

**Drama 10:
Improvisation**

**February 7, 2013 – February 14, 2013
HDJ High School
Hannah Rud**

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Rationale:

A unit on improvisation is an essential component of the Drama 10 curriculum. The skills developed regarding narrative, character, and spontaneity can be carried over into other units such as movement and acting. Improvisation provides building blocks for the students to use to improve in other areas of drama. An improv unit is also beneficial because in scripted performances things go wrong. An actor's ability to maintain focus and adjust to get the performance back on track is essential.

This unit is one where students have the ability to explore a number of different settings while developing self-confidence and teamwork. It can be a unit where the students experience a lot of self-discovery. The characters they create can be manifestations of different aspects of their own personality. Or they simply just want to try different personality traits out to see how they fit. These beliefs are part of the Teacher's Resource Manual's Drama Philosophy. Students use drama in their journey of self-discovery.

The ability to improvise is also a skill that students can use in their everyday lives. Fostering the ability to think on their feet will help students in their everyday interactions with others. The skills developed in an improv unit can help the students communicate more efficiently. It will also help develop the student's capability to express their opinions and emotions. An improvisation unit lays the foundation and allows the students to cultivate these life skills in a safe and open environment.

Finally, the unit is structured the way it is because I wanted to build each day on the foundational skills of improv to create a multi-person scene. Each lesson focuses on a particular skill (ex. character, story, and spontaneity) and improving that skill. However, each lesson compounds with the next until the students put it all together and then perform the multi-person scenes on the final day.

Unit Objective and Skills Required:

Objective: The students will be able to sustain a four-person, two-minute scene that follows the conventions of storytelling, has dynamic characters, and is coherent.

Skills:

1. Use warm-up techniques for preparation of body, voice, and mind. (SLO 1)
Lessons: 1 – 6
2. Maintain concentration during exercises (SLO 3)
Lessons: 1 – 6
3. Tell a story spontaneously (SLO 8)
Lessons: 2, 3, 5, and 6
4. Apply the essential elements of a story: character, setting, conflict, climax, and plot in planned and unplanned scenes (SLO 11)
Lessons: 3, 5, and 6
5. Make logical choices spontaneously within the boundaries of situation and character (SLO 16)
Lessons: 2 – 6
6. Demonstrate the ability to accept, advance, offer, or block thought and action quickly and effectively (SLO 17)
Lessons: 1 – 6
7. Use varied stimuli for character development (SLO 23)
Lessons: 4 – 6
8. Sustain a character throughout a scene or exercise (SLO 32)
Lessons: 4 – 6

Unit Overview:

Lesson 1

TSW have a two-person scene with accepting and advancing and no blocking or wimping

Warm-up (7s, Whoosh, Character Voices), Blocking (learn & scene), Wimping (learn & scene), Accepting (learn & scene), “yes, and”, Two Person Scene

Improvisation (Senior High) 1, 3, 17

Lesson 2

TSW play the game World’s Worst

Warm-up (Game of Many Things, Get Down, Tongue Twisters), Make a Sound, Word Tennis, Lines from a Hat, Ding, World’s Worst

Improvisation (Senior High) 1, 3, 8, 16, 17

Lesson 3

TSW play the game Slideshow

Warm-up (7s, Whoosh, Character Voices), Word-at-a-Time Story, Telephone Charades, Story in a Line, Just Gibberish, Slideshow

Improvisation (Senior High) 1, 3, 8, 11, 16, 17

Lesson 4

TSW play the game Park Bench

Warm-up (Game of Many Things, Get Down, Tongue Twisters), Nuclear Bomb Chicken, Character Walk, Foil Scenes, Object Narrative, Park Bench

Improvisation (Senior High) 1, 3, 16, 17, 23, 32

Lesson 5

TSW play the game Director’s Cut

Warm-up (7s, Whoosh, Character Voices), Alphabet Game, Point of View, Space Jump, Blind Freeze, Director’s Cut

Improvisation (Senior High) 1, 3, 8, 11, 16, 17, 23, 32

Lesson 6

TSW sustain a four-person two-minute scene that follows the conventions of storytelling, has dynamic characters, and is coherent.

Warm-up (Game of Many Things, Get Down, Tongue Twisters), favourite games in the unit X3, 2 person scenes (ask for: object), 3 person scenes (ask for: relationship), 4 person scenes (ask for: location)

Improvisation (Senior High) 1, 3, 8, 11, 16, 17, 23, 32

Sample Lesson Plans

I chose these particular lessons because they showcase different lessons to ones that I have already created. They also use games that I can add to my games and activities folder so the purpose is two-fold.

Lesson Plan: Lesson 2 Spontaneity

Name: Hannah Rud
Topic: Spontaneity

Grade/Subject: Drama 10
Date: February 4, 2013

Unit: Improvisation
Length of Lesson: 40 minutes

General Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> To acquire knowledge of self and others through participation in and reflection on dramatic experience. To develop competency in communication skills through participation in and exploration of various dramatic disciplines. 	
Specific Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> Use warm-up techniques for preparation of body, voice, and mind. Maintain concentration during exercises. Tell a story spontaneously Make logical choices spontaneously within the boundaries of situation and character. Demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively 	
Learning Objectives	<p>Students will:</p> <ul style="list-style-type: none"> Play the game World's Worst Demonstrate their ability to come up with new ideas quickly and effectively Demonstrate their ability to warm-up body, voice, and mind Demonstrate their ability to maintain focus and concentration 	
Materials	<ul style="list-style-type: none"> Ball (Game of Many Things) Paper Pencils Hat 	
Procedure		Assessment Methods
Introduction (12 min.)	<ul style="list-style-type: none"> Tell students that we will be working on spontaneity Tell the students that our goal today is to play World's Worst <p>Activity #1 Focus Warm-up: Game of Many Things (5 min.)</p> <ul style="list-style-type: none"> The group stands in a circle and a sequence is built up by passing the word "you" around Once the group gets accustomed to this sequence a new sequence is added As the group gets accustomed to each added sequence, add new one 	<ul style="list-style-type: none"> Observe students during activities for focus, concentration, and spontaneity.

	<ul style="list-style-type: none"> • The number of sequences build up until the group can not pass each individual sequence along fluently • Modifications (or sequences): toss a ball, change places with another person, favourite food, etc. <p>Activity #2 Physical Warm-up: Get Down (4 min.)</p> <ul style="list-style-type: none"> • Group stands in the circle with one person in the middle • That person goes up to another person (lets say their name is Chris) and says, “Hey, Chris?” • Chris says, “Hey, what?” • Everyone says, “Hey, Chris!” • Chris says, “Hey, what?” • Everyone says, “Show us how to get down!” • Chris says, “No way” • Everyone says, “Show us how to get down!” • Chris says, “Ok” • Chris then goes into the middle of the circle and the person in the middle takes their spot • Chris does a dance move in the middle and everyone else follows them while everyone says, “D-O-W-N that’s the way we get down heeeeeeyyyyyyy D-O-W-N that’s the way we get down!” • Cycle begins again with Chris going up to an new person <p>Activity #3 Vocal Warm-up: Tongue Twisters (3 min.)</p> <ul style="list-style-type: none"> • Have the students repeat tongue twisters after you • Unique, New York • Red Leather, Yellow Leather • The Tip of the Tongue, the Teeth, the Lips • Modifications: the speed of speech, the voice used for speech 	
<p>Body of Lesson (25 min.)</p>	<p>Activity #1 - Make a Sound (4 min.)</p> <ul style="list-style-type: none"> • A group of 5 – 6 students line up on stage • The teacher calls out a name • That student comes forward making a sound (can be animal, human, robot, etc.) • The student must then begin a scene that others can join or develop a character • When the teacher calls a new name, that student now comes forward 	<ul style="list-style-type: none"> • Observe student’s participation in activities • Observe student’s wait-time to determine spontaneity

	<ul style="list-style-type: none"> • Modifications: number of students, length of scene, calling a new student or the same student <p>Activity #2 – Lines from a Hat (4 min.)</p> <ul style="list-style-type: none"> • 2 – 3 students onstage • Each student gets 3 slips of paper with sentences already written down (to be written and put in the hat before the game begins) • The students are given a location and begin a scene • When the teacher calls out an actor’s name they must take one of their slips of paper and read what is written for their next line • They must then somehow justify what they wrote to make the scene make sense. • Modifications: number of students on stage, number of pieces of paper, the students decide when to read their paper <p>Activity #3 – Ding (8 min.)</p> <ul style="list-style-type: none"> • Two students on stage • They begin a scene from an ask-for (ex. location) • As they are doing the scene the teacher can call out Ding • If the teacher says Ding the student who just spoke needs to change what they said • The teacher can say Ding as many times as they want • Modifications: another student calls Ding, the ask-for to start the scene, have students go off in groups of three instead of audience formation <p>Activity #4 – World’s Worst (8 min.)</p> <ul style="list-style-type: none"> • Another student calls Ding • The ask-for to start the scene • Have students go off in groups of three instead of audience formation • Modifications: number of students on the stage, length of demonstration (expand to scene?), number of topics before switching groups, split the class into groups and distribute around the classroom for more work time 	
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Closure (3 min.)	<ul style="list-style-type: none"> • Bring students into a circle • Ask the students what they learned today • Ask the students why they think we played the games we did • See if the students have any questions 	<ul style="list-style-type: none"> • Question the students and observe answers and participation
Sponge Activity	<p>Word Tennis</p> <ul style="list-style-type: none"> • Group is split into two groups • A topic is decided upon (Ex. fruit) • Each group has a member take a turn naming fruit • If a person stalls or gives an incorrect answer then they go to the back of the line for their group and a new person goes • Modifications: number of groups, topic, time allotted for answering 	<ul style="list-style-type: none"> • Observe the students participation

Reflection:

Lesson Plan: Lesson 5 Putting it All Together

Name: Hannah Rud

Grade/Subject: Drama 10

Unit: Improvisation

Topic: Putting it all Together

Date: February 4, 2013

Length of Lesson: 40 min.

General Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> To acquire knowledge of self and others through participation in and reflection on dramatic experience. To develop competency in communication skills through participation in and exploration of various dramatic disciplines. 	
Specific Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> Use warm-up techniques for preparation of body, voice, and mind. Maintain concentration during exercises. Tell a story spontaneously. Apply the essential elements of a story: character, setting, conflict, climax, and plot in planned and unplanned scenes. Make logical choices spontaneously within the boundaries of situation and character. Demonstrate the ability to accept, advance, offer or block thought and action, quickly and effectively. Use varied stimuli for character development. Sustain a character throughout a scene or exercise. 	
Learning Objectives	<p>Students will:</p> <ul style="list-style-type: none"> Play the game Director’s Cut Demonstrate their ability to come up with new ideas quickly and effectively Demonstrate their ability to warm-up body, voice, and mind Demonstrate their ability to maintain focus and concentration Demonstrate their ability to create and sustain a character Demonstrate their ability to implement the different elements of a story 	
Materials	<ul style="list-style-type: none"> N/A 	
Procedure	Assessment Methods	
Introduction (12 min.)	<ul style="list-style-type: none"> Tell students that we will be working towards putting everything we have been working on together Tell students that the goal of the day is to play “Director’s Cut” <p>Activity #1 – Focus Warm-up: Sevens (5 min.)</p> <ul style="list-style-type: none"> Split class into groups of 7 – 8 Groups stands in a circle One person taps their right shoulder with their left hand to pass onto the next person In order to change direction you must tap the shoulder opposite of the current motion twice Adding onto this is that each person says a number when they tap their shoulder The numbers go up to seven and when a 	<ul style="list-style-type: none"> Observe student’s participation

	<p>person says “seven” they take one arm and pass it over their head instead of tapping a shoulder</p> <ul style="list-style-type: none"> • Once the group gets to seven they go back to one • Want to go as fast as possible without messing up • If someone messes up everyone squats down and says “awwwweeeeYA!” as they jump up • Modifications: number of students in circle, can continue to count after seven and pass over the head every time you get to a multiple of seven or a number with a seven in it, can do a number other than seven (especially good when students are learning their multiplication tables, focus on going up as high as possible instead of as fast as possible (in the case of doing multiplication), not allowed to change directions <p>Activity # 2 – Physical Warm-up: Whoosh (4 min.)</p> <ul style="list-style-type: none"> • Have the class stand in a circle • Begin by just passing the whoosh ball of energy (invisible except to those who see it) • When passing the ball you must exclaim the word “WHOOSH” with lots of energy and get your body into it. • Once the class gets the idea of the game you can begin with the add-ons (see modifications) that can be done by any member in the circle • Modifications: Create your own add on, for the add-ons the person initiates the add on by saying the first part and then everyone does the action described after the dash (unless otherwise stated) <ul style="list-style-type: none"> • Boing – Hands together in front of body and squat while saying BOING! • Jackie Chan – Grab an ankle and say “owe, my ankle!” • Tidal Wave – Throw arms high in the air and say “TIDAL WAVE!!” • Dance Party – Dance around while saying dance party three times • Robin Hood – pretend like they have a bow and arrow you shoot the whoosh ball to someone else in the circle 	
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	<ul style="list-style-type: none"> • Erh! – The initiator puts up both hands like a stop sign and says “erh!” and then whoosh ball then goes back to the person before <p>Activity #3 – Vocal Warm-up: Character Voices (3 min.)</p> <ul style="list-style-type: none"> • Class stands in a circle • Students repeat after teacher • Teacher creates a movement and voice for a type of character • Use a wide range of voices • Modifications: allow students to suggest voices, no movement, speed of speech 	
<p>Body of Lesson (25 min.)</p>	<p>Activity #1 – Point – of – View (4 min.)</p> <ul style="list-style-type: none"> • Five students on stage • The students are given an object • One student comes forward and gives a monologue inspired by the object • The other students then take their turns giving monologues • However, all of the stories after the first one are the same story, just told from different points of view • Modifications: number of students, ask-for could be a location, length of monologue <p>Activity #2 – Space Jump (5 min.)</p> <ul style="list-style-type: none"> • A group of 4-5 students go up on “stage” (or split the class into these groups and play simultaneously) • One person starts in the middle while the others are off to the side or to the back • The one person starts a scene by themselves and the next person in line calls out “Freeze” when they want to start a new scene • The actor freezes and the next person starts a scene (trying to take into account the position of the actor) • People are continually added to the stage (always with a new scene started) until all 4-5 people are in a scene • Once all the people are in a scene the most recently added person finds a way to leave the scene and the group goes back to the scene before • This continues until the original person is left 	<ul style="list-style-type: none"> • Observe student’s participation • Observe student’s ability to maintain focus, concentration, and character

	<p>doing their original scene</p> <ul style="list-style-type: none"> • Modifications: number of people to be added, required length of scenes, scenes need to be done in a certain “style”, every line must be started with “yes, and”, the teacher can call out “ding” and the last line said must be changed, can be given something that must play a critical part in the scene (ex. Job, non-geographic location, object, moral, etc.) <p>Activity #3 – Blind Freeze (5 min.)</p> <ul style="list-style-type: none"> • Split class into groups of 5 and disperse around the room • Determine who is A, B, C, D, and E • Teacher calls two letters, who will start a scene • Teacher will then call “freeze” and ask another letter to either join in or tag someone out • Teacher will do this until all five students are in the scene • After the final addition, that student will sum up the picture they see in one sentence. • Modifications: number of students, giving an ask-for to inspire the first scene, play in an audience format <p>Activity #4 – Director’s Cut (11 min.)</p> <ul style="list-style-type: none"> • Split class into groups of five and disperse around the room. • They are given a location with which the movie is being filmed • Four then start the scene in the movie • Director calls cut and proceeds to make changes • Changes can be genre or specific to character (ex. get a limp) • The characters then redo the scene in the new way • Modifications: how the director changes the scene, number of students, number of changes, audience format 	
<p>Closure (3 min.)</p>	<ul style="list-style-type: none"> • Bring students into a circle • Ask the students what they learned today • Ask the students why they think we played the games we did • See if the students have any questions 	<ul style="list-style-type: none"> • Question the students and observe answers and participation

Sponge Activity	Alphabet Game <ul style="list-style-type: none"> • Two players take the stage • They will create a scene in which every line starts with a letter of the alphabet following the letter of the last line • The students go through every letter of the alphabet having the scene come to a conclusion with the “Z” line • Modifications: Start in the middle of the alphabet, more than two people, have the actors say more than one line back and forth 	<ul style="list-style-type: none"> • Observe the student’s participation
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Reflection:

Assessment Overview:

Lesson 1 – Quiz

SLOs:

- Use warm-up techniques for preparation of body, voice, and mind
- Demonstrate the ability to accept, advance, offer, or block thought and action quickly

Lesson 3 – Exit Slips

SLOs:

- Apply the essential elements of a story: character, setting, conflict, climax, and plot in planned and unplanned scenes

Lesson 4 – Checklist

SLOs:

- Maintain concentration during exercises
- Use varied stimuli for character development
- Sustain a character throughout a scene or exercise

Lesson 6 – Checklist

SLOs:

- Maintain concentration during exercises
- Tell a story spontaneously
- Apply the essential elements of a story: character, setting, conflict, climax, and plot in planned and unplanned scenes
- Make logical choices spontaneously within the boundaries of situation and character
- Demonstrate the ability to accept, advance, offer, or block thought and action quickly and effectively
- Sustain a character throughout a scene or exercise

Sample Assessments:

Lesson 1 Quiz:

Answer the following questions.

1. What are the three areas we focus on when warming up?
2. Give two examples of blocking
3. Why do we work on advancing a scene?

Lesson 3 Exit Slip:

Think about the Slideshow you narrated. Describe it in terms of the elements of a story we discussed at the beginning of class. (5 elements)

Lesson 4 Checklist:

- 1. Maintains concentration during Park Bench
- 2. Incorporates stimuli into character (slip of paper taken before entering the scene)
- 3. Sustains character through entrance, interactions, and exit in Park Bench

Lesson 6 Checklist:

- 1. Maintains concentration during scene
- 2. Story is created spontaneously (no affiliation to a popular storyline)
- 3. Scene contains problem
- 4. Scene contains rising action
- 5. Scene contains resolution
- 6. Character fits into the world of the scene
- 7. Accepts offers
- 8. Advances the scene
- 9. Sustains character throughout the scene

Bibliography:

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