

Greek Theatre  
Grade 9  
Theatre Studies  
Drama 9  
March 7<sup>th</sup> – March 18<sup>th</sup>  
Warner School  
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## Rationale

Drama is unlike other subjects. It helps students develop confidence in themselves, and grow as both performers and learners. Drama gives students a safe place to “act out”, explore and develop who they are without judgment or ridicule. Through the many disciplines students grow mentally, physically, emotionally and most importantly creatively. Drama is building both the personal and interpersonal skills that our students need to succeed in school and outside world.

This unit has a lot of content from the discipline of theatre studies. Because the discipline of drama is so strongly performance and physically based it is easy to look over the benefits of what comes with theatre studies. Our students may love the active aspects of drama but it is also important for them to know why they are doing what they do, and where it comes from. This unit will look at the farthest history of theatre in hopes to give students an understanding about where our skills come from and how those have developed to what we use and understand as theatre today.

This unit is heavily performance based which will cause the students to brave their fears and get up on stage to help build their confidence in front of a crowd. As well the performance aspects will help them discover who they are while playing through someone else.

## Unit Objectives

The basis of this unit is to teach basics of script elements and structure through looking at theatre of Greek History. At the end the students will write and perform their own Greek Myth play.

Lesson skills	Lesson Activity	Lesson
Use the body to tell a story (Tableaux)	Play family photo album	Lesson 1
Use the body to tell a story (Greek Structure)	Perform structured tableau stories	Lesson 2
Use voice to build character	Perform readers theatre scripts	Lesson 3
Perform elements of a script (Greek Structure)	Perform Split Scripts	Lesson 4
Use elements of a script in Greek structure	Write their own Greek play	Lesson 5
Practice mask design	Design masks	Lesson 6
Use skills to put on a Greek play	Perform their own Greek play	Lesson 7/8

## Greek Unit Overview

Lesson 1-

### **TSW play family photo album**

Talk, Walk, Freeze walk, Freeze walk image, Freeze walk image elimination, Tableau image challenge, Smooth transitions, Quick Snap, Quick snap with elimination, Family Photo Album

*Movement(Junior High): 14, 16,17, 25, 27, 28*

Lesson 2-

### **TSW perform structured tableau stories**

Walk, Walk with one word story, Discussion, Introduction to Greek structure, Script building, Tableau rehearsal, Tableau performance, Closing discussion/Cool down stretch

*Movement(Junior High): 14,16,17,25,27,28*

*Theatre Studies(Junior High): 11*

Lesson 3-

### **TSW perform reader theatre scripts**

Quiz, Walk with siren, Chat about vocals, Sound scape, Tongue twister, Tongue twister scenes, Readers theatre prep talk, Rehearsal, Performances, Closing discussion

*Speech(Junior High): 8, 9, 10, 16*

*Theatre Studies(Junior High): 8, 9, 10, 11*

Lesson 4-

### **TSW perform split scripts**

Walk, Freeze walk, Freeze walk story, Discussion, Direction interpretation, Vocal warm up (Siren/Sound Scape), Rehearsal, Perform split scripts in one piece, Closing discussion/Cool Down stretch

*Speech(Junior High): 8, 9, 10, 16*

*Theatre Studies(Junior High): 7, 8, 9, 10, 11, 12*

Lesson 5-

### **TSW write a Greek play**

Walk, Speedy stories, Review discussion, Pop up quiz, Write, Pitch

*Theatre Studies(Junior High): 7, 8, 10, 11, 12,16*

Lesson 6-

**TSW design masks**

Discussion, Questions, Walk, Facial Mirrors, "Pirate Ship" with expression,  
Emotion circle scenes, Character mask design, Closing Discussion

*Technical Theatre(Junior High): 1, 2, 3, 4, 6, 7, 9*

Lesson 7-

**TSW rehearse their Greek plays**

Discussion of where everyone is at, Student choice warm up,  
Meeting/Question time, Rehearsal and preparation, Cool down stretch

*Movement (Junior High): 16, 17, 25, 28*

*Speech (Junior High): 8, 9, 10, 16*

*Technical Theatre (Junior High): 6, 7, 9*

*Theatre Studies(Junior High): 7, 8, 9, 10, 11, 12, 16*

Lesson 8-

**TSW perform their Greek plays**

Student choice warm up, Rehearsals, Performances

*Movement (Junior High): 16, 17, 25, 28*

*Speech (Junior High): 8, 9, 10, 16*

*Technical Theatre (Junior High): 6, 7, 9*

*Theatre Studies(Junior High): 7, 8, 9, 10, 11, 12, 16*

## Lesson 1- Family Photo Album

Grade/Subject: Grade 9 / Drama Unit: Greek Theatre Lesson Duration: 40 Minutes

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES
<b>General Learning Outcomes:</b> <ul style="list-style-type: none"><li>- To develop competency in communication skills through participation in and exploration of various dramatic disciplines.</li></ul>
<b>Specific Learning Outcomes:</b> <i>Students will:</i> <ul style="list-style-type: none"><li>- Create shapes with the body</li><li>- Demonstrate freezing movement</li><li>- Use movement to communicate non-verbally</li><li>- Communicate environment, character, and situation non-verbally.</li><li>- Create and sustain mood through movement.</li><li>- Coordinate movement and movement patterns with other students.</li></ul>
LEARNING OBJECTIVES
<i>Students will:</i> <ol style="list-style-type: none"><li>1. Be able to play Family Photo Album</li></ol>
ASSESSMENTS
<b>Key Questions:</b> <ul style="list-style-type: none"><li>- Why do you think we focus on these things (Movement, Vocal, Structure) when looking at Greek Theatre?</li><li>- Why do we use Tableaus in theatre?</li><li>- What is a Tableau?</li></ul>
<b>Performance Assessments:</b> <ul style="list-style-type: none"><li>- Through observation I will formatively assess students based on:<ul style="list-style-type: none"><li>- Their ability to use tableaus to tell a story</li><li>- Their understanding of tableaus as a frozen picture</li><li>- Their ability to work with students to build tableaus</li></ul></li></ul>
MATERIALS AND EQUIPMENT
<ul style="list-style-type: none"><li>- Drama Room</li></ul>
PROCEDURE
<b>Introduction ( 5min.):</b> <i>Hook/Attention Grabber:</i> With everyone seated show pictures of a Greek amphitheater or Greek masks and ask students to guess what it is.  <i>Expectations of Behaviour:</i> <ol style="list-style-type: none"><li>1) Respect, not only for me, but also for others.</li><li>2) If I'm speaking you're listening.</li></ol>

3) Be brave.

*Advance Organizer/Agenda:*

1. Chat
2. Walk, Freeze Walk, Freeze Walk Image, Freeze Walk Image Elimination
3. Tableau Image challenge
4. Smooth Transitions
5. Quick Snap – Quick Snap with Elimination
6. Family Photo Album

**Body ( 30 min.):**

**Learning Activity #1: Discussion**

- In discussion:  
Once students have figured out the images inform them that we will be starting on our Greek unit.  
Tell them that we will be focusing on 3 big ideas in this unit, Movement, Vocals, and Structure.  
**ASK:** Why do you think we focus on these things when looking at Greek Theatre.  
Today we will be starting on developing movement and images through movement.

**Learning Activity #2: Walk-Freeze Walk**

This game starts as simple walking and leads into a tableau elimination game.

- Start with simple walking
- When you call out “FREEZE” the students have to freeze
- When you call out “FREEZE THREE (Or any number of your choice) the students have to freeze in a group of three.
- When you call out “FREEZE THREE (any number) SUPERHEROS (Any pose/occupation/action) the students have to freeze in a group in that pose.
- Once students have caught on have them do it timed, and the last group to make their pose is out.

**Learning Activity #3: Image Challenge**

In this students will make simple objects/images with their bodies in groups.

- In groups of three or four have students build certain images like (box, forest, screw, wave etc).
- Have them build 4 different images.
- Give them 30 seconds to build their images

**Learning Activity #4: Smooth Transitions**

With their already designed images, students will now have to find the quickest way to seamlessly move between images.

- Call out “Image A” then “Image B” and so on
- Each time do this faster until they can move from one into another without talking.

**Learning Activity #5: Quick Snap**

To play quick snap, separate the class into four groups.

- The teacher will call out an image, story, or film
- The students in their group then have 30 seconds try to build that image in a tableau.
- After each round you can change it by:
  - Having smaller groups
  - Shorter time span
  - Jigsaw and have them walk to make the image.
  - Play silent

If students are up for it, play an elimination round. Winning group can go first in the last game.

**Learning Activity #6: Family Photo Album**



“Family Photo Album” is an audience-performer game. So if students do not wish to improv they don’t have to.

- Students will, in groups of 4, go in front of the audience.
- Three students build the tableau behind her, and with one look the student will describe the family vacation/holiday.
- When the storyteller says “Click” the three performers will change into something new while the story tellers continue to tell the story.
- As the story progresses the story teller will have his/her back to the performers and the performers will have to work together, silently, to try to match the story tellers story.

**Closure ( 5 min.):**

*Consolidation/Assessment of Learning: Discussion*

After everyone has played family photo album have them discuss these questions

**ASK:** Why do we use Tableaus in theatre?

**ASK:** What is a Tableau?

**Reflection**

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## Lesson 2- Structured Tableau Stories

Grade/Subject: Grade 9 / Drama Unit: Greek Theatre Lesson Duration: 40 Minutes

<b>OUTCOMES FROM ALBERTA PROGRAM OF STUDIES</b>
<p><b>General Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- To develop competency in communication skills through participation in and exploration of various dramatic disciplines.</li> </ul>
<p><b>Specific Learning Outcomes:</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>- Create shapes with the body</li> <li>- Demonstrate freezing movement</li> <li>- Use movement to communicate non-verbally</li> <li>- Communicate environment, character, and situation non-verbally.</li> <li>- Create and sustain mood through movement.</li> <li>- Coordinate movement and movement patterns with other students.</li> <li>- Demonstrate understanding of plot structure</li> </ul>
<b>LEARNING OBJECTIVES</b>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> <li>2. Perform structured tableau stories.</li> </ol>
<b>ASSESSMENTS</b>
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>- Why is it important for a story to have a beginning, middle, and end?</li> <li>- What are the elements of the Greek plot structure?</li> <li>- How do those elements work with beginning, middle and end?</li> </ul>
<p><b>Performance Assessments:</b></p> <p>I will assess the students through:</p> <ul style="list-style-type: none"> <li>- Their ability to use tableaus to tell a story</li> <li>- Their understanding of tableaus as a frozen picture</li> <li>- Their ability to use the Greek plot structure for tableaus</li> </ul>
<b>MATERIALS AND EQUIPMENT</b>
<ul style="list-style-type: none"> <li>- Drama Room</li> <li>- Greek plot structure hand out</li> </ul>
<b>PROCEDURE</b>
<p><b>Introduction ( 5min.):</b></p> <p><i>Hook/Attention Grabber:</i> Start by telling a Greek myth story.</p> <p><i>Expectations of Behaviour:</i></p> <ol style="list-style-type: none"> <li>4) Respect, not only for me, but also for others.</li> <li>5) If I'm speaking you're listening.</li> <li>6) Be brave.</li> </ol> <p><i>Advance Organizer/Agenda:</i></p> <ol style="list-style-type: none"> <li>7. Walk</li> </ol>

8. One word story walk
9. Discussion- Introduction to structure
10. Script building
11. Tableau rehearsal
12. Tableau performances
13. Closing discussion/ Cool down stretch

**Body ( 30 min.):**

**Learning Activity #1: Walk – One word story**

Start off the class with them walking slowly around the room.

- You start the game by high fiving someone and saying one word.
- The student you high fived then adds another word to the story and high fives it off to someone else.
- Play this until everyone has gotten a turn, or the story has an end (or has ended making no sense)

**Learning Activity #2: Discussion – Intro to Structure**

With the class as a whole:

- **ASK:** What was the beginning, middle, and end in our One Word Story?
- **ASK:** Why is it important for a story to have a beginning, middle, and end?

Now with the handout briefly discuss what each element of Greek plot structure looks like:

- Prologue
- Parode
- Episode
- Choral Ode
- Exode

Keep this noted and up on the Board/Wall

**Learning Activity #3: Script Building**

Now as a class pick a well known story and together you will build a structured tableau around that story. While the students work on building the story in the structure write it down as they build it.

Steps:

- Select the story
- Have students point out the beginning, middle and end.
- Have the students decide in which parts of the Greek structure these things will happen.
- As a group decide what the tableaus would look like for that scene.
- If time, have them play it out as a whole class.

Example:

- Story: Cinderella
- Beginning: Poor Cinderella Middle: God Mother, Ball, Lost Slipper End: Prince finds her.
- Prologue: Narrator will speak and tell the topic.
- Parode: Single Tableau of the scene to be played out rather than dancing.
- Episode: Cinderella with step mother, Cinderella with God mother
- Choral ode: Tableaus of the reaction to the scene from other characters perspectives.
- ....Etc.

**Learning Activity #4: Tableau Rehearsal**

Have the students separate into groups of 4-5. Have the students draw their story out of a hat.

- Story options: Cinderella, Titanic, Aladdin, Teams Choice, Hunger Games (Shows can be chosen by the class and then thrown in the hat if there is any debate)
- Each story will have a narrator to help tell the story, they will be responsible for the “Prologue”
- Now give the students MAXIMUM 10 minutes to come up with their 5-6 scene tableau.

**Learning Activity #5: Tableau Performance**

Have the students come up, volunteer or whose ever birthday is closest to Easter, to perform their pieces.

**Closure ( 5 min.):**

*Consolidation/Assessment of Learning: Discussion- Cool down stretch*

To sum up the class have the students walk around and stretch. They can pair up and stretch with a partner if they are comfortable.

While they are stretching have them discuss, as a group or with their stretch partner:

- What are the elements of the Greek plot structure?
- How do those elements work with beginning, middle and end?

**Reflection**

## Assessment – Check Lists

### Performance: Movement/Speech

Objectives	How	✓	Comments
M: 14 Create shapes with the body	Tableaus (Lessons 1,2)		
M:16 Demonstrate freezing of movement	Tableaus (Lesson 1, 2), Final Performance		
M:17 Use movement to communicate non-verbally	Tableaus (Lesson 1, 2), Final Performance		
M:25 Communicate environment, character and situation non-verbally	Tableaus (Lesson 1, 2), Final Performance		
M:27 Create and sustain mood through movement	Tableaus (Lesson 1,2)		
M:28 Coordinate movement and movement patters with other students	Tableaus (Lesson 1,2), Final Performance		
S: 8 Understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation	Reader's Theatre (Lesson 3), Split Scripts (Lesson 4), Final Performance.		
S: 9 Use volume, articulation and projection to achieve clarity	Split Scripts (Lesson 4), Final Performance		
S:10 Demonstrate effects of intonation, rate, pause and phrasing on the meaning of words	Reader's Theatre (Lesson 3), Split Scripts (Lesson 4), Final Performance		
S: 16 Use movement and gesture to clarify and enhance speech and character	Reader's Theatre (Lesson 3), Split Scripts (Lesson 4), Final Performance		

**Script: Theatre Studies**

Objective	How	✓	Comments
6 Show awareness of selected periods and playwrights	Quiz, Pop Up Quiz		
7 Define the elements of script, dialogue, directions, characters and setting	Split Scripts (Lesson 4), Writing Scripts (Lesson 5), Quiz, Pop Up Quiz Final Performance		
8 Demonstrate understanding of directions used in a script	Reader's Theatre (Lesson 3), Split Scripts (Lesson 4), Writing Scripts (Lesson 5), Final Performance		
9 Read a script aloud	Reader's Theatre (Lesson 3), Split Scripts (Lesson 4), Final Performance		
10 Demonstrate understanding of the concept of dramatic convention	Reader's Theatre (Lesson 3), Split Scripts (Lesson 4), Writing Scripts (Lesson 5), Pop Up Quiz Final Performance		
11 Demonstrate understanding of plot structure	Tableaus (Lesson 2), Reader's Theatre (Lesson 3), Split Scripts (Lesson 4), Writing Scripts (Lesson 5), Final Performance		
12 Analyze a script to identify character, setting and plot	Split Scripts (Lesson 4), Writing Scripts (Lesson 5), Quiz, Final Performance		
16 Create and write an original script	Writing Scripts (Lesson 5), Final Performance		

### Masks: Technical Theatre

Objective	How	✓	Comments
1 Recognize the basic terminology associated with the component being studied (Masks)	Designing Masks Booklets(Lesson 6),		
2 Demonstrate understanding of the basic functions of the component being studied (Masks)	Designing Masks, Booklets (Lesson 6),		
3 Show awareness of the importance of research	Designing Masks Booklets (Lesson 6)		
4 Show awareness of available resources pertaining to the component being studied (Masks)	Designing Masks Booklets (Lesson 6)		
6 Demonstrate understanding of the importance of planning and organization	Designing Masks Booklet (Lesson 6), Final Performance		
7 Select a project appropriate to the component being studied (Masks)	Designing Masks Booklets (Lesson 6), Final Performance		
9 Use sketching to explore ideas for the project	Designing Masks Booklets (Lesson 6), Final Performance		

## Assessment- Quiz

1. Answer the following questions by circling **T** for true or **F** for false. **IF FALSE** correct the underlined word. (8 marks)

A) **T or F** Author's written manuscript containing the dialogue and directions is the plot.

B) **T or F** The stage personality or role that the actor assumes is called the character.

C) **T or F** The script is the instructions give to the actor by the playwright.

D) **T or F** The directions indicate the time and place of actions.

2. Name three elements of the Greek play structure (3 marks)

3. In this piece identify the elements of the script in the highlighted areas: (5 marks)

Lights come up to reveal St. Dunstan's Marketplace. A hand-drawn caravan painted like a Sicilian donkey cart, stands on the street. On its side is written in ornate script: "Signor Adolfo Pirelli – Haircutter-Barber-Toothpuller to His Royal Majesty the King of Naples," and under this: "Banish Baldness with Pirelli's Miracle Elixir." TODD and MRS. LOVETT enter. TODD is carrying his razor case. MRS. LOVETT has a shopping basket.

TODD (Pointing at the caravan): That's him? Over there?

MRS. LOVETT: Yes, dear. He's always here Thursdays.

TODD (Reading the sign): Haircutter, barber, toothpuller to His Royal Majesty the King of Naples.

MRS. LOVETT: Eytalian. All the rage, he is.



**Pop Up Quiz:** To do this quiz, have the students perform some kind of action (Jumping, Dancing, Miming, etc) if they know the answer to a question. Then whoever is standing must give the correct answer (have all of them answer, not just one), if they are wrong they sit Last player standing gets to pick the story/myth for their play first (Second last player standing picks second, etc).

Example Questions:

1. Name one Greek playwright we've discussed in class.
2. What is the fourth wall?
3. How do we know what are directions and what are dialogue in a script?
4. Name one element of the Greek play structure.

## Assessment- Performance Rubric

Before their final performance the students will each hand in a booklet consisting of their written script, and mask design for their characters.

- Written script will include all elements of the script (dialog, directions, characters, setting and plot), character lists, brief (3-5 sentence plot description) and the script that follows the Greek play structure (At least 1 Episode and 1 Choral Ode).
- Mask design will consist of the sketched outline for their character highlighting the main characteristic for their character

Their final performance will follow Greek structure, and contain at least 3 tableaux.

### **Grading Rubric**

#### **A -**

- \_\_\_\_\_ The script contains all five script elements
- \_\_\_\_\_ The script and performance follows the Greek structure
- \_\_\_\_\_ The booklet contains all required content (Mask Sketch, character list, plot description)
- \_\_\_\_\_ The performance has at least 3 Tableaus
- \_\_\_\_\_ The performance runs between 6-8 minutes

#### **B -**

- \_\_\_\_\_ The script contains 4 script elements
- \_\_\_\_\_ The performance loosely follows the Greek structure
- \_\_\_\_\_ The booklet is missing 1 piece of content (Mask sketch, character list, plot description)
- \_\_\_\_\_ The performance has 2 Tableau
- \_\_\_\_\_ The performance runs 4-5 minutes

**C –**

- \_\_\_\_\_ The script contains 3 script elements
- \_\_\_\_\_ The script and performance hardly follows Greek structure
- \_\_\_\_\_ The booklet is missing 2 pieces of content (Mask sketch, character list, plot description)
- \_\_\_\_\_ The performance contains 1 tableaux
- \_\_\_\_\_ The performance runs 2-3 minutes

**D –**

- \_\_\_\_\_ The script contains 2 or fewer script elements
- \_\_\_\_\_ The script and performance does not follow the Greek structure
- \_\_\_\_\_ The booklet is missing all content (Mask sketch, character list, plot description)
- \_\_\_\_\_ The performance has no tableaux
- \_\_\_\_\_ The performance runs under 2 minutes

**Not Complete**– No performance, No booklets.

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