

# MACHINE

<b>Prepare</b>	<b>PLAYERS</b>	<b>PLACE</b>	<b>PROPS</b>
	<b>Ages</b> pre, pri, elem, MS, HS, AD <b>Arrangement</b> groups, partners	<b>Space</b> multi, stage, class, outside <b>Shape</b> bubbles, stage/audience	<b>Required</b> none <b>Recommended</b> Creativity Cards
<b>OBJECTIVE</b> work together to create a machine with repeated movements and sound effects. <b>VOCABULARY</b> levels, sound effects, gestures, rhythm, cue, tempo, projection, character, setting...			
<b>Respond</b>	<b>DIRECTIONS AND RULES</b> <span style="float: right;">🕒 20-25 mins</span>		
	<ol style="list-style-type: none"> <li>1. Divide players into small groups of 4-5 (max of 3 players for ages 3-5).</li> <li>2. <b>A</b> starts a machine-like movement with a sound effect (no words), repeating it over and over.</li> <li>3. <b>B</b> adds a new movement and sound connecting/relating to <b>A</b> (at the same time, before, or after).</li> <li>4. 1 at a time, each player adds a distinct movement/sound until all players are keeping a consistent rhythm.</li> <li>5. Challenges: vary the volume and/or speed, turn parts on/off in random order, or add multiple steps.</li> </ol> <p><b>Examples</b> Vocabulary Machine (happy): <b>A</b> opens a gift exclaiming, “oooo!”; <b>B</b> hugs a love letter sighing, “aahhhh”; <b>C</b> raises both fists shouting, “woo-hoo!”; <b>D</b> tickles a baby saying, “goo-goo!”</p> <p><b>Variations</b> <b>B</b> <i>Partner Machine</i> <b>A</b> and <b>B</b> take turns connecting new moves/sounds to each other.</p> <p><b>B</b> <i>Giant Machine</i> build 1 huge machine with half or all of the players.</p> <p><b>B</b> <i>Talking Machine</i> players speak a word/phrase/sentence to match their actions/ideas.</p> <p><b>I</b> <i>Adjective Machine</i> use gestures/sounds to dramatize an adjective (<b>Emotion Cards, Personality Cards</b>).</p> <p><b>I</b> <i>Story Machine</i> use gestures/sounds/words to show the characters/settings/plot of a story (<b>All Cards</b>).</p> <p><b>I</b> <i>Vocabulary Machine</i> use gestures/sounds to show the meaning(s) of a word (combustion, volcano...).</p> <p><b>I</b> <i>Cause and Effect Machine</i> players connect to a part of the machine as a cause (action) or effect (reaction).</p> <p><b>A</b> <i>Concept Machine</i> express ideas related to a concept/theme (love, fear, friendship, hunger, grief...).</p> <p><b>A</b> <i>Genre Machine</i> express characters/ideas from a chosen genre (western, horror, mystery... <b>Genre Cards</b>).</p> <p><b>A</b> <i>Multi-Step Machine</i> add multiple steps, changing spots, and variations in dynamics/rhythm/tempo.</p>		
<b>Present</b>	<b>TEACHER TALK</b>		<b>ASSESSMENT</b>
	<p><b>Focus Phrases</b></p> <p>Exaggerate-make your gestures bigger... Project-make your sound effects louder... Keep your rhythm the same every time... Watch each other...listen to each other... Stay connected...work as 1 machine...</p> <p><b>Creativity Questions</b></p> <p>What gestures can express your card/idea? What sound effects can express your idea? How can you make it more machine-like? How can you connect/react to another part?</p>		<p><b>Performance Rubric Criteria (keys to success)</b></p> <p><b>B</b> Make big gestures/loud sounds; use levels (high, med, low); connect pieces together; keep consistent rhythm</p> <p><b>I</b> Communicate idea/topic/card clearly; use depth (front, center, back); keep machine-like quality</p> <p><b>A</b> Add multiple steps; add changes in tempo/rhythm; change spots; use symmetry; use stage areas</p> <p><b>Reflection and Evaluation Questions (oral or written)</b></p> <p>How did specific sounds/gestures make you feel? When/how did you help/hinder others in our group? What made the machine interesting/believable? Why?</p>
<b>Create</b>	<b>TEACHER TALK</b>		<b>ASSESSMENT</b>
	<p><b>Focus Phrases</b></p> <p>Exaggerate-make your gestures bigger... Project-make your sound effects louder... Keep your rhythm the same every time... Watch each other...listen to each other... Stay connected...work as 1 machine...</p> <p><b>Creativity Questions</b></p> <p>What gestures can express your card/idea? What sound effects can express your idea? How can you make it more machine-like? How can you connect/react to another part?</p>		<p><b>Performance Rubric Criteria (keys to success)</b></p> <p><b>B</b> Make big gestures/loud sounds; use levels (high, med, low); connect pieces together; keep consistent rhythm</p> <p><b>I</b> Communicate idea/topic/card clearly; use depth (front, center, back); keep machine-like quality</p> <p><b>A</b> Add multiple steps; add changes in tempo/rhythm; change spots; use symmetry; use stage areas</p> <p><b>Reflection and Evaluation Questions (oral or written)</b></p> <p>How did specific sounds/gestures make you feel? When/how did you help/hinder others in our group? What made the machine interesting/believable? Why?</p>
<b>Explore</b>	<b>TEACHER TALK</b>		<b>ASSESSMENT</b>
	<p><b>Focus Phrases</b></p> <p>Exaggerate-make your gestures bigger... Project-make your sound effects louder... Keep your rhythm the same every time... Watch each other...listen to each other... Stay connected...work as 1 machine...</p> <p><b>Creativity Questions</b></p> <p>What gestures can express your card/idea? What sound effects can express your idea? How can you make it more machine-like? How can you connect/react to another part?</p>		<p><b>Performance Rubric Criteria (keys to success)</b></p> <p><b>B</b> Make big gestures/loud sounds; use levels (high, med, low); connect pieces together; keep consistent rhythm</p> <p><b>I</b> Communicate idea/topic/card clearly; use depth (front, center, back); keep machine-like quality</p> <p><b>A</b> Add multiple steps; add changes in tempo/rhythm; change spots; use symmetry; use stage areas</p> <p><b>Reflection and Evaluation Questions (oral or written)</b></p> <p>How did specific sounds/gestures make you feel? When/how did you help/hinder others in our group? What made the machine interesting/believable? Why?</p>
<b>Connect</b>	<b>DRAMA SKILLS</b>	<b>CURRICULUM INTEGRATION IDEAS</b>	<b>INTELLIGENCES</b>
	Physical Expression Vocal Expression, Timing Concentration, Listening Imagination, Risk-taking Projection, Memorization Collaboration, Analyzing Observation, Persistence Cooperation, Reacting Problem Solving, Self-discipline, Commitment	<b>ELA</b> story elements, dialogue, vocabulary, theme, genre... <b>History</b> historical figures, past events, places, activities... <b>Science</b> simple machines, biomes, animals, terms... <b>P.E.</b> teamwork, stamina, terms, body systems (immune...) <b>Languages</b> vocabulary (emotions, settings, occupations...) <b>Music</b> rhythm, tempo, duration, pitch, dynamics... <b>Dance</b> isolations, axial movement, energy, levels, rhythm... <b>Art</b> form, design, space, depth, visual composition... <b>Media</b> genres, scenarios (film, TV, animation, video...) <b>Events</b> holiday people/places/characters...	Kinesthetic Linguistic Spatial Musical Interpersonal Naturalistic