

C & I Drama Orientation Lesson Plan

Name: Jolayne Mowers
 Grade/Subject: Gr. 8 Drama
 Tableau
 Length of Lesson: 40 min.

Date: January 14, 2012
 Topic: Movement Through

| General Learning Outcomes (P.O.S.) | •To develop competency in communication skills through participation in and exploration of various dramatic DISCIPLINES. | | | | | | |
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| Specific Learning Outcomes (P.O.S.) | Movement: <ul style="list-style-type: none"> • Demonstrate awareness of personal and shared space. • Create shapes with the body. | | | | | | |
| Learning Objectives | 1. Students will create a frozen tableau with their bodies from Jump/Turn/Twizzle Skills needed: -Spatial Awareness -Movement -Improvisation | | | | | | |
| Materials | -White board -Drama room | | | | | | |
| Procedure | | | | | | | |
| Introduction (5-8 min.) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Procedure</th> <th style="width: 60%;"></th> <th style="width: 20%;">Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="190 1192 406 1776">Introduction (5-8 min.)</td> <td data-bbox="406 1192 1157 1776"> 1. Students will come in and be asked to sit in a circle on the floor space. On the white board, there will be an outline with the order of events. The end goal of the class will be to participate in frozen tableaux and explaining the pictures that are created through movement. It will be made clear that safety and community are both important aspects of successfully participating in the activities leading to the tableaux. 2. Activity #1: Bounce Ball: Students will be asked to stand and will bounce a ball to one another, first saying the persons name they are passing to. After all students are comfortable with the names of their peers we will move on to a Walking Warm-up Activity. </td> <td data-bbox="1157 1192 1427 1776">-I will observe students during the instructions as well as the first activity for comprehension and attentiveness.</td> </tr> </tbody> </table> | Procedure | | Assessment | Introduction (5-8 min.) | 1. Students will come in and be asked to sit in a circle on the floor space. On the white board, there will be an outline with the order of events. The end goal of the class will be to participate in frozen tableaux and explaining the pictures that are created through movement. It will be made clear that safety and community are both important aspects of successfully participating in the activities leading to the tableaux. 2. Activity #1: Bounce Ball: Students will be asked to stand and will bounce a ball to one another, first saying the persons name they are passing to. After all students are comfortable with the names of their peers we will move on to a Walking Warm-up Activity. | -I will observe students during the instructions as well as the first activity for comprehension and attentiveness. |
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| <p>Body of Lesson (30 min.)</p> | <ol style="list-style-type: none"> 1. Activity #2: Walking Safely: Students will begin to walk around the room focusing on not touching anyone else. To build an understanding of space, I will limit the space students are walking in and expand it, to change the amount of space between individuals. During this I will consistently remind the students of the no touching rule as well as the need for safety while participating. At the end students will find a partner, sit, and briefly discuss the reason for the activity. We will then discuss a few of these reasons as a class. From the Walking Activity, students will help each other off of the floor only when someone else has helped them up. We will go back into walking around the room but altering the activity by having students do various actions while walking: nod to everyone they pass, give out high fives, and then shaking hands with others in the room. 2. Activity #3: Walking in a Circle: Students will be instructed to then walk in a circle all going the same direction, instructions will be given that at any time FREEZE will be called and they must hold the position until told to begin walking again. While students are walking, instructions for Jump, Turn, Twizzle, will be explained and we will practice each movement throughout walking: <ul style="list-style-type: none"> - Students will practice jumping, turning, twizzling, and freezing in that position when called. - The activity will then involve an element of touch that when any an action is called they must not only freeze, but be connected with another person. 3. Activity #4: Once students are comfortable and understand Jump, Turn, Twizzle, we will move into explaining the tableaus that are created between the connections they make with a partner. For a few practice rounds, when freeze is called certain groups will be asked to hold their position, and as a class we will discuss what image their movement could portray. Going further, when freeze is called and students are connected with a partner, they will explain their position. | <p>-Students will discuss in partners the reasons behind the activities we are participating in.</p> <p>-I will observe students, watching for safe behaviour as the activities occur, encouraging them in spatial awareness.</p> <p>-I will ask the students to show me the various directions they should be facing based on the action: jump, turn, or twizzle.</p> |

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| General Learning Outcomes (P.O.S.) | •To develop competency in communication skills through participation in and exploration of various dramatic DISCIPLINES. | |
| Closure (5 min.) | To close the activities, students will be asked to create a large group circle, and discuss with the person on their left- how movement can be used as a form of communication, and then with the person on their right- why we participated in each of these activities. As a group we will go over some of the answers everyone came up with. | -Discussion both in partners and then together as a group. |