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| **Lesson Title/Focus** | **Improvisation and Story Elements** | **Date** | November 24th, 2015 |
| **Subject/Grade Level** | Grade 6/7 | **Time Duration** | 35 minutes |
| **Unit** | Acting | **Teacher** | Mr. MacBean |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | |
| **General Learning Outcomes:** | | To develop competency in communication skills through participation in and exploration of various dramatic disciplines. | | |
| **Specific Learning Outcomes:** | | 1. Create and tell a story spontaneously. 2. Use essential story elements in spontaneous and planned scenes. 3. Recognize the techniques of offering, accepting, advancing and blocking. | | |
| **LEARNING OBJECTIVES** | | | | |
| **Students will:**   1. Create spontaneous stories using story elements. 2. Recognize and attempt to apply the techniques of offering, accepting, blocking and advancing to those scenes. | | | | |
| **ASSESSMENTS** | | | | |
| **Observations:** | * **Engagement, participation, attentiveness. Involvement in scenes. Demonstration of techniques.** | | | |
| **Key Questions**: | * **What is an example of (offering, accepting, advancing and blocking)?** | | | |
| **Products/**  **Performances:** | * **Scene performance for 5. and 10., fist of five for 13.** | | | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Program of studies: <http://education.alberta.ca/media/313001/jhdram.pdf> * Focus on Inquiry: Alberta Learning and Teaching Resources   <http://education.alberta.ca/media/313361/focusoninquiry.pdf> | | | * **Clear classroom space** * **Whiteboard with marker** | |
| **PROCEDURE** | | | | |
| ***Prior to lesson*** | | Distribute costume info. | | |
| **Introduction** | | | | **Time** |
| ***Attention Grabber*** | | Introduce goal: Create improvised scenes by end of class. Everyone will be part of a scene, it is okay to fail, this is a safe space to explore. | | 1 |
| ***Assessment of Prior Knowledge*** | | What is improv? Have any of you done it before? | | 3 |
| ***Advance Organizer/Agenda*** | | Today we will recap our story elements lesson from last class, and aim to apply that knowledge to our improvised scenes. Then we will talk about some theory in improve, and play two games to cement our knowledge. | | 5 |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | | Recap: write on board, then question and fist of five.  Character, Setting, Conflict, Climax, Plot.   New Concepts:  Improv teaches us to react. Reacting is important because otherwise your performance looks fake. Example conversation with student, get a genuine reaction. Ask a student to put it in her own words.  Offering: Establishing story elements.  Accepting: Go along with the story elements already in place.  Blocking: Stopping a scene by disagreeing with an offer.  Advancing: Adding to what is already established. | | 8  15 |
| *Assessments/ Differentiation* | | Involvement in questioning, discussion, and sharing. | |  |
| ***Learning Activity #2*** | | *Transition: Clear space and sit in circle.*  Explain attention getter of clapping.  Explain “1 word at a time story” game. Demo with student volunteer. Class identifies offer, acceptance, and advancing. Fist of Five for comprehension. Pair up and go till I stop you.  Stop, rotate partners, taller person moves one clockwise and starts. | | 22 |
| *Assessments/ Differentiation* | | Involvement, stop by different groups. Using story elements? Using improv techniques? | |  |
| ***Learning Activity #2*** | | Circle sit. Explain “Yes, And” game. Example with student volunteer. Class identifies offer, acceptance, and advancing. Fist of Five for comprehension. Pair up and go till I stop you.  Stop, rotate partners, shorter person moves one clockwise and starts. | | 32 |
| *Assessments/ Differentiation* | | Involvement, stop by different groups. Using story elements? Using improv techniques? | |  |
| **Closure** | | | | **Time** |
| ***Feedback From Students:*** | | Did this lesson help you understand how a scene progresses? | | 33 |
| ***Feedback To Students*** | | Great job in scenes, thanks for your engagement. | | 33 |
| ***Transition To Next Lesson*** | | Next class we will do some more improvisational work, building on this to make full scenes. | | 34 |
| ***Wrap up*** | | Return desks to normal places. | | 35 |

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| **Sponge Activity/Activities** | Discuss application to non-improvised plays. All have a measure of improv in them. How do the techniques find expression? |

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| **Reflections from the lesson** |  |