



Strand: Drama
Grades: 5 – 8
Content: 45 minute broadcast + hands-on activity

Funny Feelings with Mooky

Overview

Join professional clown, Mooky to learn about feelings and ways to express them in dramatic roles and in life.

Students will have the opportunity for hands on creative play throughout this class. Together you will work on timing, dramatic delivery and take time to reflect on emotions.

Are you ready to shake your funny bones?

Classroom Setup:

- Students will need room to move around the classroom and have access to their chairs
- Temporary wall/curtain or door for students to emerge from behind
- Data projector/projection system, speakers

Materials:

- Paper and pencil
- Hats and props are optional and fun
- Drum or bell

Artist Bio

A master of physical comedy, Mooky is one of the funniest ladies working in the international variety circuit today. As principal clown of Cirque du Soleil's highly successful show *Varekai*, Mooky co-created the role, and performed it to some 4 million spectators Worldwide.

Mooky's comedy has been featured at Just for Laughs, Melbourne Comedy Festival, Edinburgh Festival and the Cape Town Comedy Festival to name a few. A trailblazer, she was recently honoured as the first solo female principal clown in Amsterdam's prestigious *Royal Carré Winter Circus*.

"an interlude of beautifully calibrated silliness"
-Time Magazine

Here in Regina, Mooky is evolving her work from stage to screen. Her production company Mooky McGuinty Creative, based here on Treaty 4, is creating a physical comedy series about Mooky's character *Gloria*, and her ridiculous adventures on the Prairie---in search of the spotlight.

Curriculum Aims & Goals

Aim:

The aim of K-12 Arts Education is to enable students to understand and value arts expressions throughout life.

Creative/Productive:

Students will inquire, create, and communicate through dance, drama, music and visual art.

Critical/Responsive:

Students will respond to artistic expressions of Saskatchewan, Canadian and International artists using critical thinking, research, creativity and collaborative inquiry.

Cultural/Historical:

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts, and understand the connection between the arts and human experience.

Creative/Productive

CP5.3

Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama.

CP5.4

Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture).

CP6.4

Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).

CP6.5

Select and use focus, tension, conflict, and symbol to convey ideas.

CP7.4

Investigate how dramatic character develops from role.

CP7.5

Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.

CP8.4

Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.

CP8.5

Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.

Critical/Responsive

CR5.2

Respond critically and creatively to a variety of pop culture expressions.

CR6.1

Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

CR6.2

Investigate and identify ways that the arts can express ideas about identity.

CR7.1

Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.

CR7.2

Investigate and identify ways that the arts can communicate a sense of place.

CR8.1

Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

Cultural/Historical

CH5.3

Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.

CH7.1

Investigate how artists' relationship to place may be reflected in their work.

CH8.1

Research and share insights about arts expressions that incorporate social commentary.

Outcomes Tips for Teachers

Grade 5 – Encourage students get into characters from pop culture, musicians, and actors while expressing their dramatic emotions.

Grade 6 – Ask students to consider characters in a specific time and place for one round, see if they can guess who it is and where it is.

Grade 7 – Ask students to consider the place in relationship to their emotion, see if they can convey that imaginary place. Also, students could have a conversation reflecting what they know about circus in Canada.

Grade 8 – Encourage students to do one round with collective creation. Ask them to team up in groups of 3 to 5 and work together to create mood and emotion on the carousel.

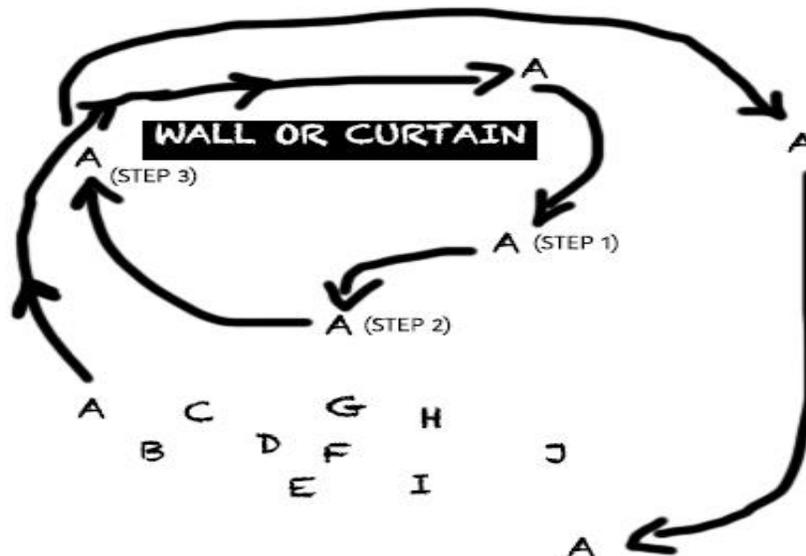
Teacher Guided Post-Broadcast Activity

Emotion Carousel

30 – 60 minutes

Prepare for the Activity

- This exercise is an extension of last activity that Mooky demonstrated in the video.
- Imagine this as a relay. One student performing at a time.
- You can work as one big group or you can split your class up into 2 or 3 groups for more time efficiency. Plus, it makes it much more fun for older grades!
- Set up a wall/curtain or doorway for students to emerge out from.
- Use the list of emotions that you created as a class for the students to reference. If you do not have the list, just find any list of emotions/feelings online and put it on the smart board. Or, make a new list with students in a brain storming session.
- Encourage the students to cheer each other on, laugh and give positive feedback as the activity unfolds.
- Have students prepare at least one emotion each to present to the class. Some students may want to take several turns, some may only want to go once. Let this unfold organically. 3 or 4 turns each is perfect.



diagram

Proposed Activity Schedule

- Line up the students in a way in which the carousel can flow in your classroom. Consider space for the audience, performer and next person up (**see diagram**).
- Remind students to think of emotions/feelings from the list and reference it if they need it as the exercise unfolds.
- Feel free to pause the exercise if you notice the same students repeating the same emotions over and over. Remind them to look at the list of emotions or come up with a different feeling each turn.
- **Step 1**
 - The student will announce their emotion (this will help them set the intention) "I'm _____". As a fun variation later in the rounds, the performer can keep their feeling a secret and see if the audience of students can guess it.
 - The student will walk out from behind the curtain, performing the emotion of their choice. Remember to stay in that feeling through all the steps.
- **Step 2**
 - The student will greet the audience up close with that emotion.
- **Step 3**
 - The student will say goodbye with that emotion and walk behind the curtain.
 - The student will exit out the back and return into the audience while the next student in queue is preparing behind the screen.
 - This should flow organically. Prompt students to clap, laugh, and acknowledge the performer

Tips

- As a teacher, stay connected to the exercise. For students that may struggle with this exercise, team up with them. You can both act it out.
- If you notice students doing the same actions over and over, ask them to simply do the opposite as their last one.
- You can use props, such as hats or other objects to help get the students into the role. Only one prop per student, they can use it over and over.
- If a student freezes or struggles with the exercise, just shout out an emotion as a suggestion. This may even help them remember their first idea.
- Tell your students that they are so brave and everything that they are feeling is healthy and natural.

Bonus Activity

Character Carousel

30 – 60 minutes

Prepare for the Activity

- If the first activity was a real hit, and students want more, here are some variations based on the same concept.
- Hats or props are very useful in assisting students to get into character.

Proposed Activity Schedule

- Variation 1:
 - Act like a character. It can be someone that they know, a celebrity or a fictional character. Students can announce who they are OR have the class try to guess. Have a look at the outcomes tips for teachers above for grade specific suggestions.
- Variation 2:
 - Ask students to clearly write 3 sentences on 3 different post-it notes or pieces of paper.
 - Teacher, receive & scan the sentences and then give each student 3 random sentences. Make sure you do this as well (students love it).
 - Students will choose a fictional character or celebrity to deliver those lines (no need to guess the character unless you wish to do it).
 - Students can keep their sentences and try presenting the lines as different characters.
- Encourage students to clap and react for every student.

“I really hope your kids enjoy themselves with the exercises I’ve shared. I also really hope it provides some healthy outlets for expression and release of tension. Laughter and being silly is a wonderfully healthy way to release stress. I truly hope this session is so much fun and so healing for you and your kids.”

-Mooky