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**Post Show HOOPLA! Lesson Plan 1: Become a Prop Designer**

**Grade Level:** 3-6

**Student Learning Objective(s):** Students take on the role of props designer to create props for HOOPLA! through upcycling.

**Supplies/Resources Needed:** Used cardboard boxes (will need enough to cut up for each student to make a prop), scissors, glue tape, markers, pen/pencil, paper

[**California Arts Standards Addressed**](https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf)**:**

3.VA:Cr1:1 Elaborate on an imaginative idea.

3.VA: Cr2:1 Create personally satisfying artwork using a variety of artistic processes and materials

3.VA: RE:7.1 Speculate about processes an artist uses to create a work of art.

3.VA:Cr1:2 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process

3.TH:Cr1 Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.

3.TH: Re7: Understand and discuss why artistic choices are made in a drama/theatre work.

[**Common Core Standards Addressed:**](http://www.corestandards.org/)

[CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Step by Step Directions for the Teacher:**

**Activator:**

* Say: “Today we are going to be prop designers for HOOPLA! using upcycled materials.” But first, let’s explore what it means to “upcycle” by watching a video of some kids in Australia who are doing just that. Play video called [UPCYCLING KIDS](https://www.abc.net.au/btn/classroom/upcycling-kids/10527044?jwsource=cl) for students. Once the video completes, have students pair share with a neighbor what they believe upcycling is and if they have an additional examples they can share.
* Ask students if they have any idea how much cardboard waste we have in the United States each year. Take a few guesses. According to [Cardboard Balers.com:](https://www.cardboardbalers.org/cost-agricultural-solar-panels/) “Incredibly the amount of cardboard thrown away annually is enough to heat 50 million houses for the next two decades. In the United States, **850 million tonnes** of paper and cardboard are thrown away annually.”
* Say: “Artists also have a big responsibility to be creative and think environmentally when it comes to creating art. When it is possible, it can be fun to take old objects and make them into something new, which is another form of upcycling. In HOOPLA! our set and prop designers used cardboard to create props and scenery—the cardboard helped to reflect Gina’s sketch book style, and also is a fun way to upcycle. Do you remember what props/set were made of cardboard?” (the bathroom sink and the cash register)

**Activity:**

* Have the students work in small groups to brainstorm from their memory all of the props and set pieces they saw in HOOPLA! Have each group share out and make a master list on the board until all things are covered. (This list is not exhaustive: hula hoops, sketch book, pencils, backpacks, bathroom sink, cash register, hair brush, perfume, postcard).
* Next, have the students go back into their groups, and use their imaginations to create a list of props or set pieces that they DID NOT SEE on stage, but COULD have been in the performance. Have each group share out and make a master list on the board.
* Have each student select a unique prop or set piece that they wish to create. It would be fun if each student created something different so there were not two of the same props.
	+ Next, students should use their pencil and paper to sketch out an idea of what they want their prop to look like. Encourage students to consider how to make their object 3-D so that they can use or hold their object.
	+ Students can then take the cardboard, scissors, glue, and markers and create their prop objects. (You can determine how long your students will need to create their objects based on your class)

(We would love to see any photos of your students cardboard props! Please email them to learningandengagement@ljp.org)

* Once the students have completed their cardboard props or scenic elements they are now going to create a new MONOLOGUE using their prop as inspiration. Post the following questions on the board for students to answer on their own paper.
	+ You are the playwright and are creating a MONOLOGUE (where one characters speaks) that incorporates your prop.
		- Who is the person who would use your prop (other than the characters in HOOPLA!).
			* What is their age?
			* Are they in school or do they have a job?
			* How do they feel about their object?
			* Why is their object important to them?
			* What do they want an audience to know about their object?
	+ After answering the questions above, the students will then create a 5-10 sentence monologue using their inspiration. Here is an example using a *neighborhood fire hydrant* as the character’s prop:
		- *You wanna know how important my job is? More important than the best summer day with the most delicious ice cream. Yeah…..better than ice cream. I feel so honored to be a fire fighter, and to know that others feel safe because of my job. No, it’s not always easy, but it always is important. Some people may take a fire hydrant for granted—maybe even park their car in front of it. But I see it as a way to get water and put out fires.*
* Once all students have completed their monologues, have them share with the class as an audience. Have the audience provide feedback by “throwing stars” and saying what they enjoyed about their peers’ performances.

**Closure:**

* Bring students back together as a class. Here are a few summarizing questions for discussion:
	+ What other ways do you think theatre artists can UPCYCLE to create props, sets, or costumes?
	+ What else will you try to upcycle?
	+ How are props important to telling a story in a play?