

Lesson Plan

Name: Hannah Rud
Topic: Character

Grade/Subject: Drama 10
Date: January 17, 2013

Unit: Improvisation
Length of Lesson: 40 min.

<p>General Learning Outcomes (P.O.S.)</p>	<ul style="list-style-type: none"> To acquire knowledge of self and others through participation in and reflection on dramatic experience. To develop competency in communication skills through participation in and exploration of various dramatic disciplines. To develop an appreciation of drama and theatre as a process and art form. 	
<p>Specific Learning Outcomes (P.O.S.)</p>	<ul style="list-style-type: none"> Use warm-up techniques for preparation of body, voice, and mind. Maintain concentration during exercises. Create experiences through imaging, visualizing, and fantasizing. Tell a story spontaneously Discover how various emotions affect one vocally and physically. Initiate a dramatic situation in response to a given stimulus Make logical choices spontaneously within the boundaries of situation and character. Demonstrate the ability to accept, advance, offer, or block thought and action, quickly and effectively. Demonstrate techniques for creating effective entrances and exits, consistent with character. Critique the work of self and others through observation and expression of specific detail. Used varied stimuli for character development. Select and use vocal techniques appropriate to a character. Use body language to add physical dimension and depth to a character. Demonstrate economy in movement and speech by making appropriate selections. Sustain a character throughout a scene or exercise. 	
<p>Learning Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> Play the game "Party Quirks" Demonstrate the ability to portray a character Participate in group activities Demonstrate focus and concentration while participating in activities 	
<p>Materials</p>	<ul style="list-style-type: none"> Benches (or chairs) 	
<p>Procedure</p>		<p>Assessment Methods</p>
<p>Introduction (5 min.)</p>	<ul style="list-style-type: none"> Let the students know that today we will be working towards playing the game party quirks and that we will be focusing on character development in improvisational scenes <p>Warm-Up: Being the Where</p> <ul style="list-style-type: none"> Have the students walk around the room Then call a number and the students must get into groups of that number Then call out a location. Using their bodies the 	<ul style="list-style-type: none"> Question students to check for understanding Observe students while they are working Participation

	<p>students must create that location.</p> <ul style="list-style-type: none"> • After freezing in position for a few moments the students move around the room again until a new number/location is called out. • Modifications: the teacher can have the students revisit a group and location or always have the students find a new group, there can be elimination if you don't get into a group (like the game Atom), number of people in a group. 	<p>of students in games.</p>
<p>Body of Lesson (30 min.)</p>	<p>Activity #1 - Waiting for Charlie (5 min.)</p> <ul style="list-style-type: none"> • Have the students get into groups of three or four. • One person stands off to the side while the others in the group sit on the bench/chair. • The people sitting down are waiting for the bus and are describing their friend Charlie who has yet to show up. • After four pieces of information of Charlie have been given the person off to the side enters as Charlie, emulating all the different characteristics described by the people sitting down. • The group plays the game again with a new Charlie. • Modifications: Number of people in a group, number of pieces of information, kinds of characteristics (physical, personality, etc.) <p>Activity #2 – Review of Improv Basics (5 min.)</p> <ul style="list-style-type: none"> • Have students get into pairs. • They must then create a scene with no blocking or wimping. • After a minute have the students change partners. <p>Activity #3 – Park Bench (6 min.)</p> <ul style="list-style-type: none"> • Have the class get into groups of 4 or 5. • One person starts on the bench/chairs while the others stand in a row off to the side. • The person on the bench establishes their character. • Another person walks in with a new character (have students pick foils or a specific trait of a character if they are having trouble) and begins a conversation. • The first person then finds a reason to leave. • After the first person exits, the third person in the group enters with a new character. • The students cycle through until the teacher stops the game. • Modifications: Number of students in a group, number of cycles each group goes through, change the people in the group. <p>Activity #4 – Space Jump (6 min.)</p> <ul style="list-style-type: none"> • Split the class into groups of 4 or 5. • One person starts in the middle while the others are off to the side or to the back. 	<ul style="list-style-type: none"> • Question students to check for understanding • Observe students while they are working • Participation of students in games.

	<ul style="list-style-type: none"> • That person starts a scene by themselves and the next person in line calls out “Freeze” when they want to start a new scene. • The actor freezes and the next person starts a scene (trying to take into account the position of the actor). • People are continually added to the stage (always with a new scene started) until all 4-5 people are in a scene. • Once all the people are in a scene the most recently added person finds a way to leave the scene and the group goes back to the scene before. • This continues until the original person is left doing their original scene. • Modifications: Number of people, restrictions to the scenes, time of scenes. <p>Activity # 5 – Party Quirks (8 min.)</p> <ul style="list-style-type: none"> • Split the class into groups of 4 – 5; one person is the host and the rest are guests. • At the beginning of the game the host is sent out of the room and the guests are given characters, character traits, or objects that they are (ex. Hannah Montana, Cheerful, or Toaster). • Then when they enter the party (host comes back in) they must portray the character. • The host must determine who the guests are (Hannah Montana, Cheerful, or Toaster). • Modifications: Number of guests, ask-for for guest could be “annoying trait”, historical figure, strange ailment, etc. 	
<p>Closure (5 min.)</p>	<ul style="list-style-type: none"> • Since the class is back in a large group discuss the games we played. • Prompt Questions: Why did we play Party Quirks? What did we work on in earlier games to help us with Party Quirks? • Have students write in their journals: What did they feel they excelled in today? What do they want to work on more? 	<ul style="list-style-type: none"> • Question students to check for understanding • Collect journals to assess the student’s personal reflection
<p>Sponge Activity</p>	<ul style="list-style-type: none"> • Survey students to find out which game they enjoyed the most and then play a few rounds of the game in an audience/stage format. 	<ul style="list-style-type: none"> • Observe student’s incorporation of learned skills in the games.

Reflection: