

Lesson Plan:

Unit: Drama	Grade: 10	
Subject: Improvisation	Length: 40 mins	Date: Jan. 20 th
Outcomes:	Learning Objectives:	Assessments:
1. Demonstrate the ability to be still.	1. Demonstrate the ability to be still in warm-ups and improvisational scenes.	L.O.1: Demonstrate the ability to be still when told to ‘freeze’ by either teacher or fellow actors.
2. Tell a story Spontaneously.	2. Demonstrate the ability to create a beginning, middle, and end with others.	L.O.2: During Bus Stop demonstrate the ability to form a scene with another in less than thirty seconds.
3. Apply the essential elements of a story: character, setting, conflict, climax, and plot in planned and unplanned scenes.	3. Demonstrate the process of creating character and setting in an unplanned scene.	L.O.3: Demonstrate the ability to create a new character and scene quickly and efficiently in the Five Up Five Down improve game.
Learning Resources Consulted:		
<ul style="list-style-type: none"> • Alberta Programs of Study –Drama 10-20-30 		
Materials and Equipment:		
<ul style="list-style-type: none"> • White board. 		
Procedure:		
Introduction (min 2):		
<ul style="list-style-type: none"> • Welcome class with the class agenda written on the board. • Go through agenda and then talk about the coming lesson: • “Improvisation requires a certain set of skills that help an actor.” • What type of people and places are interesting? What are some boring places? • Discuss characters, settings, entrances and exits, and improvisation basics. • Walk through space. 		
Body (min 36):		
<ul style="list-style-type: none"> • Walk through space, don’t bump into anyone, and try wandering to all places in the room. • “Think of any character in your head. It can be from a movie, a play, a book, wherever. Once you have it slowly change your body to become that character and walk around.” • Interact with other characters briefly with a nod or a wink. • “Find your way into a circle.” • Review blocking, wimping, and accepting. • Improvise a 100% accepted scene with partners for 40 seconds. • Choose new partners and perform a ‘foil’ scene, where the two characters are opposites. • Make a circle. <ul style="list-style-type: none"> ○ Waiting for Charlie. ○ Group students into groups of three, and then choose who is an A, B, or C. ○ A and B will improvise a scene together discussing “Charlie”. They must describe aspects of his character, mannerisms, body, and background. ○ After sufficient time (roughly 30 seconds) actors C will enter as Charlie and act how the other two had just been describing them. ○ They continue the scene until one of the actors finds a reason to leave. ○ Once they’re gone they restart a whole new scene, with the person who left as the new 		

- Charlie.
 - **Assessment:**
 - Observe which groups supply information to help 'Charlie' make an interesting character.
 - Note which partners work together to bring about the end of a scene.
- Walk.
- Find a partner.
- Discuss interesting things people did to make their scenes more interesting.
- Discuss entrances and exits and how they can be used without breaking flow.
 - **Bus Stop.**
 - Get into groups of four.
 - Two people start sitting at a bus stop.
 - Create a thirty second scene that ends where one of them leaves.
 - New person comes on and they repeat.
 - The person who was there first has to be the one that leaves.
 - Repeat for a few minutes.
 - **Assessment:**
 - Make note of which students grasp the beginning, middle and end of a scene.
 - Notice who leave during the end of the scene.
- Walk.
- Find a partner.
- Discuss the importance of knowing when the beginning, middle and end of a scene are taking place.
- Break into groups of five.
 - **Five up Five Down.**
 - One volunteer must improvise a solo scene on stage.
 - Once their character and plot is established, someone must call freeze, but not before their character and plot is established.
 - (This first plot should have a beginning, middle, and end all in the course of about 30 seconds)
 - Once a volunteer calls freeze the person on stage remains still and the volunteer must then create a completely new scene with new characters and plot based on the body position of that person.
 - Once they arrive and begin the two actors must then establish characters, and plot, and then another volunteer calls freeze.
 - The actors on stage freeze, and the volunteer creates a new scene with new characters and plot based on the actors body positions.
 - This repeats until five actors are on stage.
 - Once a fifth actor is on stage instead of a volunteer calling freeze they must make a 30 second scene together with a beginning, middle, and end. The scene must end with the fifth volunteer finding a reason for their character to leave the scene and go back and sit down.
 - After they leave, the scene reverts back to the fourth scene. The actors revert back to their characters and make an end to their plot, and the fourth volunteer finds a reason to exit the scene and return to their seat.
 - This repeats until only the first actor remains, and they finish their scene.
 - (This game isn't nearly as complicated as these instructions make it out to be).
 - **Assessment:** Observe which students grasp the concept of quickly switching out from each character and scene efficiently.
- Prepare for Party Quirks as a class.

<ul style="list-style-type: none"> ○ Party Quirks: ○ Select a “host” to leave the room. ○ While they’re gone select three volunteers. ○ The rest of the group decides a character for them that the host can guess. ○ Once ready the host is invited back into the room and one of the three characters enter every fifteen seconds. ○ The three characters must act like they’re character until the host guesses who all three are. ○ After a class demonstration break into groups of four and perform the scene. ○ Assessment: ○ Observe who uses their body and voice to create a strong character.
Closure (min 2):
<ul style="list-style-type: none"> ● Walk. ● Find a partner. ● “What are some aspects of characters do you need to make to form an interesting character.”
Sponge Activity:
<ul style="list-style-type: none"> ● Five up five down.

Teacher: Jeff Charlton

Written Reflection:

I believe that this lesson plan is much stronger compared to my last. Assuming that the students will have at least one lesson of background knowledge as a predecessor to this I would expect that every game and exercise would be achievable to all. Students that had greater experience with the aspects of drama will be able to help those with less experience.

Most of the earlier games and exercises consist of very small baby steps to cover the different aspects of what I’m trying to teach, while the later games delve deeply into the different aspects. The Bus Stop game will be good for entrances and exits. Five Up Five Down for characters and scene construction. There is plenty of opportunity to practice every skill with every game.