

Teacher: Shannon Paulgaard
Unit/Topic: Improvisation

Subject/Grade:
Date/Time: 1/19/16 1:00pm

Related GLO's and SLO's:

The student will be able to...

- Respond to directions without breaking concentration.
- Create and tell a story spontaneously.

Background Information: The student's will have had previous experience with some improv (in previous grades). They will all have a drama journal that will be in the classroom that they can write in.

Objective/Peak (What will the student's do?):

The students will create and perform improvisational scenes in a game of "Space Jump".

To do this, they will need to be able to:

- Identify plot
- Work cooperatively with one another
- Establish setting/content.

Assessment (How will you know the students have reached the objective?):

Assessment through observation and conversation.

End of class journal entry:

What do you think is the most important part of a story? Why do we need improvisational scenes to have a plot?

Materials and Equipment:

- An empty classroom with any chairs/tables/other obstacles moved to the side.
- Tub with student's journals. Spare writing utensils for those who don't bring.

Learning Resources Consulted:

- Blooms Taxonomy for Objectives.
- *Teacher Resource Manual DRAMA Junior High School*. 1989 Alberta Education.

Procedure: *Teacher's Script in Italics*

Introduction (15 minutes)

Welcome all of the students to class and get them all to put their bags at the back of the room and sit in a starting circle.

Welcome class, today we are going to continue in our learning about improvisation. Today we're going to focus on creating scenes that have a definite plot. We need to make sure that we also focus on establishing a setting and the content of our scenes. I want you to quickly turn to the person next to you and talk about what content and setting are.

Give the students time to do this and then get a couple of groups to share their answers.

In order to create improvisational scenes that are driven by plot, we need to understand what plot is, what its elements are. First we will discuss, then we will play a game that puts it into practice. I want you to talk to the other person beside you about what elements make up the plot of a story.

Give them time and then get each group to share. Even if it's repetitive, it will ensure that every student is on the same page.

Next we are going to play "Picture Story". I am going to put you into groups of four by numbering you off. You will have 5 minutes to create three tableaux that have a plot/tell a story. Can someone please remind all of us of what a tableau is?

If no one offers a response, remind them that it is a frozen picture.

After 5 minutes we will all present our small scenes and have our classmates guess what our "scenes" were about.

Complete this activity and then get these groups to sit together in an audience formation.

Body (20 minutes)

Now we're going to play a similar game. This one is called "Moving Picture". I need everyone in your group to be labeled a-d (give them a few seconds to do this) I will call a letter and that person in the group will go up and declare what they are. For example, they might go up and say, "I am a tree" and pose as a tree. The next person/letter I call will come up and add to the tableau. They might

say, "I am a teenager carving my name into the tree", and so on. Once everyone is on stage I will call, "Moving Picture" and your scene needs to come to life.

Allow the students to do this and then get them to find a new group of four on their own.

PEAK: The students will create and perform improvisational scenes in a game of "Space Jump".

Lastly we are going to play a game of "Space Jump". Each group will have a turn in front of the class. I will call out a location. The first person will start an improvised scene in that location. When I say "Space Jump" they will freeze and the new person will join the scene. They have to start their new story in the same body position that the first person finished in. Both of you work through a new scene until I say, "Space Jump" again. The third person will join and create another new story line, etc. Make sure you are creating a new plot in each space jump and that you are really conveying a believable setting and content.

Get each group to do this, clapping for each performance (as well as encouraging clapping for each performance).

Closure (5 minutes)

Get all of the students to take out their drama journal/hand them out. Ask them to reflect on the day's lesson and activities with these guiding questions:

- What do you think is the most important part of a story?
- Why do we need improvisational scenes to have a plot?

Sponge Activities:

If there is extra time, get the students to play "Moving Picture" again with new groups.

Reflection:

Evaluation:

What would you do differently to improve this lesson for next time?

What went well that you should build on?

