

**Improvisation Lesson**

**Grade: 8**

**Subject: Drama**

**Topic/ Unit: Improvisation Lesson #2**

**Duration: 40 Minutes**

**GLO :**

- To acquire knowledge of self and others through participation in and reflection on dramatic experience.

**SLO:**

- Recognize the techniques of offering, accepting, advancing and blocking.
- Use the body and body language to enhance characterization.
- Select and use language appropriate to a given character and situation.
- Enter and exit in character.
- Sustain a character throughout an exercise or scene.

**Students will:**

- Demonstrate how to play Party Quirks.

**Materials:**

- A wide open space.

**Introduction: (5 mins)**

- Go over what we did the lesson previously. Accepting is yes. Blocking is no. Whimpering is I don't know.

**Body: (30 mins)**

**Activity 1 – Walking**

- The students will walk around the room at a variety of speeds while most importantly keeping the safety of themselves and their fellow classmates into consideration.
- I will then get them to walk in a variety of ways. Example, normal walking environment walking, character walking etc). This will allow them to explore different character movements

**Activity 2 – Talk Walk**

- Have the students walk around the class. When you yell out “Talk” they will have to go up to one another classmate or have a classmate come up to them and say only one related sentence to each other.
- For example Matt walks up to Ben and says, “Your pants are purple”. Ben will respond with “Yes and they are comfortable”. They will then walk away from each other and keep walking until I can TALK again

### Activity 3- Bus Stop

- The students will first do this in small groups of 2. They will pretend to be at a bus stop. There will be one student up first who will establish a character then 10 seconds later a second student will enter and sit with them at the bus stop and establish their own character. They will continue to improvise conversation in character for a couple minutes.
- Do the same activity but with the whole class. I will be choosing who is next up each time someone leaves the bus stop.

### Activity 4 – Party Quirks.

- One student hosts the party, which the other three guests (students) will arrive at. That one student who is the host will leave the room for a minute till the students who are guests are assigned odd personalities, celebrities or characters. Whenever they are able, the host must identify what each guest is portraying. The guests enter one-at-a-time at the prompting of a doorbell sounded by the host. When their quirk is guessed correctly they return to their seat.
- Before doing this as a whole class have the students do it in groups of 2 by just taking turns portraying a character, personality or celebrity till the other partner guesses so they can switch.

### Assessment:

I will assess the students by observing that they are:

- able to create a character or emotions spontaneously
- able to accept the ideas of their classmates without blocking.
- are willing to cooperate as a team.
- able to enter and exit

### Key Questions:

- How do you feel about thinking on the spot ?
- Why is it important to accept the ideas of your classmates within a skit?
- Are you finding anything difficult?

### Conclusion: (5 min)

- Give the students a moment to sit down and settle in a circle again to cool down
- Have the students stretch with one partner
- Have the students share what they thought about the games, what was their favourite part or what would they want to do again with the class

### Sponge Activity

- Journal writing – Why do you think we are learning improvisation in class? Plus they can add whatever they want about the class.

### Notes

- *Try to encourage the students while observing them play the games*
- *Review instructions more than once if needed*
- *Put list of game order on the board*
- *Show examples with students as the games are taught*

**Reflection on lesson:**