

Lesson Plan

Grade/Subject: Grade 8 / Drama Unit: Improvisation – Characterization Lesson Duration: 40 Minutes

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES
General Learning Outcomes: <ul style="list-style-type: none">- To acquire knowledge of self and other through participation in and reflection on dramatic experience<ul style="list-style-type: none">• Extend the ability to think imaginatively and creatively• Develop the ability to interact effectively and constructively in a group process- To develop competency in communication skills through participation in and exploration of various dramatic disciplines.<ul style="list-style-type: none">• Develop the body and voice as tools of communication
Specific Learning Outcomes: <ul style="list-style-type: none">- Create and tell a story spontaneously- Recognize the techniques of offering, accepting, advancing and blocking- Use body and body language to enhance characterization- Enter and exit in character
LEARNING OBJECTIVES
<i>Students will:</i> <ol style="list-style-type: none">1. Play the game Party Quirks
ASSESSMENTS
Key Questions: <ul style="list-style-type: none">- What is the importance of characters in improv?- What is your favorite way to build characters through improv? And why?- What was difficult about this exercise?
Performance Assessments: <ul style="list-style-type: none">- I will observe the students progress for<ul style="list-style-type: none">• Creating a character• Finding a means of entering and exiting• Properly using the improv basics (OAABW)• Ability to carry on an improv scene
LEARNING RESOURCES CONSULTED
Resource #1: <ul style="list-style-type: none">- Junior High Drama Teacher Resource Manual
MATERIALS AND EQUIPMENT
<ul style="list-style-type: none">- Chairs
PROCEDURE
Introduction (3 min.): <i>Hook/Attention Grabber:</i> <i>Advance Organizer/Agenda:</i> <ol style="list-style-type: none">1) Walk2) Review3) Foils4) Bus Stop5) Space Jump6) Party Quirks <i>Transition to Body:</i> Announce to the class what they will be doing today: Playing Party Quirks.
Body (30 min.): Learning Activity #1: Walk To start off have the student just walk around the room. While they are walking remind them to walk at the same cadence. Slowly have them progress through <ol style="list-style-type: none">1) Greeting

- 2) High Fiving
- 3) Walking with a partner: As time passes have the pairs join up and keep “blobbing” until the entire class is walking in a connected group. (Still walking with the same cadence)

To finish have them, while still connected, form a circle.

Learning Activity #2: Review

In pairs or threes have the students review the basics covered in last class:

- 1) Blocking
- 2) Accepting and Building
- 3) Wimping

To do this first have them tell you as a group and then have them work in pairs to do a short 30-second scene for each variation to practice.

Learning Activity #3: Introduction to Foils

ASK: Why is having a character important in drama?

To introduce the term foils have the students brainstorm different types.

Foil: Characters that are opposites. Example: Big/Small, Quiet/Loud, Introvert/Extrovert.

Have them do 2 or 3 30-second scenes using a pair of foils to drive the scene.

Learning Activity #4: Bus Stop

Have the students pick numbers between 1 and 10. Even numbers on the right side of the room, odd numbers on the left.

Now with the class divided in half, play Bus Stop

To play Bus Stop:

- Player 1 will assume a character while waiting at the bus stop. Player 2 will come in and assume a character foil. The two must then have an, at least, 20 second scene, from which one of the two players must find a way to exit the scene. This will repeat until all students have a chance to take a seat. Each time someone enters they must come up with a new foil.
- The main focus of the exercise is to have the students practice: Exits/Entrances, and Character Foils. Remind them of this before they begin.

As the lesson progresses, reinforce the rules of No Blocking, No Wimping. If someone wimps/blocks they have to switch over to the other group and trade one of their players places.

Once they have gotten all gotten a chance have them discuss in their group: **ASK:** What was difficult about this exercise?

Learning Activity #5: Space Jump

Still with the class split in half have them letter off (A,B,C,D):

To play Space Jump:

- A's will start a scene and set a Character, Location and some kind of Action. After 10 seconds B will join in creating a new character foil and a completely new scene. And the same process goes for C and D. The goal is that once you are all on stage and in D's final scene you each need to find a way to get back off stage in reverse order. Once D exits it goes back to C's scene, and so on.
- Once one set of four has gone they will become the audience and the next set of actors will start the game again.
- The main focus of this is to have students practice creating Character Foils and Entrances/Exits.
- Remind students that there is to be No Wimping/Blocking, if so they will have to trade spots with a player on the other team.

Once they have completed the tasks, have them discuss in their group: **ASK:** How was this more difficult in comparison to the last task?

Learning Activity #6: Party Quirks

Have the class come together as a whole and letter off in sets of A,B,C,D. A's will be the guessers and B-D will be the guests at the party.

To play Party Quirks:

- A's will leave the room while the audience comes up with characters for B-D. Once it has been decided A

will come back in and start the party. Slowly characters will enter, by their own means (no doorbell) the room and as the scene progresses A has to figure out what or who the characters are.

- Once the first set of A-D's have gone have them rotate out into the audience and the next set will go.
- The main focus is to have the actors build a character based on pre-given information and practice entrances, and possibly exits if the game runs long enough.

Closure (7 min.):

Consolidation/Assessment of Learning: Reflection:

Students will reflect on 2 questions:

- 1) What is the importance of characters in improv?
- 2) What is your favorite way to build characters through improv? And why?

To reflect on the lesson students will do **ONE** of three things:

- 1) In pairs/threes students will stretch out while discussing the questions.
- 2) In pairs/threes students will walk while discussing the questions.
- 3) In their journal they can reflect on one of the questions. (Or both if there is time)

Reflection: