

Lesson Plan

Grade/Subject: Grade 10 Drama

Unit: Improvisation

Lesson Duration: 40 min

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:

To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

- develop the ability to select appropriate physical and vocal expression for feelings, ideas and images
- be capable of creating and expressing a believable character from scripted and non-scripted material

Specific Learning Outcomes:

3. Maintain concentration during exercises.
 6. Demonstrate thinking in a divergent mode.
 16. Make logical choices spontaneously within the boundaries of situation and character.
 17. Demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively.
 19. Demonstrate techniques for creating effective entrances and exits, consistent with character.
 23. Use varied stimuli for character development.
 32. Sustain a character throughout a scene or exercise.

LEARNING OBJECTIVES

Students will:

1. play the game “Party Quirks” properly.

ASSESSMENTS

Observations:
Key Questions:

-definitions of block, accept, wimp, build

Written/Performance Assessments:

MATERIALS AND EQUIPMENT

-chairs

PROCEDURE

Introduction (2 min.):

Advance Organizer/Agenda: Any questions/concerns from last day? Today we are going to continue with working on improvisation, specifically character development. The objective for today is to play the game “Party Quirks”.

Body (33 min.):
Learning Activity #1: Build a setting (5 min)

- What is setting? (where the scene happens)
- One student will go and start an action to show us where they are. Once you know where they are, you can go up and join them, to continue to show where the scene is.
- Do a few different settings, encourage all students to participate.

Learning Activity #2: Review basics of improv (5 min)

- Students stand in a circle, split into pairs.
- Ask for definition of blocking (No)
- In pairs, do a few rounds of offer/block, offer/block
- Then do the same with accepting (yes), wimping (I don't know), and building (Yes, and). Switch up the pairs.
- Explain foils (character opposites)

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| <p>-Demonstrate a scene with no blocking and no wimping, with foils.</p> <p>-Students in pairs practice foils, one student establishes, the other comes in as the foil.</p> <p>Learning Activity #3: Bus stop (5 min)</p> <p>-Split students into groups of 4 or 5.</p> <p>-Each group sets up three chairs as a bus stop bench</p> <p>-One student starts, sets their character. Other students enter, with some time between, establishing their character. Once third person has entered, first person can exit.</p> <p>-Remind: No blocking, no wimping, use foils to help establish character!</p> <p>-Allow each group to play out each character entering and exiting until the fifth person is alone.</p> <p>Learning Activity #4: Park Bench (7 min)</p> <p>-Call students back to audience, leave up one bench</p> <p>-One student starts, then another one enters and they have a scene trying to get the other person to leave. Students must stay true to their character: if their character would leave than they must leave! Also, if they block they must exit.</p> <p>-Students can volunteer to go up (only two on stage at a time) as they think they have ideas for a character.</p> <p>-Play through a few times so all students get a chance to try.</p> <p>Learning Activity #5: Party Quirks (11 min)</p> <p>-One student is the host, they are sent out of the room. Three or four other students are the party guests. They choose a character with help from the rest of the class. Once decided the host comes back in. They start setting up the party, the other guests arrive one by one, leaving a bit of time in between. The host tries to guess the identity of each guest. Once they guess that student must leave the party.</p> <p>-Play a few times with different hosts and guests.</p> |
| <p>Closure (5 min.):</p> <p>-Have students walk around the space. Cue them to walk with a partner and talk about the activities of the class. Encourage them to stretch.</p> <p>-Call students back together, discuss activities. What did we do today? What did you learn? What was hard?</p> |

Reflection: