

## Improvisation Lesson 2

Grade/Subject: 9 Drama Unit: Improvisation Lesson Duration: 40 minutes

SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES	LEARNING OBJECTIVES (2-3, clear, and measurable)  Students will:	ASSESSMENTS (Observations, Key Questions, Products/Performances)
<b>Recognize techniques of offering, accepting, advancing and blocking</b>	Play Party Quirks	<b>Observation, Performance</b>
<b>Use the body and body language to enhance characterization</b>	Play Party Quirks	<b>Observation, Performance</b>
<b>Enter and Exit in Character</b>	Play Party Quirks	<b>Observation, Performance</b>
<b>LEARNING RESOURCES CONSULTED</b>		
<b>Resource #1: Teacher Resource Manual Drama</b>		
<b>MATERIALS/ EQUIPMENT/ SET UP</b>		
* <b>Students will need drama journals and something to write with</b>		
<b>PROCEDURE</b>		
<b>Introduction (5 min.):</b>		
<p><i>Attention Grabber:</i> Today we will learn to play party quirks effectively. You will create characters and create a scene.</p> <p><i>Assessment of Prior Knowledge:</i> Lets review basics: What are Blocking, wimping, advancing, accepting How do we ensure everyone is safe?</p> <p><i>Expectations for Learning and Behaviour:</i> Students will give their best effort during every exercise. They will pay attention to safety. They will follow instructions to the best of their ability.</p> <p><i>Advance Organizer/Agenda:</i> Write on Board:  <ul style="list-style-type: none"> <li>- Improv</li> <li>- Basics</li> <li>- Games</li> <li>- Party Quirks</li> </ul> <i>Transition to Body: Everybody up...lets walk.</i></p>		
<b>Body (30 min.):</b>		
<p><b>Learning Activity #1: Walking</b> Students will walk at their own individual pace, not touching others.</p> <ol style="list-style-type: none"> <li>1) Acknowledge others as they pass</li> <li>2) Hi Five others as they pass; make sure they try to hi five everyone in the class</li> <li>3) Stop shake Hands and exchange names</li> <li>4) Walk with someone</li> </ol> <p><i>Assessments/Differentiation: Be aware of students who may be uncomfortable. Allow the game to go on longer if needed. Play the game with the students to show that it is safe to explore. This will help give the shy students more confidence.</i></p> <p><i>Motivation: To get them doing a simple task. To help them become aware of the space and to begin thinking about safety in relation to others.</i></p>		

**Learning Activity #2: Review basics**

- 1) *In pairs have the students practice blocking*
- 2) *Accepting*
- 3) *Advancing*
- 4) *Wimping*
- 5) *Chat with partners*
- 6) *Chat as a class*

*Assessments/Differentiation: This will help students who were absent or who never quite grasped the basics a chance to catch up. This will help students to be at the same level.*

*Motivation: This will enforce the basic techniques and rules of improve.*

**Learning Activity #3: Bus Stop**

- 1) *In groups of 3-4 set up 4 chairs in 2/2 pattern*
- 2) *Two students will start the scene*
- 3) *Each student must enter and exit at least twice*
- 4) *They are on a bus and need to play different characters*
- 5) *They should never block or wimp*

*Assessments/Differentiation: If students are exiting but not re-entering then move them to a new group and force the reentry. If students are blocking, work with them on accepting by improvising a scene with them, then placing them into a different group.*

*Motivation: To get students comfortable with entrances and exits*

**Learning Activity #4: Sight Seeing**

- 1) *Continuing in groups of 3-4*
- 2) *One student starts the scene by looking at something*
- 3) *Other students enter and make an offer*
- 4) *No blocking or wimping*
- 5) *Students should enter and exit at least twice*
- 6) *Chat in groups*
- 7) *Chat as a class*

*Assessments/Differentiation: If a student blocks, move them groups and give them a suggestion for what they are seeing.*

*Motivation: to have students commit to accepting and advancing*

**Learning Activity #5: Opposite Foils**

- 1) *Review foils*
- 2) *In groups of two have students do small scenes with strong foils*
- 3) *Groups of 3-4*
- 4) *No blocking or wimping*

*Assessments/Differentiation: Make sure that students understand to pick strong foils and to commit to them. Moving groups is sometimes all it takes to get a student to commit.*

*Motivation: To introduce characters.*

**Learning Activity #6: Freeze**

- 1) *Play freeze in same groups*
- 2) *Scenes should never continue for more than 30 seconds*
- 3) *Teacher may randomly yell freeze and both partners must be replaced*
- 4) *Chat as class*

*Assessments/Differentiation: If students are standing by pondering their next decision, then take away their right to say freeze. As the teacher call freeze and select students to enter.*

*Motivation: To help students loose inhibition and to think quickly and with commitment.*

**Learning Activity #7: Party Quirks**

- 1) *One student selected as host, leaves the class*
- 2) *Four other students are given characters by the rest of the class*
- 3) *Host returns and begins the scene*
- 4) *Each guest will arrive 10 seconds apart*
- 5) *No blocking or wimping*
- 6) *Host will guess the character or foil of guest*
- 7) *If guessed correctly they will exit the party*
- 8) *Try to give each student a chance to play*

*Assessments/Differentiation: Help the class choose strong characters and foils. If they seem to be struggling take a moment to discuss commitment through physicality and voice. And how to use the two to show character. If time does not permit to finish this lesson effectively, use another class. These concepts are important and worth the extra time.*

*Motivation: To consolidate the objectives in one game.*

**Closure (5 min.):**

*Consolidation/Assessment of Learning:  
Stretch in partners...talk while stretching  
Write about it  
Chat as a class*

- *Talk about safety*
- *Talk about basics*
- *Talk about characters/foils*

*Transition To Next Lesson: Next class we will introduce the argument*

**Reflection:**