|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | |
| **ASSESSMENTS** | | | | | | | |
| **Observations:** | | | | * Student engagement, modelling skills, critique. | | | |
| **Key Questions**: | | | | * What makes for a captivating performance? | | | |
| **Products/Performances:** | | | | * Student discussion, Modeling of skills, participation in performance. | | | |
| **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** | |
| **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 |

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

|  |  |
| --- | --- |
| **Reflections from the lesson** |  |