Folk music, Folk dances, Geography, Physical education
Duration	60 minutes
Aims	<ul style="list-style-type: none"> - To teach students how to coordinate their movements, including their head, arms, legs, and torso, when performing these folk dances. - To provide students with a deeper understanding of the cultural and rhythmic aspects of folk dances from the northern region. - To promote teamwork - To encourage creative expression - To acknowledge the cultural diversity of folk music
Materials	Video and audio files, presentation.
Instructions	<p>This lesson focuses on studying folk dances from the northern ethnographic region, specifically the Daychovo Horo and Danube Horo. Students will learn about the geographical and cultural influences on these dances and understand the rhythmic structure of the 9/8 and 2/4 time signatures. They will also practise single-element dance movements like hopping and jumping, as well as hand movements.</p> <p>Working Concepts: Single-element dance movements (hopping and jumping).</p> <p>Brief Description: Exploration of the folkloric region (geography and its defining influence on the dance style). Understanding the metric-rhythmic structure of the 9/8 time signature.</p> <p>Exercises:</p> <p>Warm-up exercises for body preparation and warm-up.</p> <p>Areas of Competence:</p> <p>Learning dance elements (hopping and jumping) and hand movements.</p> <p>Expected Outcomes: Coordinating movements of the head, arms, legs, and torso when performing folk dances.</p>
Useful tips	



Activity title: A fantastic paper town	
Art	Sculpture
Students age	11 years old
Subject	Art lesson, maths, geometric, socialising education
Duration	60 minutes
Aims	<p>The objectives of the activity are:</p> <ul style="list-style-type: none"> -cooperation -team spirit -communication -interaction between students -the development of fine motor skills -the ability to synthesise -dramatisation -role-playing -the development of imagination
Materials	The materials the students use are cardboard in many different colours, scissors, glue, paint, playmobil figures and metre craft paper.
Instructions	<p>1^o emphasise the importance of unrealistic representation and surrealist works, followed by a debate and analysis of the theme.</p> <p>2nd, the students draw, colour and cut out figures inspired by those they saw during their visit to the museum and related objects, freely in different sizes and colours.</p> <p>3rd students glue what they've made onto a large sheet of craft paper, collectively creating an imaginary landscape, followed by a discussion about the result of their work.</p> <p>4th when their creation is complete, I'll give the students playmobil figures to move around in the imaginary space they've produced.</p>
Useful tips	In this class there are two students with additional one to one support, in the art class the presence of this support is not necessary as the children are cooperative and fully functional. It is a class with many children, quite lively but very creative and cooperative.



Activity title: Paper Sculptures

Art	Sculpture
Students age	6-7 years old
Subject	Maths, Art class
Duration	90 minutes
Aims	<p>The aims of the activity are:</p> <ul style="list-style-type: none">-cooperation-team building-interaction-cooperation, collaboration and interaction-the interaction, the interaction with the sculptures, the exposure to the sculptures, the interaction with the sculptures-the creation of three dimensions
Materials	The materials they use are cardboard, scissors, glues and paints, string and use of computers and the internet.
Instructions	<p>I start the lesson by talking to the children about large sculptures that are found outdoors in places like parks. I show pictures and ask how they imagine these being made, we discuss . Then I show examples and how.</p> <p>The children are in groups of four and are given the materials to start.</p> <p>The desks are joined in pairs.</p> <p>The evaluation of the lesson is based on the result .</p>
Useful tips	The students' academic level is normal or expected, their performance is very good. There are three children in the class who don't speak Greek so I communicate with them with pictures from the internet and examples.



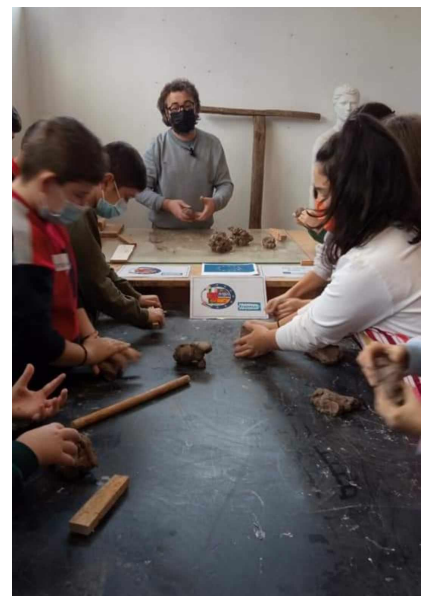


Activity title: Playing with clay	
Art	Sculpture
Students age	8 years old
Subject	Art lesson, fine motor skills, workshop
Duration	90 minutes
Aims	<ul style="list-style-type: none"> -The objectives of the activity are: - cooperation and interaction with respect - creative and free imagination and expression - joy and fun through creative activity - fun and enjoyment of creative and creative expression - enhancing self-expression and self-esteem
Materials	Craft clay (the kind that dries on its own), rolling pin, chisel, chopsticks, toothpicks or straws, bowl of water, parchment paper.
Instructions	<p>The stimulus for this activity was the creation of soap busts (of ancient figures) by the children of the 6th grade of our school (1st photo). The students of the third grade expressed the desire to do something similar. After a discussion in the class plenary and after being inspired by their older classmates, it was decided to implement the activity "Clay Game".</p> <p>And so we began...</p> <p>In the art room, after gathering all the necessary materials and tools, we placed them on the workbenches.</p> <p>At first, the children were given the necessary and detailed instructions for using and handling the clay.</p> <p>So after wetting their clay, with their little hands, they shaped the clay to soften it.</p> <p>They flattened their clay with the rolling pin to make a flat piece so that they could work on it more easily.</p> <p>Then each child gave their piece its own shape (mugs, containers, statues, etc.), using their tools to make the object they each wanted.</p> <p>Finally, they placed their clay creations on parchment paper and let them dry</p> <p>After drying, they decided, after consultation with the art teacher and the school administration, to present them to the whole school unit, feeling proud and happy about the final result.</p>
Useful tips	<p>As the use of clay is appropriate for children with mobility difficulties or disabilities and children with learning difficulties, it helps to better focus on their concentration.</p> <p>In addition, it is worth noting that throughout the activity the role of the art teacher is guiding, helping and supporting.</p>

The soap busts that inspired the students:



The clay creations:



Activity title: The resources of salt	
Art	Production of objects in salt
Students age	10-11 years old
Subject	Art, technology, sciences, music,italian, history, foreign languages
Duration	10 lessons of 60 minutes
Aims	<p>To learn:</p> <ul style="list-style-type: none"> - how important is salt for our economy - how to use salt in a creative way - The process of salt production - how to preserve our environment - which plants and animals live near the salt pans - To tell to foreign people about salt pans in English, French and Spanish
Materials	<p>Art: salt and flour to create objects, papers, salt dough, colours, brushes, glue to create the installation representing a windmill</p> <p>Other subjects: books, brochures, web applications</p>
Instructions	<p>1st Art and technology: students make salt dough objects according to their creativity to reproduce coral jewellery;</p> <p>2nd Foreign languages: listening. Understanding and using simple words and phrases related to salt production;</p> <p>3rd History: learning about the history of salt in terms of local traditions and how people produce it.</p> <p>4th Science: understanding salt production through documents, documentaries and on-site visits.</p> <p>5th Music: practising salt workers' songs</p> <p>Italian: reading documents about salt production in Trapani</p>
Useful tips	In all these activities the students with special needs have been involved actively. This is a didactic experience that we can repeat with our students and which brings good results as regards inclusion and learning process.

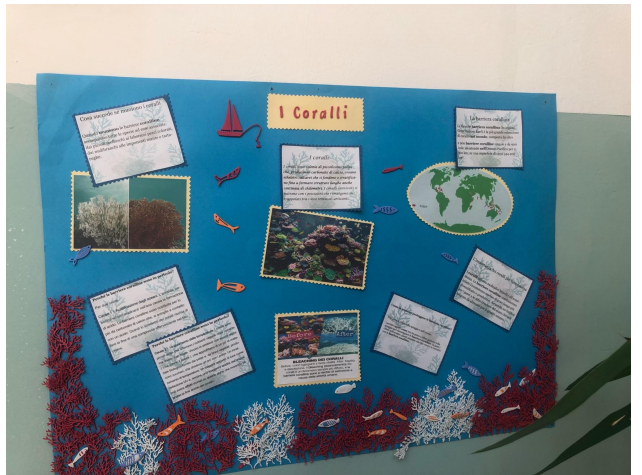


Activity title: The Ceramics of Erice	
Art	Ceramics
Students age	12-13 years old
Subject	Art, technology, history, science, italian, foreign languages
Duration	10 lessons of 60 minutes
Aims	To learn: <ul style="list-style-type: none"> - how important is ceramics for our economy - how to use ceramics in a creative way - The process of ceramics production - To appreciate this tradition - To tell to foreign people about ceramics in English, French and Spanish
Materials	ceramic tiles, colours and brushes, clay
Instructions	Art and technology: students have been led to produce objects in clay and to decorate ceramics tiles according to the original pattern of the tradition; Foreign languages: listening. Comprehension and use of words and simple sentences connected to the tradition of ceramics; History: learning the history of ceramics as regarding the traditions of the territory and how people make it. Science: visit of a ceramic lab in Erice and of a modern gallery in Trapani Italian: reading of documents regarding the legend of the "Testa di Moro" which is in every house used as a plant pot.
Useful tips	In all these activities the students with special needs have been involved actively. This is a didactic experience that we can repeat with our students and which brings good results as regards inclusion and learning process.





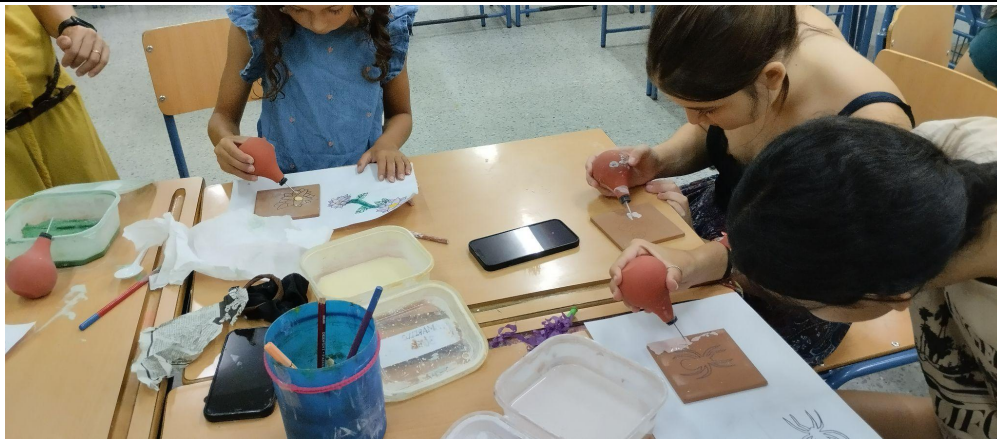
Activity title: The Coral tradition in Trapani	
Art	Coral
Students age	13-14 years old
Subject	Art, technology, history, science, italian, foreign languages
Duration	10 lessons of 60 minutes
Aims	<p>To learn:</p> <ul style="list-style-type: none"> - how important is corals for our economy - The process of making corals objects - To appreciate and preserve coral tradition - To tell to foreign people about coral in English, French and Spanish -
Materials	Salt dough, paper
Instructions	<p>Art and technology: students have been led to produce objects in salt dough according to their creativity to reproduce coral jewellery;</p> <p>Foreign languages: listening. Comprehension and use of words and simple sentences connected to the tradition of corals in Trapani;</p> <p>History: learning the history of corals fishing as regarding the traditions of the territory and how it is processed</p> <p>Science: research of corals works through documents, documentaries, web sites and visits to museum "A.Pepoli" and to to the ancient jewellery in Trapani;</p> <p>Italian: reading of documents regarding the corals fishing in Trapani; interviews to local artists of coral</p>
Useful tips	<p>In all these activities the students with special needs have been involved actively. This is a didactic experience that we can repeat with our students and which brings good results as regards inclusion and learning process.</p>



Activity title: Circule of clap	
Art	Flamenco
Students age	13-14 years old
Subject	Music and Plastic (Arts classes)
Duration	60 minutes
Aims	<ul style="list-style-type: none"> - Different types of traditional dances - How you can move your hands clapping with flamenco rythms - Make a circle with the sound of clapping hands - A sound system (laptop, computer, even mobilphone system conected to speakers) - MP3 Orobroy of Manuel Dorantes
Materials	A gymnasium or big room
Instructions	<p>Everybody starts in silence, listening the beginning of the song Orobroy and clapping at the same time following the hands of the teacher, changing the different sounds: low, high, while the students put their hands more close or opening the space between both hands (palmas sonoras and palmas sordas). They need to listen to the music very well to change at 2/4 and 3/4 rhythms. They put around the room making a circle with their bodies and in the center you can sit some students first and they will change the positions one by one until all them stay in the chairs and in the circle.</p> <p>You can respite all times you consider necessary to go together.</p>
Useful tips	Start first wirth some claps to verify they understand the differences rythms

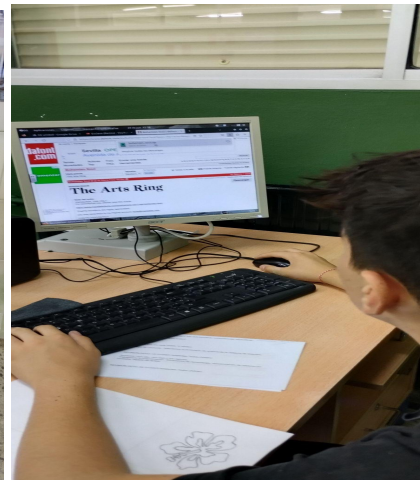



Activity title: Logo kiln	
Art	Flamenco
Students age	12-14 years old
Subject	Art
Duration	60 minutes
Aims	Small pieces of ceramic to make gift for the project
Materials	<ul style="list-style-type: none"> -mud -Ceramic paintings . special tools for painting -colours pencils and black pencil -a kiln
Instructions	<ul style="list-style-type: none"> - In an Art class you and your students make draws of the logotype of the project in small squares of mud. - Draw the shapes with the black pencils - Use the special tools to put colours inside and around - Put inside the kiln and wait for the results.
Useful tips	Don't tighten the tools more than enough measure of paint. Use the black pencil to draw around the letters and pictures



Activity title: Flamenco Woman & man

Art	Flamenco
Students age	12-14 years old
Subject	Music
Duration	60 / 90 minutes
Aims	-Make a figures of flamencos dancers with recycle materials
Materials	-Cardboard -Paintings- -earings, necklaces, etc.
Instructions	<ul style="list-style-type: none">- Firts of all design a model of one man and one woman dance like Minecraft figures- Make a scale draw in a paper- Put the draw in th cardboards- Cut the shades and join them- Use them in the hall of the secondary school
Useful tips	



Activity title: Hacivat-Karagöz Promotion	
Art	Karagoz and Hacivat Shadow Play
Students age	7-11 years old
Subject	Turkish, Visual Arts
Duration	40 minutes
Aims	<ul style="list-style-type: none"> - Develop reading comprehension. - Determine the contribution of idioms and proverbs to the text. - Distinguish text types. - Developing communication in public - Making an improvised speech. - Developing writing skills. - Use appropriate capitalisation and punctuation.
Materials	Spelling guide, dictionary, dictionary of idioms and proverbs, fable examples, EBA, tdk.gov.tr,
Instructions	<ul style="list-style-type: none"> -1st Framing the theme of the week: study the text entitled "KARAGÖZ AND HACIVAT - FINENESS" (The Karagöz theatre play presented at the event will be read and completed according to the formatted story) - 2nd Watch a video about Karagöz Hacivat - Identify Karagöz and Hacivat as characters who are important to our society and are the building blocks of our culture. - Understand Karagöz and Hacivat as fun characters who convey meaningful messages to society while entertaining us.
Useful tips	
	

5. **ETKİNLİK** Okuduğunuz metinden yola çıkarak Hacivat ve Karagöz'ün kişilik özelliklerini yazınız.



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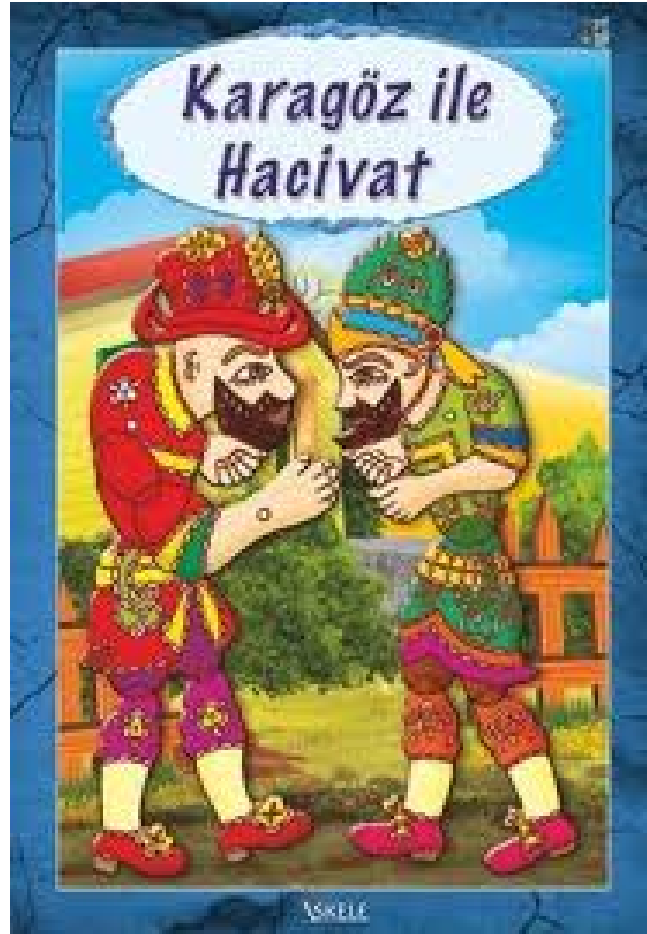
6. **ETKİNLİK** Aşağıdaki kelime ve kavramlardan birini seçiniz. Seçtiğiniz kelimenin kullanılma durumuna uygun bir konuşma yapınız.

çok yaşa **geçmiş olsun** **hoşça kalın** **eline sağlık** **günaydın**

7. **ETKİNLİK**

a) Aşağıdaki metni yay ayraçın kullanımına dikkat ederek okuyunuz.

(Kırlık bir alan. Solda gövdesi kuliste olan büyük bir ağacın küçük bir bölümü görünmektedir. Ağaç, arkasına rahatça saklanılabilecek bir konumdadır.)



Activity title: Hacivat-Karagöz Puppet Making

Art	Karagoz and Hacivat Shadow Play
Students age	7-11 years old
Subject	Turkish, Visual Arts, Workshop
Duration	40 minutes
Aims	<ul style="list-style-type: none"> - Getting to know the theatre Hacivat-Karagöz - Learn the processes involved in designing characters. - Improve manual dexterity. - Develop their visual perception. - Carry out the drawing process sequentially. - Identify and associate the appropriate colour palette.
Materials	Puppet, pushpin, stick, paint, curtain
Instructions	<ul style="list-style-type: none"> - 1st view the theatre ... (video or play in the local auditorium) - 2^o identify characters, costumes and colours. - 3^o identify the materials needed to create the characters. - 4^o select the materials and start building (follow a script/instructions) - 5^o draw, paint, cut out, add mobility structures. - 6^o experiment with the mobility of the "characters" and imitate movements and voices.
Useful tips	





Activity title: Hacivat-Karagöz Gölge Oyunu Gösterisi

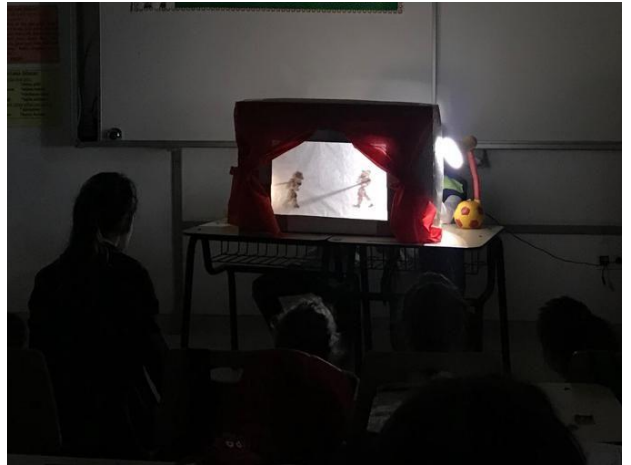
Art	Karagoz and Hacivat Shadow Play
Students age	7-11 years old
Subject	Turkish, Visual Arts, Shadow game
Duration	40 minutes
Aims	<ul style="list-style-type: none">- Knowing theatre as a form of communication.- Know what a dialogue is.- Reading and memorising texts.- Identify roles/characters in the text read.- Taking on the role of the character.- Imitating the character: voice, posture, movements, speech,- Practising the role of an actor in a play.- Know how to fulfil the role assigned to them on stage.
Materials	Shadow play scene (curtain), puppet, sound system
Instructions	<ul style="list-style-type: none">- 1^o Instructions are given about the characters in the plays.- 2nd The characters are selected and the students experiment/select which character they will play.- 3rd There are rehearsals of the lines, posture and voice of each character.- 4. Information is given on stage entrances and exits.- 5^o The students are instructed to act according to the text of the play.- 6^o The class is prepared according to the shadow play.- 7^o The students are instructed on the sound effects.
Useful tips	



Karagöz –Karıştırmaktan çorbaya döndü, yine hatırlamıyorum.
Hacivat –Aman Karagözüm! Biz seninle eski dostuz.
Karagöz –Eskileri hiç hatırlamıyorum.
Hacivat –Biz seninle aynı anadan doğmuş gibiyiz.
Karagöz –Yapma yahu!
Hacivat –İkimizi de aynı ana büyütmüş gibi...
Karagöz –Hah! Rahmetli anam “bu evde bir fazlalık var” deyip dururdu.
Hacivat –Sen ele ovuca sığmaz bir çocuktun.
Karagöz –Sığmam tabii, ben kedi yavrusu muyum?



Hacivat –Hani küçükken top oynardık da ben senin topunu gizlerdim.
Karagöz –Vay! O sümüklü sen miydin?
Hacivat –Aman Karagözüm, ben sümüklü değildim!
Karagöz –Haal! O zaman hatırlamıyorum Hacıvcav.
Hacivat –Tamam tamam!.. Sümüklüydüm, hatırladın mı?
Karagöz –O sümük unutulur mu yahu!
Hacivat –Ama Karagözüm, insan sümüğü değil, arkadaşını hatırlar.
Karagöz –Hay seni tepsin katırlar... Ben şu suratı unuttur muyum?



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