

PETER KORS

Storytelling/Theatre Workshops

MEET THE ARTIST:

Peter Kors brings a wealth of professional experience in theatre, music and performing arts education into the classroom. He has performed with the innovative children's theatre group We Tell Stories and was featured in a number of productions with the Mark Taper Forum's P.L.A.Y (Performing for Los Angeles Youth).

As a theatre arts teaching artist, both in the classroom and as a presenter of Professional Development workshops, Peter is a veteran Master Teaching Artist on the roster of the Los Angeles County Music Center, and joined the roster at the Orange County Performing Arts Center as a Master Teaching Artist in 2003. Peter is a co-founder of the internationally acclaimed Dell'Arte School of Physical Theatre in Northern California, and teaches an acting class to high school students every summer at Inner Spark, the California State Summer School for the Arts at the California Institute for the Arts, loving every minute of it!

Peter is a popular actor and storyteller with audiences throughout Los Angeles. He has been featured in films, on television—guest starring on “The West Wing” (NBC) and co-starring on “Bram and Alice,” (CBS) — as well as in interactive media, and as a voice actor in numerous films, commercials and television shows. He has performed on stage in cities from Seattle to San Francisco to San Diego, including the Mark Taper Forum Main Stage in Los Angeles.

Peter studied Music and Theatre Arts at San Francisco State University and became a protégé of the internationally acclaimed Commedia Dell'Arte teacher, Carlo Mazzone-Clementi. His two biggest professional learning experiences were when he was the featured Comic Mime performing with Leontyne Price at the San Francisco Opera, and--his favorite “gig”—when, as a very young member of a youth chorus way back in the 60s, he performed and recorded with Duke Ellington and his Orchestra.



ABOUT THE WORKSHOPS:

Peter Kors' approach to theatre is through storytelling. Children learn to "see" a play as he tells a story and, through a series of games and exercises, become empowered to act out the play. The games consist of easily performed theatre improvisations and verbal play (such as tongue twisters) designed by Peter especially for children. The emphasis is on creating and sustaining a non-judgmental, guaranteed-to-succeed atmosphere. This allows young students to take the risk of getting up in front of an audience and helps them walk away feeling good about themselves and secure with their talents.

Peter's workshops also include ways of making music based on the rhythmic and melodic principles of a variety of ethnic and world cultures. Activities might include call and response, playground jump rope chants, hand clapping and, if available, simple percussion. Combined with a variety of other theatrical means of expression, such as masks, pantomime, poetry, physical comedy and more, the workshops always end with a short performance of a "playlet" in which everyone participates.



BEFORE THE WORKSHOP:

- Please have the students wear nametags for the workshop. It saves time if they are made beforehand!
- Review the importance of listening. Ask the students what it means to be a good listener. Why is it important in daily life? Why is it important when the artist is here?
- Ask students to name some of their favorite stories. Encourage them to state the main characters, setting, time period, the main idea, and the conflict and resolution in each story (Who, What, When, Where, How, Why). This will help increase their awareness about stories and how to analyze them in order to enact them.

AFTER THE WORKSHOP:

- Review the major points presented in the workshops. What were the most important ideas? What parts of the workshop did the students like best?
- Have the class create an original story using the processes outlined in the workshop sessions.
- Use a favorite book being studied in class as a point of departure for creating scenes for a play.
- Give interested students a chance to tell/perform a favorite story for the class. Be sure that they have a clear beginning, middle and end. Encourage them to try out different voices, and use movement and postures to convey the different characters.