

Orientation/Movement Unit
"The Power of Trust"

Grade 7/8

Drama

March 9th to April 17th, 2015

Alexandra Middle School

Taylor Fornwald

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Rationale

The purpose of this section is to show that I understand and use “backwards design”. I began my planning by creating goals that I wish my students to reach at the end of the Unit. I then listed the skills needed for my students to reach this goal to create goals for each lesson that would allow students to develop these essential skills. Lastly I decided on assessment strategies that I would put in place to make sure students are progressing at the required rate to have success in their final performance task.

Drama allows students to develop life skills that will positively impact them in their futures. The goal of this Unit is for all students to understand the power of trust and meaningful human connection in everyday relationships, how this affects them today, and how it can affect them in their future endeavors.

For students to seek future employment their employers will be looking for employees that have a positive attitude and are willing to work as a team player. This Unit’s final collective creation piece will allow students to work on these important attributes to enable them to make fine employees in their future no matter what their job entails.

Unit Objective

To create a collective creation piece as a class that examines the “The Power of Trust” and the implications building trustworthy relationships with others can impact their lives today and in their future.

Unit Skills

In this Unit the students will focus and work towards understanding the below top skills:

- Trust
- Awareness (Self and Others)
- Confidence
- Story Creation

Lesson #1

Activity Goal: Zucchini

Skills: Trust and Awareness

Lesson #2

Activity Goal: Story Tableau

Skills: Story Creation and Confidence

Lesson #3

Activity Goal: Grid Work

Skills: Awareness, Trust, and Confidence

Lesson #4

Activity Goal: Flow

Skills: Awareness, Trust, and Confidence

Lesson #5

Activity Goal: Scene To Music

Skills: Awareness, Trust, Confidence, and Story Creation

Lesson #6

Activity Goal: Gesture Story

Skills: Awareness, Trust, Confidence, and Story Creation

Lesson #7

Activity Goal: Write Script

Skills: Confidence and Story Creation

Lesson #8

Activity Goal: Finish Script

Skills: Awareness, Trust, Confidence, and Story Creation

Lesson #9

Activity Goal: Rehearse Groups

Skills: Awareness, Trust, Confidence, and Story Creation

Lesson #10

Activity Goal: Reh. All Together

Skills: Awareness, Trust, Confidence, and Story Creation

Lesson #11

Activity Goal: Dress Rehearsal

Skills: Awareness, Trust, Confidence, and Story Creation

Lesson #12

Activity Goal: Perform

Skills: Awareness, Trust, Confidence, and Story Creation

Unit Overview

Lesson #1:

Zucchini

Chat Rules, Walking with greetings, Walking circle, Name Alliteration, Do You Like Your Neighbour?, Slo-Mo Warriors, Zucchini (Front, Back, Side, Zucchini.

Orientation (Junior High) 1-7 and 13

LOGBOOK REFLECTION AND PARTICPATION CHECKLIST

Lesson #2:

Story Tableau

Chat Warm Ups, Freeze Jump Turn Twizzle, Hand to Hand, Use or Become, In the Matter of the Adverb, Dramatic Structure Explain, Story Tableau

Orientation (Junior High) 7, 8, 9, 13, 14, 17, 19, and 23

LOG BOOK EXIT SLIP AND PARTICPATION CHECKLIST

Lesson #3:

Grid

Chat Trust, Shake Out, Honey Walk, Impulse, Grid

Orientation (Junior High) 7, 9, 10, 13, 17, 19, 20, 22

Movement (Junior High) 26 and 28

CLASS DISCUSSION

Lesson #4:

Flow

Chat Trust Story, Zucchini, Human Knot, Awareness Walk, Impulse, Grid, Shape Movement Shape, Flow

Orientation (Junior High) 7, 10, 13, 19, 20 Movement (Junior High) 26 and 28

LOGBOOK REFLECTION

Lesson #5:

Scene to Music

Chat Impulse, Walk Gesture, Into the Body, Shape Face Move Talk, Grid, Flow, Dramatic Structure Review, Scene to Music

Orientation (Junior High) 7, 10, 13, 15, 14, 18,19, 20, and 23

Movement (Junior High) 26 and 28

TRAFFIC LIGHT EXIT SLIP AND PARTICPATION CHECKLIST

Lesson #6:

Gesture Story

Chat check-in, Grid, Hug Tag, Zucchini, Sitting Touch Story, Give and Take Story, Power of Touch Story, Gesture Story

Orientation (Junior High) 7, 11, 17, 21, 22, and 23

Movement (Junior High) 26 – 28

EXIT SLIP - FAVORITE STORY CHOICE

Lesson #7:

Write Script

Grid, Chat about Performance Task, Split into groups chosen based on last Exit Slip, Explore story format given with group (Sitting Touch Story, Give and Take Story, Power of Touch Story, Scene to Music, Zucchini Story, and Gesture Story), Write Scripts

Orientation (Junior High) 11, 12, 21, 25, and 26

Movement (Junior High) 26 – 28

PERFORMANCE TASK AND RUBIC GIVEN, QUESTIONS ABOUT TASK HANDED IN

Lesson #8:

Finish Script

Chat about Story Structure, Take 3, Finish Script

Orientation (Junior High) 11, 12, 21, 25, and 26

Movement (Junior High) 26 – 28

SCRIPTS HANDED IN AND FEEDBACK GIVEN FROM TEACHER

Lesson #9:

Rehearse Groups

Chat about Tech., Moving Circle, Rehearse in Groups

Orientation (Junior High) 11, 12, 16, 21, and 24-26

Movement (Junior High) 26 – 28

Improvisation/Acting (Junior High) 8-12

TECH ELEMENTS HANDED IN AND FEEDBACK GIVEN FROM TEACHER

Lesson #10

Rehears All Together

Chat about Tech., Human Knot, Shape Face Move Talk, Vocal Warm Up, Rehearse with groups, Rehearse All Together (Grid and Flow)

Orientation (Junior High) 11, 12, 16, 21, and 24-26

Movement (Junior High) 26 – 28

Speech (Junior High) 2, 3, 5, 8

3,2,1 EXIT SLIP AND PARTICPATION CHECKLIST

Lesson #11

Dress Rehearsal

Chat about Performance, Blob Tag, Vocal Warm Up, Groups Warm Up, Dress Rehearsal

Orientation (Junior High) 11, 12, 15, 16, 17, 21, and 24 - 26

Movement (Junior High) 26 – 28

Theatre Studies (Junior High) 1

Improvisation/Acting (Junior High) 8-12

TWO STARS AND WISH PEER FEEDBACK

Lesson #12

Performance

Class Warm Up, Groups Warm Up, Perform

Orientation (Junior High) 1-26

Movement (Junior High) 26 – 28

Speech 2, 3, 5, 6, 8

Theatre Studies (Junior High) 1

Improvisation/Acting (Junior High) 8-12

RUBRIC MARK TEACHER

Lesson Title/Focus	#1. Zucchini's / The Power of Trust	Date	Monday March 9 th , 2015
Subject/Grade Level	Drama/Grade 7 & 8	Time Duration	56 minutes
Unit	Orientation	Teacher	Taylor Fornwald

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	To acquire knowledge of self and others through participation in and reflection on dramatic experience.
Specific Learning Outcomes:	<ol style="list-style-type: none"> 1. Respond to classroom rules, procedures, and routines. 2. Display a responsible attitude towards physical and emotional safety and comfort. 3. Show respect for equipment, resources and facilities. 4. Respond appropriately to established control signals. 5. Participate positively in classroom activities. 6. Display appropriate classroom and audience behaviour. 7. Take calculated and reasonable risks. 13. Show trust by becoming comfortable, physically and emotionally, with others.

LEARNING OBJECTIVES

Students will:

1. Participate willingly in activities.
2. Respect the space and others.
3. Build trust in themselves and with fellow classmates.

ASSESSMENTS

Observations:	<ul style="list-style-type: none"> • Participation Checklist
Key Questions:	<ul style="list-style-type: none"> • What did today's activities allow you to explore? • Why is trust so important to have with your fellow classmates? • Why is trust so important to have with other people in your life? • What did you learn about yourself or classmates today?
Products/ Performances:	<ul style="list-style-type: none"> • Logbook Reflection • Participation in Activities

LEARNING RESOURCES CONSULTED

- Drama Junior High Program of Studies
- Teacher Resource Manual Drama, Junior High

MATERIALS AND EQUIPMENT

- **Chairs, one per student**
- **Music System**
- **"Epic" Music**
- **Contrast Lighting**
- **Large open room**
- **Whiteboard and Markers**

PROCEDURE

<i>Prior to lesson</i>	<ul style="list-style-type: none"> - Have agenda written down on board. - Have enough chairs for students. 	
Introduction		
Assessment of Prior Knowledge	<ul style="list-style-type: none"> - Ask students what the word "trust" means. Allow students to discuss with someone next to them for a minute. Then allow two to three students to share. - Reiterate the answers shared and tell students to keep in mind as they will discuss this again at the end of class and examine how it has changed. 	Time 2 min.
Expectations for Learning and Behaviour	<ul style="list-style-type: none"> - Chat about the rules of your classroom. 1) Safety, if you ever don't feel safe yell "stop" and freeze Explain No Go Zones: Stairs, Curtains, and Sound System 	2 min.

	<p>2) Respect, respect yourself and respect others 3) Have Fun, explain this is a safe place to explore about you and your fellow classmates. - Teach students your attention grabber of when you say “Do doo doo doo” they say “Do Do” freeze, and eyes and ears are on you.</p>	
Warm Up	<p><u>Walk Greetings</u> Procedure: Ask students to walk a room just like themselves. Then get them to walk around room making eye contact with others, then to a simple nod others, a wave at others, greet and have a small conversation with others, high five others, hug others, etc. How far you want to go with the greeting depends on your purpose of the exercise, grade level, and goal.</p> <p><u>Walking Circle</u> Procedure: Have students walk in one large circle, switching directions back and forth. Then ask students to walk across circle being aware of others and not hitting them. Depending on grade, you can get one to two people to close their eyes and it is up to others, while also passing through the circle, to guide them to the other side safely.</p>	5 min.
Body		Time
Learning Activity #1	<p><u>Name Alliterations</u> Procedure: All players stand in a circle. Give students a moment to think of an action and alliteration to go with their name. First person introduces themselves with an adjective that starts with the same letter of his first name, and an action that corresponds with it (for example, Shy Samantha may cover her face, and Dancing Dan might shimmy). The group as a whole greets the person doing the same actions (“Hi, Shy Samantha”, with everyone covering their faces).</p>	10 min.
<i>Teacher Notes: Assessments/ Differentiation</i>	<ul style="list-style-type: none"> - Explain to students what an alliteration is, a word that starts or sounds like the same letter as your name. - May need to help students come up with action or alliteration - Encourage students action can be something made up on spot, that this is safe place to let loose. 	Throughout Activity
Learning Activity #2	<p><u>Do You Like Your Neighbours?</u> Materials: Enough chairs for class. Procedure: The group sits in a circle. One player is “it” and stands in the middle of the circle. This player approaches any player in the circle and asks: “Do you like your neighbours?”. This player can answer either “yes” or “no”. If the player answers “no”, then the players on either side of her need to stand up and switch places as fast as possible. Meanwhile, “it” is also trying get into one of the spaces. If the player answers “yes”, then they goes on to say something like “Yes I like my neighbours, but I would prefer people who are wearing white shoes.” (for example). In this case, everyone in who is wearing white shoes has to get up and find a new space. “It” is also trying to get a spot at the same time. Whoever is left in the center will have to begin the questioning again.</p>	10 min.
<i>Teacher Notes: Assessments/ Differentiation</i>	<ul style="list-style-type: none"> - Give some examples of what students can say after they do like their neighbour. What people are wearing, how many siblings, likes, dislikes, etc. 	Throughout and Before Activity
Learning Activity #3	<p><u>Slow-Mo Warriors</u> Materials: Music System and “Epic Music” and contrast lighting if can. Procedure: Everyone must move in super slow motion. One person is the warrior and is trying to catch everyone. They mover their arms in a sword like motion. If they tag another played that player must die a slow motion epic death and remain death. The game is played until everyone as faced their fate. Best played with epic music and high contrast lighting.</p>	5 min.

<i>Teacher Notes: Assessments/ Differentiation</i>	- This is a great time to get out checklist and check in on students progress. - Encourage students to all be participating	<i>Throughout Activity</i>
Learning Activity #4	Zucchini Procedure: Get students to wander around room and find a partner. With their partner they will get close enough for toes to touch facing each other, grab hands, and lean back as far as can keeping balance (Front Zucchini). Finding a new partner facing opposite ways put sides of feet together, again join hands and lean to side as far as can while keeping balance (Side Zucchini). Find a new partners and lean against each other's back with arms linked. Try to sit down and come back up again without losing balance (Back Zucchini). Get students to repeat all Zucchini with small groups of 3 to 4.	<i>15 min.</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	- Give students an example of what each zucchini should look like before allowing students to go ahead with activity.	<i>Throughout Activity</i>
Closure		Time
Consolidation of Learning/Transition to Next Lesson	- Ask students if their meaning of trust has changed after today? Allow to discuss with someone beside them and then get two to three students to share. - Ask Why is trust so important to have with your fellow classmates? Allow a few students to share. Then ask Why is trust so important to have with other people in your life? Allow a few students to share. - Thank students for participating and taking risks today and that you look forward to working with them. - Explain that next day you will explore with more trust building activities.	<i>5 min.</i>
Feedback From Students:	Get students to write a reflection in their logbook. They must answer the questions: 1) One thing today's activities allowed you to discover about yourself? 2) Why trust is so important to have with people around you?	<i>5 min.</i>
Feedback To Students	- Complete Checklist and return to students. - Take in Logbook and give feedback on reflection.	<i>After Class</i>

Reflections from the lesson	
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Lesson Title/Focus	#2. Story Tableau/ "The Power of Trust"	Date	Wednesday March 11 th , 2015
Subject/Grade Level	Drama/Grade 7 & 8	Time Duration	56 minutes
Unit	Orientation	Teacher	Taylor Fornwald

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	To acquire knowledge of self and others through participation in and reflection on dramatic experience.
Specific Learning Outcomes:	<ul style="list-style-type: none"> 7. Take calculated and reasonable risks. 8. Share ideas confidently with others. 9. Focus concentration on one task at a time. 13. Show trust by becoming comfortable, physically and emotionally, with others. 14. Work cooperatively and productively with all members of the class in pairs, small groups, and large groups. 17. Recognize the need for and participate in warm up activities. 19. Move in a variety of ways. 23. Show awareness of story sequence.

LEARNING OBJECTIVES

Students will:

- 4. Build trust further with self and others.
- 5. Work willingly with others.
- 6. Share ideas as a group confidently.
- 7. Move and explore themselves.

ASSESSMENTS

Observations:	<ul style="list-style-type: none"> • Participation Checklist
Key Questions:	<ul style="list-style-type: none"> • Was it hard to work and trust others today? • Why do we warm up in drama class? • Do you feel like this is a safe place to take risks? • Rate your trust level with yourself and others in class.
Products/Performances:	<ul style="list-style-type: none"> • Log Book Exit Slip

LEARNING RESOURCES CONSULTED

- Drama Program of Studies, Junior High
- Teacher Resource Manual Drama, Junior High

MATERIALS AND EQUIPMENT

- Open large room
- Whiteboard and markers

PROCEDURE

Prior to lesson	- Write out agenda on board.	
	Introduction	Time
Assessment of Prior Knowledge/Expectations for Learning and Behaviour	<ul style="list-style-type: none"> - Why is trust important to have in the classroom? Allow a couple students to share answer. - Talk to students about the Walking Greeting and Walking Circle you did last day was a warm up and today you will do another warm up before starting the class. Ask students why do we warm up in drama class? Allow students to discuss with others around them and then allow a few to share. 	5 min.
Warm Up	<p>Freeze, Jump, Turn, Twizzle</p> <p>Procedure: Get students to walk around in one circle. If Teacher say "Freeze" students must freeze quickly. If Teacher says "Jump" students must jump and turn 180° and freeze. If Teacher says "Turn" students must turn 90° and then freeze. If Teacher says "Twizzle" students must jump and turn 360° and freeze. Give feedback to students that are not freezing right away rather than telling them they are out.</p>	5 min.

Body		Time
Learning Activity #1	Hand to Hand Procedure: Have everyone go around the room and introduce themselves, shaking hands of the people they meet. This is hand-to-hand. Then, greet elbow-to-elbow, foot-to-foot, knee-to-knee, etc.	5 min.
<i>Teacher Notes: Assessments/ Differentiation</i>	- Teacher also do with students	
Learning Activity #2	In the Matter of the Adverb Procedure: One person leaves the room (the guesser). An adverb is chosen (a word that describes a verb, usually ending in -ly). The guesser enters and asks the group to perform an action (walk the dog, pick vegetables, dance). The group then performs the action using the adverb (for example, if the adverb chosen was happily, they would happily perform the action). The guesser has three tries to guess the adverb.	10 min.
<i>Teacher Notes: Assessments/ Differentiation</i>	- Teacher do with students and also side coach giving suggestions and compliments to students exploring in unique ways.	Throughout Activity
Learning Activity #3	Dramatic Structure Materials: Whiteboard and Markers Procedure: Ask students to sit in front of whiteboard and draw dramatic structure on board. Briefly discuss the 5 points of the dramatic structure and review what they already know. Introduction: Establish Who, What, Where, and When. Rising Action: Attempt scenes to solve the problem, show example. Climax: The most exciting point of your story, what will happen next?! Falling Action: Tying all loose ends up to solve problem. Conclusion: Problem should be solved and moral of story. Story Tableau Procedure: Divide students into five (ideal size is 4-5; if too many students, create 6 groups, if too few students, create 3-4 groups). Each group has to create a series of tableaux that illustrates each part of the play structure of a given story. Story can be the same for all groups or different, and audience must guess which story it is.	20 min.
<i>Teacher Notes: Assessments/ Differentiation</i>	- Get students to create tableau for story "Goldilocks and the Three Bears".	Before Story Tableau
Closure		Time
Consolidation of Learning/ Transition To Next Lesson	- Ask students by a show of hands if they feel like this is a safe place to take risks? - Explain today there was more group work, Did they find it hard to trust and work with others? By a show of their hands out of five, one being super easy to trust and five very hard to trust. - Explain that next day they will be adding more movement into their activities next day while their focus still being on trust.	2 min .
Feedback From Students:	- Get students to write Exit Slip in Log Book to rate if they feel comfortable taking risks in class? One not at all, Five Totally. - Briefly answer, why do we warm up in drama class? - Hand in before leave class.	5 min.
Feedback To Students	- Fill out Participation Checklist again for students and return to them	After Class

Lesson #1 Assessment:

1) The below Checklist will be used numerous times (**Lesson 1, 2, 5, 8 & 10**) throughout the Unit as Formative Assessment tool seeing if students are meeting key outcomes in Orientation. Checklist will be completed by Teacher and then Feedback given to each students to see where they can improve. The final Checklist after Lesson 10 will be their participation mark at end of Unit.

Participation Checklist

DATE	#1	#2	#3	#4	#5	#6	#7	#13

Grade 7/8

Miss Fornwald

Student:

Rating Scale:

M=Meeting A=Approaching D=Developing B=Beginning I=Insufficient

2) Log Book Reflection

Students will write a short reflection in their logbook answering the below questions:

- 1) One thing today’s activities allowed you to discover about yourself?
- 2) Why trust is so important to have with people around you?

Reflection will then be handed in and feedback given.

Lesson #2 Assessment:

- 1) Participation Checklist (Above) completed by Teacher.
- 2) Students will write Exit Slip in Log Book to rate out of five how comfortable they feel taking risks in class. **One** not at all comfortable **Five** very comfortable Also asked to briefly answer, why do we warm up in drama class? Handed in as formative assessment for Teacher to review.

Lesson #3 Assessment:

- 1) End of class students will participate in a group discussion of activities participated in that day. (Impulse and Grid)

Lesson #4 Assessment:

- 1) Students will reflect in logbook about the past few classes. What they have liked and disliked in class and one question they may have. Teacher will look over as formative feedback for next lessons.

Lesson #5 Assessment:

- 1) Participation Checklist (Above) filled in by Teacher and given back to student to see what needs to be improved.
- 2) Below Exit slip will be completed and handed to Teacher. Students will put face corresponding with how they feel with each Exercise (Working with Impulse, Grid, and Flow). **Green** happy face means "I got it", **Yellow** straight face means "I am almost there", and **Red** sad face means "I need help/frustrated"

Impulse Progress Report

Name: _____



Impulse:

Grid:

Flow:

Lesson #6 Assessment:

- 1) Students will be asked to pick their favorite three activities from the following: Sitting Touch Story, Give and Take Story, Power of Touch Story, Scene to Music, Zucchini's, and Gesture Story. Teacher will then use this to split students into groups for Performance Task.

Lesson #7 Assessment:

- 1) End of Unit Performance Task and Rubric, details will be discussed in class.

The Power Of Trust

This assignment will explore the power of movement and performance. Students will work as a class and in small groups to create our very own collective creation piece of theatre with a focus on movement and the expression of the body. This collective creation will highlight the ways our body move that have been explored in the last few weeks, how trust is such a integral part of our role in society, and the power that it has when put on stage in an original creation.

Show Outline:

- 1) Theme: "Strangers in our lives" Activity: Grid (All)
- 2) Theme: "Trust and what it represents from brainstormed words" Activity:

- Shape, Face, Move, Talk (All)
- 3) Theme: "The Trust Stories" Activities: Sitting Touch Story, Give and Take Story, The Power of Touch Story, Scene to Music, Zucchini Story, and Gesture Story (Small groups)
 - 4) Theme: "We are all one" Activity: Human Knot (All)
 - 5) Theme: "We need trust" Activity: Flow

Small Group Creation:

You will be working in one small group that have been chosen for you. In this group you will explore one activity and create a story including all parts of Dramatic Structure. Your story must be a real life scenario displaying the power of trust and the affect it has in everyone's lives.

Class Group Creation:

We will work as class exploring Grid, Shape Face Move Talk, Human Knot, and Flow and incorporating words and movement that display the power of trust.

Project Timeline			
Day	Time	Description	Due
Lesson #7	56 min.	- Receive outline - Explore story format in given groups - Write story script.	- Questions about Performance Task
Lesson #8	56 min.	- Chat about Story Structure - Finish Scripts	- Scripts Handed in
Lesson #9	56 min.	- Rehearse in Groups	- Tech Elements Handed In
Lesson #10	56 min.	- Rehearse as All Together	- Scripts altered for beginning of class
Lesson #11	56 min.	- Warm Up - Dress Rehearsal	- All Tech elements needed
Lesson #12	56 min.	- Warm Up - Perform in front of school	- Perform

Rubric

Small Group Criteria	4 - Meeting	3 - Approaching	2 - Developing	1 - Beginning	Insufficient/Blank
Trust Story Creation	Uses all 5 parts of Dramatic Structure.	Missing 1 part of Dramatic Structure.	Missing 2 parts of Dramatic Structure.	Missing 3 parts of Dramatic Structure.	No story created.
Use Contrasting full body movements.	Whole body used in performance.	Most of body used in performance.	Only parts of body used in performance.	Hardly moving in performance.	Student does not perform/move at all during performance.
Story Incorporates	Real life trust scenario very	Real life trust scenario	Real life trust scenario	Real life trust scenario not	Story is not a trust scenario.

Trust	clear.	apparent.	somewhat apparent.	apparent.	
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Performance Checklist

Student:

#11 Meet deadlines and follow through on individual and group commitments.	#14 Work cooperatively and productively with all members of the class in pairs, small groups, and large groups.	#15 Support positively the work of others.	#18 Communicate through use of voice and body	#28 Coordinate movement and movement patterns with other students.

Rating Scale:

M=Meeting A=Approaching D=Developing B=Beginning I=Insufficient

Lesson #8 Assessment:

- 1) Scripts will be handed in at end of class and Teacher will give "sandwiching" feedback.

Lesson #9 Assessment:

- 1) Tech Elements needed will be handed in at end of class and Teacher will give "sandwiching" feedback.

Lesson #10 Assessment:

1) Students will do a 3,2,1 Styled Exit Slip handed to Teacher at end of class.

Exit Slip	
3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

2) Participation Checklist (Above) filled in by Teacher and given back to student to see what needs to be improved.

Lesson #11 Assessment:

- 1) Students will be each given a peer to give them two stars (Two things they did very well) and one wish (One thing they could approve on) feedback based on performance.
- 2) Teacher will fill out Performance Checklist (Above) and give back to student to see what can improve on for final performance.

Lesson #12 Assessment:

- 1) Each student will receive a final grade using the Participation Checklist, Performance Checklist and rubric. (Above)

Materials:

- Big empty room
- Whiteboard and Whiteboard Markers
- Chairs, enough for whole class
- Music system
- Epic Music
- Non Main Stream Music
- Instrumental Music
- Students need Logbook and writing utensils
- Extra Paper and Writing Utensils
- Performance Space

Bibliography:

- 1)** Alberta Education. *Teacher Resource Manual DRAMA Junior High*. Edmonton: Alberta, 1989. Print
- 2)** Davies, A. (2011). In *Making classroom assessment work* (3rd ed). Bloomington, IN: Solution Tree Press.
- 3)** Graham, S., & Hoggett, S. (2009). *The Frantic Assembly book of devising theatre*. London: Routledge.
- 4)** Spolin, Viola. *Theatre Games For the Classroom A Teacher's Handbook*. Evanston: Illinois, 1986. Print.
- 5)** Taylor and Jessica's "Movement Activities"
- 6)** Taylor's "Activity List"

Appendices

Awareness Walk

Purpose: Movement, Acting, and Improv.

Grade Level: Grade 6-12

Time: 10 minutes

Procedure: An individual exercise done together as a group. Have everyone find their own place and find neutral position. Ask them to focus on their breathing. Then, have each person begin walking, feeling each part of their body in turn (feel the air around your face as you walk, the muscles in your shoulders swinging your arms, the rolling of your feet over the floor). Have them remain relaxed throughout the exercise, with deep diaphragmatic breaths and soft focus. As the exercise ends, use the five senses to connect them back to the room.

Blob Tag

Purpose: Warm Up, Orientation, and Improv.

Grade Level: K -12

Time: 10 minutes

Procedure: Starting with one student being it. Every time some one is tagged though they hook onto the person it forming a Blob that the end people can tag more people. Game is played until everyone is part of the blob. Last person can be it for next round.

If using whole gym is too hard limit the area they can play in.

Do You Like Your Neighbours?

Purpose: Warm Up and Orientation

Grade Level: Grade 1-12

Time: 5 -10 minutes

Materials: Enough chairs for class

Procedure: The group sits in a circle. One player is "it" and stands in the middle of the circle. This player approaches any player in the circle and asks: "Do you like your neighbours?". This player can answer either "yes" or "no". If the player answers "no", then the players on either side of her need to stand up and switch places as fast as possible. Meanwhile, "it" is also trying get into one of the spaces. If the player answers "yes", then they goes on to say something like "Yes I like my neighbours, but I would prefer people who are wearing white shoes." (for example). In this case, everyone in who is wearing white shoes has to get up and find a new space. "It" is also trying to get a spot at the same time. Whoever is left in the center will have to begin the questioning again.

Dramatic Structure

Purpose: Orientation, Acting, and Improv.

Grade Level: Grade 4-12

Time: 5 minutes

Materials: Whiteboard and Markers

Procedure: Ask students to sit in front of whiteboard and draw dramatic structure on board. Briefly discuss the 5 points of the dramatic structure and review what they already know.

Introduction: Establish Who, What, Where, and When.

Rising Action: Attempt scenes to solve the problem, show example.

Climax: The most exciting point of your story, what will happen next?!

Falling Action: Tying all loose ends up to solve problem.

Conclusion: Problem should be solved and moral of story.

The Flow

Purpose: Movement, Acting, and Improv.

Grade Level: Grade 9-12

Time: 5-20 minutes

Materials: Music System and Music

Procedure: Working on awareness and impulse students are asked to move around the room in a light jog a few students at a time. They are only allowed to move in between two people. Students can do different actions as they move around the room that can be copied and then altered throughout their time in the flow, one flow session last 3-4minutes. Extension: Add music to the session to help with impulse.

Freeze, Jump, Turn, Twizzle

Purpose: Warm Up, Orientation, Movement, Improv.

Suggested Grade Level: Grade 3-12

Time: 5 – 10 minutes

Procedure: Get students to walk around in one circle. If Teacher say "Freeze" students must freeze quickly. If Teacher says "Jump" students must jump and turn 180° and freeze. If Teacher says "Turn" students must turn 90° and then freeze. If Teacher says "Twizzle" students must jump and turn 360° and freeze. Give feedback to students that are not freezing right away rather than telling them they are out.

Gesture Story

Purpose: Movement

Grade Level: Grade 9-12

Time: 10-20 minutes

Materials: Music System and Music

Procedure: Get students in groups of 4 to 5 standing in one line side by side spread out. Starting on one end the students does a simple gesture on the spot. The next student does this same gesture and adds another gesture to it. This continues down the line until the last person finishes this sequence of gesture. This sequence of gestures repeats starting at the other end of the line now adding some form of movement that will slowly bring the line closer together into a clump. **Variation:** Add music to help students think of gestures and see how it changes their gestures. **Variation:** Get students to tell a story speaking every time it is their time to move.

Give and Take Story

Purpose: Movement

Grade Level: Grade 9-12

Time: 10-20 minutes

Materials: Music System and Music

Procedure: Students start on their own creating different motions of catching and releasing different objects. Ex. Feather, Ball, something heavy, something very light, etc. They create a sequence of 5 catching and releasing motions and then pair up with someone else. In partners facing each other, the students show each other then doing it together trying to incorporate each others motions. They then get into groups of four, facing each other again, showing each other once, everyone copying their motions and then doing them all together. They do not have to be doing the exactly same gestures but naturally will be similar in nature. **Variation:** Add music and allow students to explore with that and different pacing. **Variation:** Get students to add speaking to their motions.

Grid

Purpose: Movement and Acting

Grade Level: Grade 8-12

Time: 10-30 minutes

Materials: Music System and Music (Only needed for Variation)

Procedure: Layout boundaries of a large square or rectangle. Explain to the group that they can walk in the grid, but only on lines parallel to the sides. Any turns must be in 90 degree sharp movements. They may move forwards, backwards, stop, speed up, slow down, or any variation as chosen by the leader. Everyone in the grid should be aware of everyone else (limit the number in the grid if needed), and their actions should affect each other. As they become comfortable within the grid, you can also add in hops, spins, and laying/sitting down. **Variation:** Add music and see how that effects student's impulses on grid.

Hand to Hand

Purpose: Warm Up and Orientation

Grade Level: k-12

Time: 5 minutes

Procedure: Have everyone go around the room and introduce themselves, shaking hands of the people they meet. This is hand-to-hand. Then, greet elbow-to-elbow, foot-to-foot, knee-to-knee, etc.

Honey Walk

Purpose: Movement, Acting, and Improv.

Grade Level: Grade 2-12

Time: 5-10 minutes

Procedure: Have the group walk around the space. Tell them they have a special mask that allows them to breathe in any substance, and then talk them through the exercise: players are to move about in successively thicker substances. Go from thin air, mist, warm water, oil, honey, Jell-O, wet cement to hard cement. End the game by having them "frozen" in cement and break out with a big bang.

Hug Tag

Purpose: Orientation and Warm Up

Grade Level: K-12

Time: 5 to 10 minutes

Procedure: Pick one students to be it. Students run about room trying not to get caught. You are safe from being "it" if you hug with another person or small group of people. Emphasize that students can only stay in hug position for 5 seconds and then must move about room. Can have more than person it as well.

Human Knot

Purpose: Movement and Orientation

Grade Level: Grade 4-12

Time: 5-8 minutes

Procedure: Get students to line up in one long line and join hands. The people on the ends then try to weave themselves within everyone. Once everyone is in a "knot" try to make their way back to straight line again.

Variation: Played in smaller groups everyone grabs the hands of two different people, while facing each other. Now try to "untie" the knot without letting go of hands.

Impulse

Purpose: Movement and Acting

Grade Level: Grade 8-12

Time: 5-15 minutes

Procedure: Have students stand in a very large circle and instruct students to relax and concentrate while engaging soft focus (soft Focus: the act

of being aware of the room and the people around them without looking at them). Students will then be asked to jump as a class at the same time. No obvious leader should become obvious as this is an exercise in collective impulse.

As this is an exercise in collective feeling- instruct students to jump when they feel the impulse and see what happens (no patterns or rhythms). Students will then walk in the same direction in a circle. As they walk students are asked to switch direction at the same time. The same rules as the collective jump apply. This is a VERY hard exercise. Make sure that your students don't feel discouraged.

In One Word

Purpose: Movement and Improv.

Grade Level: Grade 4-12

Time: 5 minutes

Procedure: Teacher says different adverbs and students must move in that way. **Variation:** For older students use emotions and more abstract words or phrases (old, happy, excited, yellow, dark, etc.) Great transition into "In the Matter of the Adverb" Activity.

In the Matter of the Adverb

Purpose: Movement and Improv.

Grade Level: Grade 3-12

Time: 5 to 10 minutes

Procedure: One person leaves the room (the guesser). An adverb is chosen (a word that describes a verb, usually ending in -ly). The guesser enters and asks the group to perform an action (walk the dog, pick vegetables, dance). The group then performs the action using the adverb (for example, if the adverb chosen was happily, they would happily perform the action). The guesser has three tries to guess the adverb.

Into the Body

Purpose: Acting, Movement, and Warm Up

Grade Level: K-12

Time: 3-5 minutes

Procedure: Have students stand in a circle and have them follow your movements. Starting with the hands you will move isolated body parts: Move your hands, Move your elbows, Move your shoulders, Move your torso, Move your hips, and Move your knees. Go through the body 3-5 five times each time getting faster through each isolated body part. By the time you get to the last rotation the whole body should essentially be moving.

Name Alliterations

Purpose: Warm Up and Orientation

Grade Level: Grade 4-12

Time: 10-15 minutes

Procedure: All players stand in a circle. First person introduces themselves with an adjective that starts with the same letter of his first name, and an action that corresponds with it (for example, Shy Samantha may cover her face, and Dancing Dan might shimmy). The group as a whole greets the person doing the same actions ("Hi, Shy Samantha", with everyone covering their faces). **Variation:** For older groups, play it as a memory game, with the person having to say hi to everyone that came before him.

Power of Touch Story

Purpose: Movement

Grade Level: Grade 9-12

Time: 10-20 minutes

Procedure: Working in partners and starting facing each other, students create a sequence of motions that allows students to explore different ways to "touch" each other. Both partners hands must be on each other at all times and must work around the body. There should be at least five different ways of "touch" established by each student and then practiced. Then students allow space between each others taking turns doing the same touch sequence imagining they are magnets that need to be together but as soon as one touch gesture is completed this magnetic force breaks apart again. When the magnetic force begins again they should go to the same position as last then add the new gesture. **Variation:** Have students explore their sequence with music.

Variation: Get students to add speech to their sequence.

Pru

Purpose: Warm Up and Orientation

Grade Level: Grade 3 -12

Time: 5 -10 minutes

Procedure: Get all students to close their eyes and tap one person on shoulder to be chosen as "Pru". Get Pru to open eyes and move to spot and room and everyone else moves around room trying to Pru. If student finds someone they ask "Pru?" if the student answers "Pru." They are not Pru and must keep searching. If asked "Pru?" and there is not response students knows they have found Pru and can open their eyes and join them. Teacher must be watching and making sure no one is going to run into objects in room.

Scene to Music

Purpose: Movement, Acting, and Improv.

Grade Level: Grade 3-12

Time: 10-25 minutes

Materials: Music System and Music

Procedure: A short section of music is played (30 to 90 seconds, no lyrics) while groups listen. They discuss what they "saw", then collaborate on

creating a scene together – not a dance – tell a story. Song is played once or twice more. Planning lasts from 5 to 15 minutes, and then is performed to all the groups to the music. **Variation:** if more than one music player is available, each groups could use different music. **Variation:** In Improv. can be done without planning time.

Shake Out

Purpose: Warm Up, Movement

Grade Level: K-12

Time: 3 minutes

Procedure: In a circle, students follow instructor as they loosen and warm up their body. Some actions may include: shaking individual arms and legs, reaching up high and down low, rolling head/neck, whole body shake.

Shape, Face, Move, Talk

Purpose: Movement, Acting, and Improv.

Grade Level: Grade 3-12

Time: 10-15 minutes

Procedure: One person acts as the director. The rest of the group walks around the stage space. When the director yells “stage picture”, the group must immediately strike a pose and freeze in a good stage picture. The director then examines the picture from all angles, If anyone has their back to the audience, is blocking or being blocked by someone, then they’re out. The director then says “walk around” and the game continues. **Variations:** Actors must also be in character when frozen/ smiling/ showing a specific emotion/ telling a story.

Shape, Movement, Shape

Purpose: Movement and Acting

Grade Level: Grade 6-12

Time: 10-15 minutes

Materials: Music System and Music

Procedure: Play some music. Instruct the students to walk around and create shapes with their bodies to the music. When the music stops, hold that shape as a sculpture. Then try it with the students walking and forming shapes during silence, and holding the “sculpture” shape when the music plays.

Sitting Touch Story

Purpose: Movement

Grade Level: Grade 9-12

Time: 10-20 minutes

Materials: Music System and Music

Procedure: Students work in pairs sitting in chairs side by side. Both students must touch have their hands placed somewhere on their bodies. They then take turns placing each other’s hands in different positions on themselves or

their partner. This goes back in forth until students have 5-10 positions figured out. These positions are then practiced over and over again until they become easy to do without thinking. **Variation:** Add music while students do this and see how it affects their motions. **Variation:** Get students to create a story where one person talks, or both speak when it is there turn to move.

Slow-Mo Warriors

Purpose: Warm Up, Orientation, and Movement

Grade Level: K-12

Time: 5 -10 minutes

Materials: Music System and "Epic Music" and contrast lighting if can.

Procedure: Everyone must move in super slow motion. One person is the warrior and is trying to catch everyone. They move their arms in a sword like motion. If they tag another player that player must die a slow motion epic death and remain death. The game is played until everyone has faced their fate. Best played with epic music and high contrast lighting.

Story Tableau

Purpose: Movement, Improv, and Orientation

Suggested Grade Level: Grade 3-12

Time: 5-15 minutes

Procedure (1): Divide students into five (ideal size is 4-5; if too many students, create 6 groups, if too few students, create 3-4 and each group does two). Each group has a different part of the play structure (Introduction, Rising Action (can have 2), Climax, Falling Action, Conclusion) and from the same story, students have to create a tableau from that part. Audience guesses what is happening and which part of the structure it is.

Procedure (2): Divide students into five (ideal size is 4-5; if too many students, create 6 groups, if too few students, create 3-4 groups). Each group has to create a series of tableaux that illustrates each part of the play structure of a given story. Story can be the same for all groups or different, and audience must guess which story it is.

Vocal Warm Up

Purpose: Warm Up and Speech

Grade Level: Grade 3-12

Time: 5-10 minutes

Procedure: Get students to find their diaphragm by putting thumb under their rib cage and pinkie on belly button and sliding other hand in between. Explain that the diaphragm is one of strongest muscles in your body and allows you to breathe properly. Say it is a web like muscle, show but clasping hands together, that flattens when you blow out and creates a bowl shape and bends when breath air in. Get students to say "Ha ha ha" making their stomach

bounce. Do again trying not to make stomach bounce and ask which is easier. Explain that once you get your diaphragm working you must relax to allow "phonation" to happen, the process of air going from your diaphragm to your lungs. Lead students in a roll down side coaching to move vertebrae by vertebrae down and up staying relaxed with knees slightly bent. Then next part of proper breath control is getting your "resonators" ready where the air vibrates. The resonators are in your nose, cheeks, forehead, and throat. Start by do a head roll from side to side then massaging the face. Getting resonators working start making different sounds moving in between each resonator. Finally the last part of proper breath is getting the "articulators" ready, the teeth, the tongue, and lips. Do some tongue twisters with the students. Finally working on placement of voice introduce the four placement of voice, low belly voice, chest voice, nasal voice, and head voice. Low Belly voice; get students to put hands on belly, bend legs and say "Hello, I am sleepy Bear". Then get students to do Chest Voice, stand strong, with knees slightly bents and shoulder with apart and bring hands to chest. Bring arms out while saying "I Love my audience, and my Audience Loves Me". Get students into their nasal voice by getting them to say "I am a greedy green Grinch and I love green money". Finally there head voice giving them a imagine of acting like royalty, "Who ate all my cucumber sandwiches".

Depending on grade level you can omit some of the details.

Use or Become

Purpose: Warm Up, Movement, and Imrov.

Grade Level: Grade 3-12

Time: 5-10 minutes

Procedure: Everyone walks around the room. The leader names an object. Each person may choose to mime using the object or pretend to be the object. They must choose one or the other immediately after it is called out.

Variation: Keep the categories vague and allow for physical choices to illustrate specifics. Ex) water, lake, rock river, yellow, fun, etc. **Variation:** Get students to find a partner, one person becomes the thing or object and other person uses it.

Walking Circle

Purpose: Warm Up, Orientation, Movement

Grade Level: Grade 4-12

Time: 2-5 minutes

Procedure: Have students walk in one large circle, switching directions back and forth. Then ask students to walk across circle being aware of others and not hitting them. Depending on grade, you can get one to two people to close their eyes and it is up to others, while also passing through the circle, to guide them to the other side safely.

Walk Greetings

Purpose: Warm Up, Movement, Orientation

Grade Level: K-12

Time: 5-8 minutes

Procedure: Ask students to walk a room just like themselves. Then get them to walk around room making eye contact with others, then to a simple nod others, a wave at others, greet and have a small conversation with others, high five others, hug others, etc. How far you want to go with the greeting depends on your purpose of the exercise, grade level, and goal. **Variation:** Get students to walk around room greeting each other with various gestures. Side coach students into using different parts of body and encourage to get creative.

Zucchinis

Purpose: Warm Up and Orientation

Suggested Grade Level: Grade 4-12

Time: 5 to 8 minutes

Procedure: Get students to wander around room and find a partner. With their partner they will get close enough for toes to touch facing each other, grab hands, and lean back as far as can keeping balance (Front Zucchini). Finding a new partner facing opposite ways put sides of feet together, again join hands and lean to side as far as can while keeping balance (Side Zucchini). Find a new partners and lean against each other's back with arms linked. Try to sit down and come back up again without losing balance (Back Zucchini). Get students to repeat all Zucchinis with small groups of 3 to 4.