

Drama Improvisation Lesson Plan

Grade/Subject: Drama

Unit: Improvisation

Lesson Duration: 40 minutes

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES	LEARNING OBJECTIVES	ASSESSMENTS
Integrate improvisational skills learned, in planned and spontaneous improvisations.	Students will demonstrate proper improvisation skills in a game of Party Quirks.	Formative checklist of student work in party Quirks that focuses on student's advancing, blocking, foils and wimping.
LEARNING RESOURCES CONSULTED		
Resource #1: Alberta Education Drama Program of Study		
Key Skills		
<ul style="list-style-type: none"> • Scene Advancement • Characterization • Spontaneity • Improvisation skills (foil, block, wimp) 		
Lesson Plan		
Introduction (5 min.):		
<p>Hook/Attention Grabber: Students will be welcomed by the teacher as they enter the drama space. Once seated in a circle, they will be told that the focus of the class will be the practice of improvisation skills with a build-up to a theatre game called party quirks.</p> <p>Expectations for Learning and Behaviour: The students will be told of the classroom rules of safely and respect to ensure that a welcoming community feeling is formed and all students feel comfortable to express themselves artistically.</p> <p>Advance Organizer/Agenda: A board with a list of the day's improvisation activities will be up on display for students to see exactly what they will be learning about in the class. They will be informed that the focus of the lesson will be to work on their improvisation skills, and review the key concepts to scene advancement previously learned.</p> <p>Transition to Body: Students will be asked to walk around the space.</p>		
Body (30 min.):		
<p>Learning Activity #1: Walk and Introduce <i>Students will walk around the space to begin. After a sense of special awareness has been established, students will be asked to make eye contact with other students. From there, they will greet one another with a nod. After, vocal introductions will be made as students pass one another. After this, some form of contact will be made as students greet one another (ex: a handshake).</i></p> <p>Learning Activity #2: Blocking Scenes <i>Students will practice what a bad improvisation scene looks like by forming partners and denying any ideas that are given to them by the other partner. Students must say no to demonstrate blocking, or use hesitant responses to demonstrate wimping. These improper techniques must be made clear so students can avoid making these errors. Students can go with a number of different partners to give them a chance to try a number of different ineffective scenes.</i></p> <p>Learning Activity #3: Advancing Scenes <i>Students will practice scene advancement by working in partners to create short, spontaneous improvisation scenes. One partner will suggest an activity or something to do, and the other must say yes to the idea. Students can go with a number of different partners to give them a chance to try a number of different scenes to practice advancing.</i></p> <p>Learning Activity #4: Entrances and Exits Overview <i>Students will learn what an entrance and an exit are, and how they are performed in theatre. A fake door will be used, and students will one by one enter through the door into the space. Students will then all exit out of the door to work on their entrances and exits. Instructions can be given that have students work on their entrances and exits with different characterizations, traits, or motivations to help add more interest into their entrances and exits.</i></p> <p>Learning Activity #5: Enter and Exit Word Game <i>4 students will each be given a special word from the audience not playing the game what will be their entrance or exit word. The students will then create a scene based on a location or event given from the audience. If one of the character's words is said while the scene is going on, they must exit if they are onstage or enter if they are offstage through the door used in the practice exercise. Characters must find a reason to exit and enter that helps strengthen the scene. All students must enter and exit at least once in the scene to help them strengthen their understanding of how to properly exit and enter a scene.</i></p>		

Learning Activity #6: Party Quirks (Class Objective)

5 students will be required in each group for this game. One student is the host who is throwing a party, and the other 4 are guests will enter at different times and have a strange quirk to them as given by the audience. Once they enter the scene, they must advance the story forward while playing the quirk they have been given. It is the objective of the host to discover what each guest's quirk is and successfully guess them all. Once a quirk has been found out, that guest must find a way to exit the party. This game can be played numerous times so all students have a chance to work on their characterization, scene advancement and entrances and exits.

Closure (5 min.):**Learning Activity #7: High Fives and Writing**

Students will again walk through the space and give each other High Fives to calm down from the high energy game and give each other positive reinforcement for their work in the day's class. They will then have a chance to write in their drama journals about their experience with improvisation, and from there can talk as a group about points that were important to them.

Consolidation/Assessment of Learning:

Formative Assessment with a checklist that identifies if students were able to successfully work entrances, exits, and scene advancement into their party quirks scene. It will also determine if they avoided blocking or wimping the scene.

Sponge Activity:

Games can be adjusted to make up for too little or too much time by either adding more or less time to play.

Class Reflection:

What worked well in the class?

What areas require modification?

Any additional notes?