

LESSON PLAN

Name: Melissa Marois Grade/Subject: 20 Drama Unit: improv Date: January 21
Class Length: 40 minutes

GLOs from Program of Studies: To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

SLOs from Program of Studies:

- Sustain a single character in a variety of situations
- Integrate improvisational skills learning in planned and spontaneous improvisations

Learning Objectives:

Students will:

1. Participate in the small and large group activities.
2. Recognize the need for communication during game activities.
3. Play a successful round of party quirks

Resources Consulted:

1. Alberta program of studies

Materials:

- Activity space, two chairs

Procedure:

Introduction: (3-5 min)

- Convey the point of the message to the students: Will be able to play party quirks by the end of class (sub-lessons: characters/physicalization, entrances and exits, improv)
- Begin walking- relaxes students, set expectation, provide routine

Body: (30 min)

Activity #1 – walking continued

- ask students to pretend they are walking in situational environments 3-4 times
I.e. Quicksand, through peanut butter, through jungle, cobwebs etc.
- ask students to make introductions as they walk around
- do the same activity now using high fives or handshakes to interact
- repeat once more asking students to stop with each student to say hi, and answer and respond to a question
- continue to remind students of the value of safety in this setting
- discuss how physicalization/setting is important in this activity. How does one showcase their setting in a black box? What do we use to show our setting?

Activity #2 – character walks- 3-4 times

- have students walk around acting as specific characters beginning with stereotypes. I.e. Jocks, ballerinas, old people.

- move on to distinct characters. Have students choose a specific character and act upon their decision i.e. Betty Boop, Tom Cruise, and Frankenstein
- Discuss how characterization is important for this task. What does it do to a scene? How can we increase it?

Activity 3- talk and walk

- students must walk around the room having various encounters with classmates. They must state at least one line, have a response, and state a closure before leaving the encounter. They can be planned encounters (beginning with handshakes) or accidental/spontaneous encounters (accidentally ‘bumped’ into them from behind) remind students of time limit (at least 20 seconds), and safety
- discuss importance of entrances and exits. How do they affect a scene? Why are they needed?

Activity #4- Bus stop

- get into groups of 3-4, have students set up 2 chairs beside one another per group
- One student enters and sits on one chair; the second student enters and begins to play a scene. The scene is over when the first character slowly adopts the second character’s characteristics and leaves the stage, The character that just entered remains seated on the bench a third character enters and begins a scene which ends when the second player exits having adopted the third character’s characteristics. Rotate students. The scene is done when one student makes an exit and begins with another student joins in
- ask the importance of entrances/exits, choosing a foil, creating character
- if time, play in a large scale version using the entire class

Activity #5- Party Quirks

- Choose a student to be the host of the party and ask him to leave the room
- once the host is out of hearing range, choose the quirks that the other three students in the scene can have
- The MC should go and fetch the host the host begins setting up a party, and the other three players line up behind an imagined door. After 10 or 15 seconds of party setup, the first guest should approach the door and make her presence known. The host should open the door to admit the guest and then the guest enters the scene. The guest at the party should display her quirk while acting in the party scene. The host is acting in the scene while trying to determine the quirk each player has been assigned. When he figures it out, he should announce the guest's quirk and the guest leaves the stage. When a guest has been guessed, the next guest should arrive immediately. However, other players do not have to wait for a correct guess; having multiple guests in the party at once is often helpful to a scene.

Closure: (5 min.)

- have students walk around the classroom to cool down
- ask the important portions of the game Possum with a partner while stretching
- write in journal about this experience

Assessment Methods:

1. Objective 1: observation, can students play party quirks