

STRIVING FORWARD ACADEMY

Characterization Unit Drama 8

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This is a unit plan for the Characterization Unit in Grade 9 Drama.

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Rationale:

The students learn to build confidence in their creativity and overall self, it teaches students empathy, posture, public speaking, expression of thoughts and organization. These skills are important for student to learn so that they can better interact with their peers, superiors and society. These skills are transferable into every other aspect of students' lives. A drama classroom encourages students to grow naturally in a positive, inclusive, upbeat yet challenging atmosphere.

The characterization unit is important to students' learning because it concentrates on details, empathy and compassion. Students are also taking many skills that they have learned in other units and combining those skills to create their end scenes in this unit. Drama is a subject that is continuously building on previous skills and this unit helps students harness those skills to become better performers, people who have empathy, appreciation for each other as individuals and artists.

Unit Objective and Skills

By the end of this unit students will complete a characterization study that ends with the students doing a skit in groups of 4.

Skills	Outcomes	Lesson #s
Speech/Pacing	<ul style="list-style-type: none"> S#10:demonstrate effects of intonation, rate, pause and phrasing on the meaning of words S#14:use a variety of character voices 	#4 #4
Physical Expression	<ul style="list-style-type: none"> M#20:extend body flexibility M#21:display clarity of movement & gesture M#24:plan movement for audience visibility and spatial limitations 	#2 #2 #1
Improvisation	<ul style="list-style-type: none"> I#14: use varied stimuli for character development I#15: use body and body language to enhance characterization. I#19: discover how feelings affect a character 	#1 #3 #3
Motivation	<ul style="list-style-type: none"> I#23: demonstrate understanding of character motivation 	#2
Teamwork/Cooperation	<ul style="list-style-type: none"> T.S#1: demonstrate understanding of the need for analysis of the work of self and others, T.S#3: verbalize and write a review 	#5 #5

Unit Overview

CHARACTERIZATION UNIT OVERVIEW

Lesson 1-

TSW –Do scenes in small groups that are improvised but given one element.

Environment walk, Props, Music scene, and Scene with given element

*Outcomes: Improvisation#14 use varied stimuli for character development,
Movement #24: plan movement for audience visibility and spatial limitations*

Lesson 2-

TSW Do blank scenes that focus on character motivation

Stretches and walk, human machine, set up the room mime, blank scenes – motivations.

*Outcomes: Improvisation#23: demonstrate understanding of character motivation
Movement#21: display clarity of movement & gesture,
Movement#20: extend body flexibility*

Lesson 3-

TSW Impov a scene with emotions assigned.

Character walk, act a story, create groups for final project, one page script discussion, improv scene with emotions assigned and hand out scripts for final project.

*Outcomes: Improvisation #19: discover how feelings affect a character,
Improvisation #15 use body and body language to enhance characterization.*

Lesson 4-

TSW Act A Scene

Verbal and Physical warm up, blank scene, gibberish interview, act a story

*Outcomes: Speech #10: demonstrate effects of intonation, rate, pause and phrasing on the meaning of words,
Speech #14: use a variety of character voices,*

Lesson 5-

TSW write a short review of either the Gingerbread Man or Lord Farquaad on the Gumdrop Buttons Scene

Games: Vocal and Physical Warm up, discussion as to what is a good performance, discuss what makes a good review/feedback, watch clip, students write a short review.

Sponge activity Party Quarks

Outcomes: T.S#1: demonstrate understanding of the need for analysis of the work of self and others,

T.S#3: verbalize and write a review.

Lesson 6-

TSW Rehearse their scenes

Physical and Vocal Warm up, Review of expectations, Rehearsal time

Outcomes: M#20: extend body flexibility

M#21: display clarity of movement & gesture

Lesson 7-

TSW Present their scenes

Rehearse, Present Scenes with discussion (sandwiches)

Outcomes: Speech#10: demonstrate effects of intonation, rate, pause and phrasing on the meaning of words

Speech#14: use a variety of character voices

Movement #21: display clarity of movement & gesture

Movement #24: plan movement for audience visibility and spatial limitations

Improvisation #15: use body and body language to enhance characterization.

Improvisation #23: demonstrate understanding of character motivation

Sample Lesson 1: Lesson 1

Grade/Subject: **8/Drama** Unit: **Characterization** Lesson Duration: **40 minutes**

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES
General Learning Outcomes: <i>To acquire knowledge of self and others through participation in and reflection on dramatic experience.</i>
Specific Learning Outcomes: <i>Improvisation#14 use varied stimuli for character development, Movement #24: plan movement for audience visibility and spatial limitations</i>
LEARNING OBJECTIVES
<i>Students will: Do scenes in small groups that are improvised but given one element.</i>
ASSESSMENTS
Observations: See how students interact and think quickly when improvising with stimuli
LEARNING RESOURCES CONSULTED
Resource #1 Some games create by classmates
MATERIALS AND EQUIPMENT
-speaks -Ipod -props
Pre-Lesson Set Up
*Agenda written on board *Objective written on the board *Ipod and speakers ready/tested *props
Bell at: 2:00 Start by: 2:03
PROCEDURE
Introduction (2min.):
<i>Hook/Attention Grabber:</i> Goal for today to do improvised scenes with one element delegated per group
<i>Advance Organizer/Agenda:</i> Agenda is Environment walk, props. Music scene, Scene with given element
<i>Transition to Body:</i> Move around the room
Body (28min.):
- Learning Activity #1: Environment Walk: TSW move around the room and I will call out different environment that the students will have to mime moving through. The students will be by moving around the room naturally and individually. I will then call out a simple environment such as mud and will act this out with the students. I will describe but it feels like your boots feel like they are suctioned to the ground and pop free but then squish back down into the deep mud. I will act out the environments with the students for the first few. Then I will observe and have students focus on another student as an example. 4mins
le: a blizzard, lava, a hurricane, quicksand, a shallow pool, a normal day spring day, etc
- Learning Activity #2: Props: TSW do simple improvised scenes. At the beginning of the scene I will give the actors one prop, they must create a scene using this prop. As the scene continues I will hand in another prop to someone else, that person must now incorporate this new prop logically as possible into the scene. These scenes will be short only 2 minutes each. Students will

volunteer to act. Not everyone in the room will go up for this activity. **7mins**

-Learning Activity #3: Music Scene: TSW be given a blank scene to improvise. But there will be music playing that will affect how the scene goes ie happy, sad, suspenseful, lonely etc. Each pair will get to hear their music for 5 seconds before they go up to act. The people who did not perform in the previous activity will perform now. These scenes are only 20 seconds long. **5mins**

-Learning Activity #2: Scene with given element: TSW be creating improvised scenes in groups of 4. (ie 5 groups of 4). These scenes will be 2 minutes long and I will be giving each group one element ie the location, one person's emotion, the music in the scene, etc Each group will perform. The groups will be able to plan only slightly what they are going to do. Rehearsal time=1:30min. **12mins**

Closure (3min.):

Consolidation/Assessment of Learning: Who can name 2 things that can affect your scene? Ans: props, music, location, emotions etc.

Transition To Next Lesson : We will be moving onto character motivation

Class Ends At: 2:40 Wrap up by: 2:37

Reflection:

Sample Lesson 2: Lesson 2

Grade/Subject: **8 /Drama** Unit: **Characterization** Lesson Duration: **40 minutes**

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES
General Learning Outcomes: <i>To acquire knowledge of self and others through participation in and reflection on dramatic experience.</i>
Specific Learning Outcomes: <i>Improvisation#23: demonstrate understanding of character motivation Movement#21: display clarity of movement & gesture, Movement#20: extend body flexibility</i>
LEARNING OBJECTIVES
<i>Students will:</i> Do blank scenes that focus on character motivation
ASSESSMENTS
Observations: Will observe the students development of character motivation and their continued development of character movements.
LEARNING RESOURCES CONSULTED
Resource #1 some games from classmates or camp-co-worker
MATERIALS AND EQUIPMENT
Blank scenes, Exit Slips
Pre-Lesson Set Up
*have chairs and desks to the sides *write agenda & objective on board
Bell at:2:00 Start by: 2:05
PROCEDURE
Introduction (3min.):
<i>Hook/Attention Grabber:</i> By the end of today’s class everyone will be performing blank scenes that focus on character motivation
<i>Assessment of Prior Knowledge:</i> Tell me one thing that we did last class that affected the way your scenes went.
<i>Advance Organizer/Agenda:</i> 1 st stretching, 2 nd Human Machine, 3 rd Set Up the Room, 4 th Blank Scenes
<i>Transition to Body:</i> Walk around the room naturally and individually.
Body (25min.):
- Learning Activity #1: Stretching & walking: TSW move around the room naturally and individually with no talking. This is to have the students focus and calm down. After a little while once the energy level has calmed have the students find their own space facing the teacher. The teacher will lead the class in stretches. 3mins
- Learning Activity #2: Human Machine: One student will volunteer to begin a motion that is simple and mechanical that they will do over and over again. Then another student will come and join that student by going their own unique action that adds to the first action that creates a machine/assembly line. This process continues until a few students are in the machine. 4mins
- Learning Activity #3: Set Up the Room: TSW create a room through miming objects one at a time. Each student will take turns going into a “room” and adding to it yet also remembering

what objects have already been placed where. For example the first student will go up and create the door, the next will open the door and add a chair then he will exit, another student will come in and open the door walk around the chair and add a desk, etc **5mins**

-Learning Activity #4: Blank Scenes, given motivation: TSW be given a blank scene in groups of 5. Each group will present their blank scene once I've given each character a motivation. The groups will have 1:30 to rehearse as these scenes should be fairly improvised. The scenes should only be 2mins long. Before beginning this activity **discuss** with students for **4minutes** as to what motivation is and how to present it. The focus needs to be on character motivations ie what makes people do things. **13mins**

Closure (4min.):

Consolidation/Assessment of Learning: **Exit slip**, check of whether you feel uncomfortable, okay or great for each topic.

Transition To Next Lesson: Character emotions

Class Ends At:2:40 Wrap up by: 2:37

Reflection:

Blank Scene

- A) Hi
- B) Hello there
- A) Hi...
- B) How've you been?
- A) Just snazzy, thanks
- B) Great. I'm doing Great. Need any help.
- A) Sure

Assessment

This section outlines how I will be assessing students' skill throughout this unit.

Lesson 1

Formative – Check list

1. Used varied stimuli effectively to help development a character
 2. Had movement that was effective for audience visibility and spatial limitations
- Question for students at the end of class “Who can name 2 things that can affect your scene?”

Lesson 2

Formative - Exit slip, check of whether you feel uncomfortable, okay or great for each topic.

Name: _____ Date: _____

Check the box that best represents how **familiar** you feel about each topic.

What motivation is: uncertain, okay, very good

Importance of precise movement: uncertain, okay, very good

Lesson 3

Formative – Graffiti

This is when students write a word or sentence on the board that describes the topic the teacher has assigned. This shows the teacher what the students have taken away from the lesson. This lessons graffiti phrase Character Emotion

Lesson 4

Summative – Quiz

Name: _____ Date: _____

Write **at least 1** sentence **explaining the topic** and **at least 2** sentences saying **why it is important** to learn in drama.

1. Write **at least 1** sentence **explaining** what stimuli is in a drama setting and **at least 2** sentences saying **why it is important** in developing a character.
2. How do you know if the **audience** can **see you** effectively? Write at least **2** sentences.

3. Write **1** sentence **explaining** what **character motivation** is and give **1 example** as to what it **looks** like.

Lesson 5

Summative- Writing a Short Review

TSW each write a short review for the Gumdrop Buttons scene from Shrek.

Criteria out of 5

1/3 name is on the assignment

2.5/5 is have written something very short that is not thought out

4/5 has written at least 2 sentence explaining Lord Farqaad and Gingerbread Man's characteristic

5/5 has clearly written 4 sentences 2 for each character explaining their characteristic and examples that back up your statements.

Lesson 6

Formative- Observation

Moving around the classroom during rehearsal time:

-seeing which groups are consistently on and not on task

-are group members collaboratively together

Lesson 7

Summative- Assessment of presentation Check list

Each student will receive a check list that outlines what is being watched.

1. There was a distinct character voice different from student's natural voice.
2. All movements on stage could be seen by the audience.
3. Could clearly identify characters motivation.
4. All movements matched the character and were clear.
5. Body of character was stating a clear message.

Bibliography

Alberta Education. (1989). *Program of Studies: Drama Junior High*.
<http://education.alberta.ca/media/313010/jhdrama.pdf>

All the games that are in this unit are ones that I have previous played in schools, taught in camp or that fellow education students have shared. My drama education course in education has given my many activities from peer as well as my instructor that I have used in this lesson. The list below is comprised of peers, professors and co-workers that I have learned from.

Nicholas Hanson
Caitlin Mitchell
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