

Yours, Mine, Ours

Queen Donut is Dancing

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Time Needed: 15-20 minutes

Arts Focus: Theatre

Age Range: 6-8

Mini-Lesson Description:

In this lesson, learners practice a key improvisational skill called “Yes, and ...”. Learners observe, accept, and build upon each other’s creative choices to make Queen Donut dance.

Key Concepts:

Improvisation; Observation; Mirroring; Collaboration; Movement; Body Awareness; Expression; Taking Turns.

Materials Needed/Prep:

- Sit in chairs or stand facing each other, with plenty of open space around you

Step-by-Step:

1. Any number of learners can do this activity. Below are directions for two, but the lesson works just as well with a group!
2. You begin by saying, “*Queen Donut is dancing.*”
3. The learner responds by asking, “*How does she dance?*”
4. You respond, “*She dances like this.*”
5. You do a movement with one body part to begin the dance (isolate a dance move to one body part. Examples: moving just your thumb, just the toes on your left foot, just your nose, etc.)
6. The learner mirrors your isolated movement.
7. While continuing the first movement, the learner says, “*Queen Donut is Dancing.*”
8. You respond, “*How does she dance?*”
9. The learner says, “*She dances like this*”, and then adds movement of another body part.
10. Mirror the learner’s movement, so you both are doing the first two movements at the same time.
11. You say, “*Queen Donut is dancing.*”
12. The learner says, “*How does she dance?*”
13. You say, “*She dances like this,*” then add yet another movement of another body part.
14. Keep adding to Queen Donut’s Dance and take turns until you can’t add any more movements. When you’ve concluded, you both say together; “*Queen Donut – she dances the best!*”
15. Try again and see how many movements you can add. Can you move five body parts at once? What about ten?
16. If you have more than two learners, sit in a circle and pass the activity around the circle, clockwise and then counter-clockwise.

Variations and Next Steps:

- Do this as a listening and memory activity. Instead of everyone doing all the movements at the same time, each learner tacks on a new movement to the dance. Learners must perform everyone else’s movements before adding their own to the sequence. Younger learners may enjoy starting with this version.
- Next Step: Try a related activity called, “A Little More”. You start by making a sound and a movement. Learners make the same sound and movement, but increase it “A Little More”. For example, if you move a right hand and say, “*yeah,*” the learner might move their whole right arm and say “*yeeeeeah.*” You can take the learner’s sound and movement and increase it “A Little More”, and so on. How big can you make the sound and movement? This activity can also be done using sound only.

Watch a video of this Creative Start Mini-Lesson and find more at: <https://www.arts.wa.gov/creative-start/>