

Lesson Plan Title: Character in Improv - Grade Ten Drama

Concept/Topic to Teach: TSW properly play a game of Party Quirks

General Learning Objectives: TSW be capable of creating and expressing a believable character from scripted and non-scripted material

Specific Learning Objectives: TSW 5. Demonstrate techniques for creating effective entrances and exits, consistent with character.

TSW 31. Demonstrate the ability to focus on, and achieve, the objective of a scene.

TSW 32. Sustain a character throughout a scene or exercise.

Required Materials: Large, open space

Time: 45 minutes

Lead-In: Tell students that by the end of the lesson, they will be able to play a game of party quirks.

Activity: Walk. Have students walk around the room for a few minutes. As they're walking, tell them that the floor is becoming different substances and have them react to it (lava, bubbles, Jell-O, water, mud, marbles, *etc.*).

Walk/Touch. Have student walk around the room and identify objects in the room simply by pointing at/touching something and calling out what it is. Let this happen for about a minute then switch it so that what they're calling out is wrong (ex. student touches a curtain and calls it a lamp).

Yes Let's! Students are standing in a circle and someone shouts out an activity. Everyone else must shout, "Yes, let's!" and then mime the action. Make this more interesting by making the shout-outs narrative (ex. "let's go to the mall!" "yes, let's!" "let's buy a new outfit!" "yes let's!" "let's buy a matching purse" ...).

Bus Stop. Two people are constantly on stage “riding on a bus”. Two students start as their own character interacting on a bus. They must interact until one finds a good exit. Then they leave for whatever reason they’ve decided. Then another character/student gets on and interacts with the previous student. They interact until the previous student/character finds an appropriate exit. Students should be lined up or have some sort of order for this game to flow smoothly.

Space Jump. Five students are selected and hide backstage. Number them one through five. Student one starts a single monologue about an audience suggestion. Whenever (s)he wants, student two can call “freeze” from backstage. Student one must freeze in the position they’re in. Student two comes in and begins a scene. Then student three calls freeze and they go out and begin an entirely new scene. This continues until all five students are out on stage doing a five-person improv scene. Then starting with the fifth student, they must find a way to leave the scene. Whenever someone leaves, the remaining students must resume the scene that was going on with only those characters.

Party Quirks. Four students are selected. One of them leaves the room and covers their ears - they are the guesser. The other three students are given characters or character traits by the audience. They determine who will enter first, second, and third. When everyone is ready, the guesser can be let back in. They are a party host. They should begin to set up the stage like whatever type of party they want. The first student knocks on the door and comes on stage when the host welcomes him/her in. They have a few seconds of interaction where the guest emulates his trait/character. Then student two comes in and does the same. This occurs until everyone is on stage. The guests can interact with the host or each other and it is the responsibility of the host to guess who the other students are or what their quirk is. When the host correctly guesses, that student leaves stage.

Kevin Goodyear
Dr. John Poulsen
21/1/13

University of Lethbridge
C&I - Drama Majors

Closure: Write/Walk/Stretch. Allow students a few moments to jot down some ideas about how they think the class went. Allow this writing period to be meditative. Prompt them with questions if they don't know what to write about. Then have students walk around and discuss the class with their friends/peers. Then give them a minute to stretch.

Assessment Based on Objectives: Were students able to sustain their character during a scene? Did they use entrances and exits to their advantage?

Adaptations (*For students with Learning Disabilities*): N/A

Extensions (*For gifted students*): N/A

Possible Connections to Other Subjects: Physical Education - stretching

Reflection: