

C & I Drama Improvisation Lesson Plan

Name: Jolayne Mowers
 Grade/Subject: Gr. Drama
 Length of Lesson: 40 min.

Date: January 21, 2013
 Topic: Introduction to Improvisation

General Learning Outcomes (P.O.S.)	•To develop competency in communication skills through participation in and exploration of various dramatic DISCIPLINES.
Specific Learning Outcomes (P.O.S.)	Improvisation: -Recognize the techniques of offering, accepting, advancing and blocking. -Use varied stimuli for character development.
Learning Objectives	1. Students will play the game Party Quirks Skills needed: -Character development -Setting -Entrance/Exits -Improvisation
Materials	Drama Room Chairs

Procedure		Assessment
Introduction (5 min.)	1. Students will come in and after everyone is seated in a circle, it will be explained that today we will be working towards playing an improvisation game called, "Party Quirks." As a group we will discuss the skills that they think might be helpful for improvisation. 2. Activity #1: Walking- As a warm-up to start the lesson off students will be asked to simply walk around the room not touching anyone else. -Variations will be introduced such as, nodding, high fives, greeting one another by name. -Continuing walking, a number will be called and students will be required to get into groups of that number. 3. Activity #2: Where- After a few rounds of forming groups by number, students will then be required to also form a location in their groups. A number will be called, and then also a location. In their groups students will create that location with their bodies, and freeze.	<ul style="list-style-type: none"> • Group discussion about improvisation • Observation of students as they participate in walking around the room. • Observation of student participation in the activity "Where."

Procedure		Assessment
<p>Body (15 min.)</p>	<ol style="list-style-type: none"> 1. Activity #2: Waiting for Charlie- Students will be asked to form small groups of either 3 or 4. For this game one person will stand to the side while the other group members sit on the chairs which represent a bus stop or seating area in some location. The students on the bench will begin describing their friend "Charlie" (the person standing on the side). After each person has given a piece of descriptive information about who/what Charlie is like, the person who has been waiting on the side will come into the scene as Charlie. They must characterize the previous descriptions given about Charlie. Each student will take a turn as "Charlie." 2. Students will come together in a large circle and there will be time of reviewing the basics of improvisation. With a partner to their left or right, students will go over: blocking, accepting, advancing and wimping, within a short scene. 3. Activity #3: Bus Stop- After our time of review, students will divide into different groups, 4 students per group, and practice entrances and exits with the game Bus Stop. There will be two chairs side by side and one student will begin by sitting on one of the chairs and creating a character. Another student will come and have a seat at the bus stop as their own character, and begin a conversation. Each student should try and pick different characters or opposites of the person already on the bench. The first person on the bench will eventually leave the bus stop, and another student with a new character will join. It continues until all students have come and gone from the bus stop. 	<ul style="list-style-type: none"> • Observe each student participating in "Waiting for Charlie." • Ask students to explain the aspects of an improv scene: blocking, accepting, advancing, wimping, and then practice each. • Observe students ability to follow directions and successfully carry out the activities.

<p>Body Continued (15 min.)</p>	<p>6. Activity #4: Space Jump- Moving right into this next activity, students will be asked to walk around the room and then when FREEZE is called, divided into groups of 3-4 with whoever is closet to them. Students will be asked to label themselves: A/B/C/D. In that order students will enter and create a scene. Student A will begin, and when ready student B will call freeze and switch the scene based on the position A is holding. C and D will then do the same thing when they enter changing the scene based on the positions A and B are holding. Then once everyone has entered it will go into reverse, until person A is left in their original scene.</p> <p>7. Activity #5: Party Quirks- Characters, entrances, and improvisation, all will be required during this game. One student is the host of a party, they will leave the room while the other group members decide who they are going to be as guest- becoming certain characters or having a trait of some sort. The host will return and one at a time the guests will come to the party during which the host must figure out who each person is portraying, or the quirk they have. Depending on time, each group member will take a turn at being the host.</p>	<ul style="list-style-type: none"> • Observe student participation. • Observe student's ability to effectively portray a character.
<p>Closure (5 min.)</p>	<p>Finishing the lesson, students will be asked to come together in a large circle to discuss the activities. Students will be asked to talk about the skills each game focused on leading up to Party Quirks.</p>	<ul style="list-style-type: none"> • Discuss with students the purpose of each activity leading up to Party Quirks.

Reflection: