

Lesson Title/Focus	Improv. Scene Building	Date	November 20th, 2014
Subject/Grade Level	Drama/Grade 5	Time Duration	1 hour
Unit	Dramatization and Improvisation	Teacher	Taylor Fornwald

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	<ol style="list-style-type: none"> 1) To acquire knowledge of self and others that results from reflecting on dramatic play 2) To develop competency in communication skills through drama 3) To foster appreciation for drama as an art form
Specific Learning Outcomes:	<p>Recognize and use dramatic form:</p> <ul style="list-style-type: none"> - appreciate and use the possibilities of a story line in sequence - recognize and incorporate structure - respond to language appropriate to different situations - recognize dramatic elements

LEARNING OBJECTIVES

Students will:	<ol style="list-style-type: none"> 1. Develop skills to incorporate dramatic structure. 2. Create proper structured scenes. 3. Develop dramatic terminology.
-----------------------	---

ASSESSMENTS

Observations:	<ul style="list-style-type: none"> • Splat, What's Next?, and Freeze
Key Questions:	<ul style="list-style-type: none"> • What is a platform for an Improv scene? • Why is a platform so important to be established? • What is sidetracking, overloading, and gagging?
Products/Performances:	<ul style="list-style-type: none"> • In a, With a, While a

LEARNING RESOURCES CONSULTED

MATERIALS AND EQUIPMENT

• Alberta Program of Studies	• Students need notebooks, pencils, and erasers
------------------------------	---

PROCEDURE

	Introduction	Time
Assessment of Prior Knowledge	<ul style="list-style-type: none"> - Go over key terms learned last week: offer, accepting, wimping, and blocking. What they are and an example of each in an Improv. Scene. - Today our focus will be on how to build proper Improv. Scenes and what the platform is. - The platform of the scene is establishing who, what, and where before a problem can be introduced and the scene advances on. It is important to establish this so that your audience can follow what you are doing and complete an understandable story. Refer to dramatic structure learnt a couple weeks ago and how all the five parts still should be included in an improved scene. - It is important once you have established your main storyline that you do not sidetrack, which is straying from the main ideas that were established in your platform. - Sidetracking can also lead to overloading when too many unnecessary things are being added to a scene. - We also want to be aware of gagging, using too much verbal wit, want to be funny that it does not advance the scene. - We will be focusing on these words today as we start to do some scene building. 	5 min.
Warm-Up	<p>Splat:</p> <ul style="list-style-type: none"> - The group stands in a circle, with the person who is "It" in the centre. - "It" calls out a name, and that person must crouch. Meanwhile, the people to either side must raise their hands towards each other and yell "splat!" - The first person to do so wins, and the other is out. HOWEVER - if the person whose name was called does not crouch down fast enough, they are 	5 min.

	out. OR, if there is a misfire (yelling splat when not necessary), both the slowest person and the misfire-r is out.	
Body		Time
Learning Activity #1	<p>What Comes Next?:</p> <ul style="list-style-type: none"> - Play in pairs. One person is the actor, others give directions. - Actor asks “who am I”, to which the directors give them something they can be. They begin miming. The actor then asks “where am I?” and director names a place, actor mimes. They then asks “what comes next?”, and the directors provide them with an action. The actor then asks again “What comes next” where a problem can be established. - If the actor doesn’t like an idea, they can say “no thanks”, and they must provide another. - When the platform and problem have been established the actor asks “What comes last?” and the director tells them how to end the scene. 	<i>10 min.</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	<ul style="list-style-type: none"> - Emphasize that it must go who, where, what, problem, and then conclusion as this exercise is practicing how to build a proper platform. - Watch and make sure students are doing in order. - Encourage students to think on their feet as the director, do whatever pops into your mind. 	<i>Throughout Activity</i>
Learning Activity #2	<p>Freeze:</p> <ul style="list-style-type: none"> - All of the improvisers, except for two, line up. - The two other improvisers begin a physical scene. When they are in an interesting position and have created a platform, the teacher yells “freeze”. - The improvisers freeze, and the improviser at the end of the line taps one of them out, assumes their position, and begins a new, unrelated scene using the positions as inspiration. - Do as a whole class once and then split into small groups. 	<i>10 min.</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	<ul style="list-style-type: none"> -Emphasize the need to build a platform before moving on just like you would in a scene. 	<i>Throughout Activity</i>
Learning Activity #3	<p>In A, With A, While A:</p> <ul style="list-style-type: none"> - Working in the same groups each group gets a card with a location (In a), an object or character (with a), and an event or action (while). - They must then create a scene using these givens. - Explain that their platform and problem are already established it is now up to them to improvise a scene that solves the problem and creates a conclusion without be planned. - Perform scenes for each other. 	<i>15 min.</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	<ul style="list-style-type: none"> - Only allow about 5 minutes for them to play around with the scene, and then perform. - Can switch cards and do another time as well if time permits. 	<i>Throughout Activity</i>
Closure		Time
Feedback to Students	<ul style="list-style-type: none"> -Thank students for working so hard, working on impulse, and trying new things today. 	<i>5 min.</i>
Consolidation of Learning/Feedback from Students:	<ul style="list-style-type: none"> - Ask students to define the key terms from today: platform, sidetracking, overloading, and gagging. - Write on board and allow students to copy down in notebooks. 	<i>5 min.</i>

Reflection from the Lesson

Working on my Improvisation and Dramatization unit with my Grade Five drama class my focus for this lesson was teaching the students the proper terminology and structure to create a Improvised scene. I aimed to design each learning activity to emphasize the four key terms that were taught at the beginning of class and build on the comprehension of each term slowly with the end of the lesson consolidating all the learning in a review and reflection period. Overall I thought the lesson went very well and the students were able to grasp the concepts I had aimed to be the focus for my lesson.

This Grade Five class has been taking drama classes since Grade One so are very willing to try new things and trust me to go on the new journey of drama each class. Of course there are a few students who do not feel as comfortable with the world of dramatizing and especially improvisation and the emphasis of working on your impulse. Throughout the lesson I was sure to be encouraging and reminding to work from impulse, don't think just do. When discussing the four key terms at the beginning of the class I also emphasized how they will be introduced today but will take some time over the next couple weeks to fully grasp and understand. I also talked about how improvisation scared me for many years and how I struggled with the fact that I never thought I was good at improvising because I was not witty and funny thinking on my feet. This is not what you want to do in improvising though. The emphasis should be on following the terminology terms we learnt last day and today to create a structured improvised scene that your audience will be able to follow and understand. I think this really helped students break through their wall of insecurities giving into this world of impulse and not planning that sometimes be a major scary barrier for new improvisers. I also acted out examples of each learning activity and showed them that I was willing to work with impulse creating a positive free learning environment for everyone to feel comfortable to work with. I feel like it is so important to really let my kooky personality show when I teach drama for them to feel safer with this sometimes overwhelming creative atmosphere a drama class can have.

Classroom Management is a focus for my practicum this semester and feels like I have been learning a lot of different strategies for the variety of classes I have been teaching. I only teach this Grade Five class once a week for an hour so it is harder to really get to know the students and build a relationship with them. Learning their names though has definitely helped to create the basis of this relationship. I have also created my own attention grabber strategies that they respond very well to as drama class can get very active and loud at times. My “Doo doo doo do” and the students repeat of “Do Do” is a fun but effective way to grab their attention and students know that when they hear this they stop what they are doing and listen to me. I also try to manipulate my voice in various ways to grab student’s attention. I allow my projected voice to come out to talk over the chaos that is sometime created in the classroom. I use a lower voice when giving instruction and lecturing the new terms that will be learnt, and varying my voice throughout the lesson when they may not be as focused as I want or need that push and confidence to feel safe to participate. I still need to work on my voice as my high pitched projected voice seems to come through more than maybe I want as when I use this voice the energy of the students stays higher and can be hard to get them to focus. My focus for the next couple weeks will be more aware of how I am using my voice and using it effectively to get what I need from my students.

When choosing learning activities for each of my lessons I like to emphasize having an end goal using the learning activities to build on each other to obtain this goal. My focus for this lesson was the students being able to understand and use a platform to create proper mini improvised scenes. This is a very complex terminology to grasp and thought the learning activities effectively built on each other to create a good understanding. Next week I will continue to emphasize the importance of establishing the who, what, where of each scene before a problem can be introduced and the scene can carry on. Some students seemed to really grasp how to show the platform and other’s there was still some confusion of why the problem can not be established right away. I think next time I would maybe build an example of having the platform established and not having the platform established before the problem is introduced with the students so they can see this in action. Overall though I was very impressed by the student’s

work in this class and look forward to working more on these terms as they start to do more scene building and performing.

I learnt a lot from this lesson not only about my Grade Five class and what strategies works for them, but also changes I could make to this lesson make it more effective for future uses. I will continue to be more aware of my voice and how this has an effect on classroom management. Using more physical examples for the kids to see the terminology I am teaching so students feel comfortable to take risks and create a visual of what I am lecturing on for the students. I will also continue to create the positive safe learning environment that the students need to be able to feel comfortable working on impulse. Overall a very fun lesson to teach and I felt very confident with.