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| **Lesson Title/Focus** | **Stage Combat** | **Date** | October 26th, 2016 |
| **Subject/Grade Level** | Grade 9 | **Time Duration** | 1:48 – 3:00 (72 min) |
| **Unit** | Movement and Tech  | **Teacher** | Mr. MacBean |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | **1. To develop competency in communication skills through participation in and exploration of various dramatic disciplines.** |
| **Specific Learning Outcomes:** | JH Movement: 28 |
|  **LEARNING OBJECTIVES PEAK AND SKILLS TO ACHIEVE** |
| **Students will:** 1. **Explore safe theatrical combat techniques.**
2. **Create a short stage combat scene.**
3. **Model respect and control.**
 | **Students will: Create and perform a short (three moves) stage combat scene.****Skills:**1. Body control.
2. Respect.
3. Ability to safely perform skills.
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| **ASSESSMENTS** |
| **Observations:** | * Student engagement, modelling skills, critique.
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| **Key Questions**: | * What makes for a captivating performance?
 |
| **Products/Performances:** | * Student discussion, Modeling of skills, participation in performance.
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Alberta Program of studies: <http://education.alberta.ca/media/313001/jhdram.pdf>
* Drama Teacher Resource Manual
* Improvisation: Learning through drama
* Stage fighting: a practical guide: J Howell
* Fight directing for the theatre: J Suddeth
 | * **Clear class space**
* **Tech sign up – Cole**
* **Alternate assignment printed**
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| **PROCEDURE** |
| ***Prior to lesson*** | Get there early to write outline on board and greet students coming in individually.  |
| **Introduction** | **Time** |
| ***Attention Grabber*** | Circle sit. Quick greetings. Attendance. | 1:48 |
| ***Assessment of Prior Knowledge*** |  |  |
| ***Expectations for Learning and Behaviour***  | Slow speech, clear instructions, high energy, fast paced. |  |
| ***Advance Organizer/Agenda*** | Go through plan on the board. List safety rules/expectations. |  |
| ***Transition to Body*** | Warm up circle. |  |
| **Body** | **Time** |
| ***Learning Activity #1*** | **Warm up:** Physical warm up. Arm circles, backbend and roll up, etc. Stretching.  | 1:52 |
| *Teacher Notes: Assessments/ Differentiation* | Control? Safety? |  |
| ***Learning Activity #2*** | **Body tension:**Push on air, then demo arm wrestle, then student example. Pair with person beside you. No winner. Repeat, demo with A’s losing. Then b’s lose. Victim in control.  | 1:55 |
| *Teacher Notes: Assessments/ Differentiation* | Victim in control. Watch speed. |  |
| ***Learning Activity #3*** | **Line up by height: Pairs****Choke: Reverse Energy** Demo, example with students, practice with partner. SWITICH. | 2:00 |
| *Teacher Notes: Assessments/ Differentiation* | Respect and control. Victim in control.  |  |
| ***Learning Activity #4*** | **Hair pull:** Demo, example with students, practice with partner. SWITICH.Add movement across stage. Everyone drags themselves across stage, add pain noises. | 2:10 |
| *Teacher Notes: Assessments/ Differentiation* | Questions? Help struggling students. Watch whole group. |  |
| ***Learning Activity #5*** | **Roundhouse:** Look behind. Look behind sync with my punch. Add HA!Throwing punch – check measure each time. Do NOT lean. Stay in balance. Eye contact, then practice with both saying HA!**Knap:**Demo self, other, slip, table. Clap knap self today. Work on timing with partner. | 2:20 |
| *Teacher Notes: Assessments/ Differentiation* | Questions? Help struggling students. |  |
| ***Learning Activity #6*** | **Stomach punch:** Demo. Try ‘punching’ wall – door handle.Try knapping chest with “hugh”. Reaction sells it.Student demo. Then try with partner. | 2:30 |
| *Teacher Notes: Assessments/ Differentiation* | Watch for contact. |  |
| ***Learning Activity #7*** | **Rehearsal:** Groups of three, 7 mins (actually can be ten) min three moves, tell a short story. Dialogue encouraged. Plan everything out, slow motion. Then Medium speed for performance. Still need eye contact and measure. | 2:40 |
| *Teacher Notes: Assessments/ Differentiation* | Effectively using time, not improvising.  |  |
| ***Learning Activity #8*** | **Performance:** Get performance numbers ahead of time, quickly transition.  | 2:50 |
| *Teacher Notes: Assessments/ Differentiation* | Critique if we have time.  |  |
| **Closure** | **Time** |
| ***Consolidation of Learning:*** | **Discussion:**Importance of Movement control, safety. Or teachable moment if it arises. | 2:56 |
| ***Feedback From Students:*** | As above, discussion.  |  |
| ***Feedback To Students*** | Thanks for your hard work, great job. Be specific about best things. | 2:57 |
| ***Transition To Next Lesson*** | Don’t practice in halls, I can teach you more if you want to use in final project. Next class we will start on our final project. Quiz on isolations, knap, and one other thing. | 2:58 |

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| **Sponge Activity/Activities** | **More time on final scenes, rehearsing or performing.** |

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| **Reflections from the lesson** |  |