

Unit 1: Scene to Music

Drama 7-9



Unit 1: Scene to Music - Orientation/Movement

Subject: Drama 7-9

Duration: 7 classes

Scene to Music Unit Timeline

Class #	Date	Focus	Handouts/Supplies	Assessment
1		<p>Goal: Class Expectations and Names Bell Ringer: 'Getting to Know You' sheet Lesson: Go through class, Greeting Walk with music, Name Circle, Chaos, Two Truths One Lie, Introduce Your Partner, Exit Questions</p>	<ul style="list-style-type: none"> ○ Music and Speaker ○ Two Soft Balls ○ 'Getting to Know You' sheets ○ Pencils 	<p>Random Facts (F) Exit Question (F)</p>
2		<p>Goal: Trust and Risk Taking Bell Ringer: Test How many People's names you know Lesson: Greeting Walk, Chaos, Do You Like Your Neighbour, Pulse, Walking Circle, Partner Guide, Push Hands, Pulse Monster</p>	<ul style="list-style-type: none"> ○ Two Soft Balls ○ Music and Speakers 	<p>Trust Level Exit Slip (F)</p>
3		<p>Goal: Controlling Movement Bell Ringer: Discuss why Trust is Important to Relationship Building Lesson: Chaos, Lost Items (With Music), Around By Through (With music), Partner Mime, Mime Story</p>	<ul style="list-style-type: none"> ○ Lost Music and Speaker (Electro Swing) ○ Two soft balls ○ Mime Story 	
4		<p>Goal: Group Work Movement Bell Ringer: Self Assessment Participation Checklist Lesson: Whomp, Flamingo, Movement Machine, Story Structure, Story Tableau</p>	<ul style="list-style-type: none"> ○ Music and Speakers ○ Print Participation Checklist ○ Pool Noodle 	<p>Participation Checklist (F)</p>
5		<p>Goal: Movement Creation as a Group Bell Ringer: Read Feedback/ Self Assessment Participation Checklist Lesson: Whomp, Flamingo, Scene to Music, Go Through Project, Scene to Music Outline, Rehearse with Groups</p>	<ul style="list-style-type: none"> ○ Scene to Music Outline and Rubric Printed ○ Post Music to GC 	<p>Participation Checklist (F)</p>

6		<p>Goal: Rehearse/Peer Assess. Bell Ringer: Remind what being marked on for Project Lesson: Clear the Space, Give Groups time to Rehearse, Peer Assess Time, Regroup and Rehearse, Ninja Pose</p>	<ul style="list-style-type: none"> ○ Assign Groups to Assess other Groups 	Verbal Peer Assess. (F)
7		<p>Goal: Perform Scenes Bell Ringer: Chat with Group about Performance Lesson: Warm Up of Choice, Rehearse with Group, Perform Scene to Music Project</p>	<ul style="list-style-type: none"> ○ Project Rubric Ready 	<p>Scene to Music Project (S) Participation Checklist (S)</p>

Lesson Number/Focus	1. Class Expectation and Names	Date	
Subject/Grade Level	Drama/Grade 7-9	Time Duration	1 hour
Unit	Orientation/Movement: Scene to Music	Teacher	

LEARNING OBJECTIVES

Students will:

1. To be able to understand the rules and expectation of the Drama Class.
2. To be able to start to learn other classmates' names.
3. To be able to introduce themselves to others.

ASSESSMENTS

Observations:	<ul style="list-style-type: none"> • How students are participating and any behaviours that need to be dealt with as soon as possible.
Key Questions:	<ul style="list-style-type: none"> • What do you hope to learn in Drama class? • How will you learn other's names? • What did you learn about fellow classmates? • What are you willing to share with the class?
Products/Performances:	<ul style="list-style-type: none"> • Getting to Know You Sheet

AGENDA

MATERIALS AND EQUIPMENT

<ul style="list-style-type: none"> • 'Getting to Know You' Sheet • Introduction to Class • Greeting Walk • Name Circle • Chaos • Two Truths One Lie • Introduce Your Partner • Exit Question 	<ul style="list-style-type: none"> • Getting to Know You Sheet • Pencils • Music and Speaker • Two Soft Balls
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PROCEDURE

Introduction		Time
Bell Ringer	Have students come into class and fill in the 'Getting to Know You Sheet'. Have them turn in to you as they finish.	10 min.
Introduction	Welcome students to class and explain what you will be doing. I do this as my first class with my students so take this time to give a rundown of the class, my expectations and any other house keeping notes about Drama. Also allow time for students to ask any questions they have.	
Body		Time
Learning Activity #1: Greeting Walk	<p>All students start walking about the room. You then ask them to greet each other, introducing themselves and shaking hands. Then ask the students to greet each other in a more specific way. Possibilities are:</p> <ul style="list-style-type: none"> • greet each other like you greet a long lost friend • greet someone you really hate • someone you have a secret crush on • someone with bad breath • greet the Queen/King, a teacher, your favourite actor, a cowboy, a soldier, a nanny, etc. 	5-8 min.

	Variation: Can add music as well as students are moving around the room and stop the music when asked to greet each other.	
Learning Activity #2: Name Circle	Get students to create a circle with chairs and sit. Get them to meet the person on either side of them and that you will ask 5 random people to introduce the people they meet. Then ask students to find a new seat. Repeat the exercise then working towards 2 people, 4 people, 5 people beside them. Take breaks and get students to wander around the room greeting people with "Hi my name is ____". At the end get students to go around the whole circle seeing if they can say everyone's names. Encourage others to help.	10-15 min.
Learning Activity #3: Chaos	You will need two soft balls. Pass Ball A to the right, saying the person's name to your right. Once all the way around the circle, pass Ball B to the left, saying the person's name to your left. Scramble so you are not standing next to the same people. Do a cycle of Ball A, throwing it around the circle in the same order as before, calling out the name you are passing to that was to your right. Do a cycle of Ball B, throwing it around the circle in the same order as before, calling out the name of the person who was to your left. Now, throw both balls around the circle at the same time.	8-10 min.
Learning Activity #4: Two Truths One Lie	Have students think of three facts about themselves, two that are true and one that is not. Get students to pair up. Encourage them to pair up with someone they do not know all that well. Share their two truths and one lie and the other has to try to guess what their lie is. Allow students to share with a few different people.	5-8 min.
Learning Activity #5: Introduce Your Partner	Allow students to sit or stand in a circle encouraging people to stand beside others they do not know all that well. Turn to one person beside them and share with each other their name and two to three things about themselves. Then go around the circle and allow students to introduce their partner.	5-8 min.
Closure		Time
Consolidation of Learning:	Get students to go around the circle and see how many names they can remember. Allow a few students to go and encourage the class to help them if they start to stumble.	8-10 min.
Transition To Next Lesson	Drama Exit Slip Question: Ask students to think of one thing they would like to learn in Drama. Have a few students share with each other and then the class.	

Sponge Activity/Activities	Splat: 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 on 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 out. OR, if there is a misfire (yelling splat when not necessary), both the slowest person and the misfirer are out.
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Reflections from the lesson	
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Name: _____ Class: _____

Getting to Know You

List 3 Random Facts About Yourself:

(For Example: favourite past time, favourite colour, favourite subject, unique fact, who are your friends, how many siblings do you have, do you have a pet, etc.)

Fact 1: _____

Fact 2: _____

Fact 3: _____

What is one thing you want to learn about **or** do in Drama Class this semester?

Lesson Number /Focus	2. Trust and Risk Taking	Date	
Subject/Grade Level	Drama/Grade 7-9	Time Duration	1 hour
Unit	Orientation/Movement: Scene to Music	Teacher	

LEARNING OBJECTIVES

Students will:

1. To be able to take risks.
2. To be able to build trust with fellow classmates.

ASSESSMENTS

Observations:	<ul style="list-style-type: none"> • Student behaviours that need to be dealt with. • Dynamic of class and how they are getting along. • Who is less willing to push themselves and take risks.
Key Questions:	<ul style="list-style-type: none"> • Can you trust your fellow classmates? • How many names can you remember? • What risks will you take today?
Products/Performances:	<ul style="list-style-type: none"> • How students are taking risks.

AGENDA

MATERIALS AND EQUIPMENT

<ul style="list-style-type: none"> • Test how many names remember • Greeting Walk • Chaos • Do You Like Your Neighbour? • Pulse • Walking Circle • Push Hands 	<ul style="list-style-type: none"> • Two soft balls • Music and Speaker
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PROCEDURE

Introduction		Time
Bell Ringer	Have students test how many people's names they can remember as they are coming into the room.	2 min.
Introduction	Tell students that today's activities will allow them to build trust with one another and push everyone to take risks. Remind students that the risks they take are up to them and will differ from person to person. Ask students to show how much they trust their class showing their finger. One finger is very little trust and five fingers is a lot of trust.	
Body		Time
Learning Activity #1: Greeting Walk	<p>All students start walking about the room. You then ask them to greet each other, introducing themselves and shaking hands. Then ask the students to greet each other in a more specific way. Possibilities are:</p> <ul style="list-style-type: none"> • greet each other like you greet a long lost friend • greet someone you really hate • someone you have a secret crush on • someone with bad breath • greet the Queen/King, a teacher, your favourite actor, a cowboy, a soldier, a nanny, etc. 	5-8 min.

	Variation: Can add music as well as students are moving around the room and stop the music when asked to greet each other.	
Learning Activity #2: Chaos	Pass Ball A to the right, saying the person's name to your right. Once all the way around the circle, pass Ball B to the left, saying the person's name to your left. Scramble so you are not standing next to the same people. Do a cycle of Ball A, throwing it around the circle in the same order as before, calling out the name you are passing to that was to your right. Do a cycle of Ball B, throwing it around the circle in the same order as before, calling out the name of the person who was to your left. Now, throw both balls around the circle at the same time.	5-8 min.
Learning Activity #3: Do You Like Your Neighbour?	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 them 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 go on to say something like "Yes I like my neighbours, but I would prefer people who like playing sports." (for example). In this case, everyone who likes playing sports 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. Encourage students to use answers to "Do you like your neighbour?" that will allow the students to get to know each other.	10-15 min.
Learning Activity #4: Pulse	Split the students into equal single file lines facing each other and holding hands. One instructor stands at one end of the line and the other instructor at the other. The one instructor holds the hands of the student at the start of each line and the other instructor stands back a little distance from the line with their hands up. The instructor squeezes both students hands at the same time and a pulse is sent down the line. The first team to high five the instructor at the end of the line wins that round and the student at the front of the line moves to the back. The first team to go through their whole line wins the game. If there is only one instructor get students to grab an object off a chair to determine who wins the round.	8-10 min.
Learning Activity #5: Walking Circle	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.	8-10 min.
Learning Activity #6: Push Hands	Get students to pair up and choose one person to be A and other to be B. Get A to push their hands palm down and B to press their palms up. A is in control and must move the pair around the room being aware of their surroundings. B then must close their eyes and allow A to guide them through the class with only the sense of touch. Switch partners a couple times.	5-8 min.
Closure		Time

Consolidation of Learning:	Ask students to show on their hands their level of trust with their class after today's class. Holding up one finger is very little trust and all five fingers is a lot of trust. Get them to reflect on how this changed from the beginning of the class and ask them why it has changed. Allow a few students to share or just have it as thinking question to themselves.	<i>2 min.</i>
Transition To Next Lesson	Explain that next class they will be moving into more movement based activities and becoming aware of all of the ways their bodies move.	

Sponge Activity/Activities	Pulse Monster: Have everyone in a circle and close their eyes. Then, someone who is not playing pick one or two "monsters". (Pick the monster(s) by tapping everyone's head once but the monster's twice). Then, everyone sits close and hides their hands behind their knee and the people next to them. The "monster" sends out pulses by squeezing a hand next to them. If they squeeze their neighbor's hand 4 times, the neighbor squeezes the next person's hand 3 times and so on. Anyone who gets one pulse is out. You can guess the monster after someone gets out. But, if someone is out, they can't guess the monster. Once the monster is guessed correctly, the game is over.
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Reflections from the lesson	
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Lesson Number /Focus	3. Controlling Movement	Date	
Subject/Grade Level	Drama/Grade 7-9	Time Duration	1 hour
Unit	Orientation/Movement: Story Tableau	Teacher	

LEARNING OBJECTIVES

Students will

1. To be able to understand the important of trust in the Drama Classroom.
2. To be able to move in a variety of ways.

ASSESSMENTS

Observations:

- Willingness to participate.
- How they are moving .

Key Questions:

- **How has your participation been in class this far?**
- **How can your movements tell a story?**
- **What is mime?**

Products/Performances:

- **Mime Story**

AGENDA

- Chaos
- Lost Items
- Around By Through
- Partner Mirror
- Mime Story

MATERIALS AND EQUIPMENT

- **Two Soft Balls**
- **Music and Speakers**
- **Mime Story**

PROCEDURE

Introduction		Time
Bell Ringer	Have students to discuss with someone why trust is important to relationship building.	5 min.
Introduction	Explain that today they will becoming more aware with how they can move their bodies and how movement can help tell a story.	
Body		Time
Learning Activity #1: Chaos	Pass Ball A to the right, saying the person's name to your right. Once all the way around the circle, pass Ball B to the left, saying the person's name to your left. Scramble so you are not standing next to the same people. Do a cycle of Ball A, throwing it around the circle in the same order as before, calling out the name you are passing to that was to your right. Do a cycle of Ball B, throwing it around the circle in the same order as before, calling out the name of the person who was to your left. Now, throw both balls around the circle at the same time.	5 min.
Learning Activity #2: Lost Items	Tell students they are looking for an object and they must use the space to find it. Encourage them to use exaggerated movements and use the furniture and objects in the room to help them. Some examples of objects could be a contact, keys, phone, homework, shoe, pencil, etc. You can get more abstract as well with what they have lost such as losing your mind, your imaginary friend, your life goals, etc. Extension:	10 min.

	Add music for each lost item to help students with their movements.	
Learning Activity #3: Around by Through	Get students to pair up. Tell them to create a sequence where each partner takes a turn creating three to four movements that either go around their partner, by their partner, or through their partner in some way. Practice sequence all together and then pair with others to make a group of four. Teach each other their sequence to create one large sequence. Get some groups to share their creation. Encourage students to work on impulse and not really think through each action.	15-20 min.
Learning Activity #4: Partner Mime	Allow students to find a partner. Let them choose one person to be the mirror and the other to be the mime. The student that is the mime makes small movements that the mirror person must also do. Encourage students to go slowly and use small gestures to start and gradually get harder and larger. You can allow students to cycle through a few partners.	10 min.
Learning Activity #5: Mime Story	Get students to spread out into the room and explain that you are going to mime a short story. Go through story slowly in small chunks allowing students to mime the story out. Explain to students that they should try to mime it exactly the same each time and be very specific with their movements. Then allow students to get in small groups and rehearse doing the story without you saying it. Allow groups to perform for the class.	15-20 min.
Closure		Time
Consolidation of Learning:	Ask students to think about their Mime Story, what is hard or easy to tell a story using only movement? What did they have to do to make the story obvious to the audience? What did they find challenging or easy?	2 min.
Transition To Next Lesson	Next class they will working with movement again but more as a group.	

Sponge Activity/Activities	<p>Whoosh: All participants stand in a circle. One person starts by miming handing a ball to their neighbour, while saying “whoosh!”. This motion continues around the circle at a fast pace, in the same direction. The action is modified by two categories: movement modifiers and movement pauses.</p> <p>Movement modifiers:</p> <ul style="list-style-type: none"> • Ekeh: Arms held at chest in an X shape and this changes the direction of the imaginary ball being passed. You cannot “ekeh” an “ekeh”. • Ramp: Arms in ramp position; like shooting a basketball and skips next individual. If it is followed by an “ekeh”, the whoosh will return to the individual who started the ramp. • Tunnel: Arms low and parallel and the next two people jump and face the direction of travel, with their legs apart like a tunnel. If it is followed by an “ekeh”, the tunnelers must jump to face the opposite direction, and the whoosh returns back to the individual who started the tunnel. • Duck: Individual covers their head and crouches low so that it skips
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	<p>them and goes to the next individual. If it is met with an “eheh”, the ducker must duck again.</p> <ul style="list-style-type: none"> • Zip-zap-zop: Individual points to one person, says zip. That individual must point to another, and say zap. That third individual points to a final person, and says zop. Whoosh then continues as normal. Moves the whoosh around at random. • Movement Pauses: In movement pauses the player does a random movement that everyone in the circle participates in and lasts for a few moments. The whoosh is then continued by the person who started the movement pause, in the same direction. • Dance party: If this is said everyone starts dancing. Optional is stating the style of dance party (rave, robot, tap, etc). Then Whoosh continues on with the person that started the Dance Party • Volcano: If this is said all members come forward to the centre of the circle moving their arms in a sweeping upward motion (the lava), while saying “ooooh-whoa!”. Then Whoosh is continued on by the Volcano person. • Freak out: If this is said all members randomly charge through the circle and change places. Then Whoosh is continued on by the Freak Out person. • Hokey pokey: The person says one part of the hokey pokey (“you put your left hand in, you take your left hand out, you put your left hand in and you shake it all about...”) and everyone does it. <p>I suggest starting with only a few movements and adding one or two new ones in each day played. Should be a very fast paced activity.</p>
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Reflections from the lesson	
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You walk into a secret door to find yourself in a dark room. You find a switch to your right, next to the door and switch it on. The light fills a large room and you take it in for a moment. You notice that there is a long rope in the middle of the room. Curiosity takes over and you walk towards the rope. Once you get to it you look up and notice the rope is attached to a bell. You get very excited, calm yourself, then look left to right to make sure no one else is in the room. You grab onto the rope and give it a good tug. It is too heavy though and you cannot pull it. You then brace yourself, prepare for another tug, look to your left and right, grab a hold of the rope and give it a harder tug. Again it is too heavy. You once again get yourself pumped up a bit, brace yourself, look from your left to right, grab onto the rope and on the count of three pull with all your might. The bell finally rings and you back away in delight from the loud ringing that fills the room. You then step up to rope again grab it and then realize someone has entered from a door to your left. You look to your left turn on your heel and run out the door behind you that you came in slamming it behind you.

Lesson Number	4. Moving as a Group and Story Structure	Date	
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/Focus			
Subject/Grade Level	Drama/ Grade 7-9	Time Duration	1 hour
Unit	Orientation/Movement: Scene to Music	Teacher	

LEARNING OBJECTIVES

Students will:

1. To be able to work in a group.
2. To be able to move with a group to create or tell a story.
3. To be able to understand the structure of a story.
4. To be able to tell a story using tableaux.

ASSESSMENTS

Observations:

- How they are working within groups.
- Understanding of story structure.
- Use of Tableau to tell a story.

Key Questions:

- **What is a tableau?**
- **What are all of the parts of a story structure?**
- **How can you use movement to tell a story?**
- **How has your trust level changed with your classmates?**

Products/Performances:

- **Movement Machines**
- **Story Tableaus**

AGENDA

MATERIALS AND EQUIPMENT

- Whomp
- Flamingo
- Movement Machine
- Story Structure
- Story Tableau
- Trust Level Exit Slip

- **Whiteboard and Markers**
- **Participation Checklist**
- **Pool Noodle**

PROCEDURE

Introduction		Time
Bell Ringer	As students are coming into the class get them to assess themselves on their participation so far in class. Tell students that this is formative and just an indicator of what you will be looking for so they know where they can improve. There are four spaces to be evaluated on sheet. First row is self-assessment, second row is for teacher assessment and then students set goals for themselves of what they can improve on. Third row is again self-assessment, fourth row again teacher assessment and then what they can improve on and final grade.	5 min.
Introduction	Explain to students that they will be working on more movement activities today with a focus on moving in a group.	
Body		Time
Learning Activity #1: Whomp	One person stands in the middle of a circle with a pool noodle. The instructor calls out a name of someone in the circle, then the person in the middle must go and hit that person with a pool noodle. To avoid being hit, the person called must say another name before they are hit, so the one in the middle has to go to the new person. When someone is	5 min.

	hit they become the new middle person.	
Learning Activity #2: Flamingo	Get students to find a spot in the room that they have memorized. Once they have memorized their spot get them to act like a Flamingo. Then get students to walk around the room and find a partner. Again they must memorize their spot and work together to become a Shoe. Allow students to find a new partner, memorize their new spot and work together to make a Shopping Cart. Finally get students to find a group of 4-5 people, memorize this spot and work together to create a Car. Then cycle through saying each of these positions as quickly as possible. The last person to their spot is out. Remind students they need to go back to that same spot and with the same partner/group for each. If their partner/group is out still go to the spot.	5 min.
Learning Activity #3: Movement Machine	Students are in small groups (3-5) and choose a machine to create with their bodies. Encourage students that everyone should have a motion and a sound to create the machine together as a group. Start with a machine that you would find in the house and then the second round do a machine that you would find outside of the house. Groups present and audience has to guess what the machine is. Extension 1: Groups have to create a machine that would be found in a factory, whose finished product is a cardboard box, backpack, cell phone, spoon, etc. Extension 2: Whole class comes together to make a complex machine (ie car).	10 min.
Learning Activity #4: Story Structure	Ask students to sit in front of the 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. Inciting Action: Problem that needs to be solved. 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 the loose ends up to solve the problem. Conclusion: Problem should be solved and moral of story.	10 min.
Learning Activity #5: Story Tableau	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. This can be a story you are studying in class or a basic Fairy Tale that everyone knows. 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 tableau that illustrates each part of the play structure of a given story. Story can be the same for all groups or different and the audience must guess which story it is.	15-20 min.
Closure		Time
Consolidation	Ask students how their trust level has changed with their classmates.	5 min.

<i>of Learning:</i>	Get them to show you by showing their hands, one finger is very little trust and five fingers a is a lot of trust.	
<i>Transition To Next Lesson</i>	Explain that next class they will be starting their First project.	

Sponge Activity/Activities	Allow students to choose to play either Whoosh or Splat.
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Reflections from the lesson	
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Name: _____ Class: _____

Unit 1: Participation Checklist

Date	Participate positively in class activities.	Work towards building trusting relationships with classmates.	Demonstrate willingness to challenge yourself to take risks.	Share ideas with others confidently.
What Can You Improve On?				
What Can You Improve On?				
Final Grade:				

Rating Scale:

- 4 = Meeting: You understand the skill and are able to demonstrate the skill in every class.
- 3 = Approaching: You understand the skill but still working towards demonstrating the skill in every class.
- 2 = Developing: You are exploring ways to demonstrate the skill more often in class.
- 1 = Beginning: You are aware of the skill but yet to really demonstrate the skill in class.
- 0 = Insufficient: No attempt to explore the skill has been made.

Lesson Number /Focus	5. Movement Creation as a Group	Date	
Subject/Grade Level	Drama/Grade 7-9	Time Duration	1 hour
Unit	Orientation/Movement: Scene to Music	Teacher	

LEARNING OBJECTIVES

Students will:

1. To be able to create a story using only movement with a group.
2. To be able to use music to influence movement and story telling.
3. To be able to move and freeze body in a variety of ways.

ASSESSMENTS

Observations:	<ul style="list-style-type: none"> • How they are working in group. • Their participation.
Key Questions:	<ul style="list-style-type: none"> • How can you tell a story using only movement? • What are all of the parts of a story? • How can you create a character using only movement?
Products/Performances:	<ul style="list-style-type: none"> • Working with groups to create scene to music.

AGENDA

MATERIALS AND EQUIPMENT

<ul style="list-style-type: none"> • Whomp • Flamingo • Explain the Project • Scene to Music Outline • Rehearse Scene to Music with Groups 	<ul style="list-style-type: none"> • Scene to Music Project Printed • Story Structure Sheet Printed • Groups Made • Pre-approved Music for project posted to Google Classroom
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PROCEDURE

Introduction		Time
Bell Ringer	Have Groups posted on board. Allow students to sit with groups and discuss different Fairy Tales and choose one.	5 min.
Introduction	Explain that you will be starting their first project today that is retelling a Fairy Tale of their choice using only Tableaus.	
Body		Time
Learning Activity #1: Whomp	One person stands in the middle of a circle with a pool noodle. The instructor calls out a name of someone in the circle, then the person in the middle must go and hit that person with a pool noodle. To avoid being hit, the person called must say another name before they are hit, so the one in the middle has to go to the new person. When someone is hit they become the new middle person.	5 min.
Learning Activity #2: Flamingo	Get students to find a spot in the room that they have memorized. Once they have memorized their spot get them to act like a Flamingo. Then get students to walk around the room and find a partner. Again they must memorize their spot and work together to become a Shoe. Allow	5 min.

	students to find a new partner, memorize their new spot and work together to make a Shopping Cart. Finally get students to find a group of 4-5 people, memorize this spot and work together to create a Car. Then cycle through saying each of these positions as quickly as possible. The last person to their spot is out. Remind students they need to go back to that same spot and with the same partner/group for each. If their partner/group is out still go to the spot.	
Learning Activity #3: Explain Project	Give each students a copy of the project below. Read through and explain what they will be doing and how they will be marked.	<i>10 min.</i>
Learning Activity #4: Scene to Music Outline	Allow students to get with their groups and finalize what piece of music they will use for their project. (You can either have pre-approved music on Google Classroom or allow them to choose their own instrumental music) Then have they decide on what their story will be about and fill out the Structure Sheet (below) to be filled out in detail. Take in and look over for a mark.	<i>10 min.</i>
Learning Activity #5: Rehearse with Group	Once students have completed their Story Structure sheet allow them to spend the rest of the class to rehearse.	<i>20 min.</i>
Closure		Time
Consolidation of Learning:	Ask students how their scenes are going and what challenges they are facing.	
Transition To Next Lesson	Explain they will continue working on their scenes with their groups next class. They will also show their work to another group and give each other feedback. *Make sure you complete the next row of Participation for them to be able to self-assess again next class.	<i>2 min.</i>
Reflections from the lesson		

Name: _____ Class: _____

Scene to Music Project

You will be working in groups of 4-5 people for this project. Together you will choose a piece of music posted on Google Classroom. You will then decide on a story that could be told based on this piece of music. You will then act out this story with your group with the music only using movement and no speaking. Feedback will be given to you from other groups before performing your scene for the class. Your mark will be determined by completing your own self assessment, a group assessment and I will assess you as well.

Group Assessment				
Group Member Name	Work cooperatively and productively with group.	Show support and respect to fellow group members.	Share ideas confidently with fellow group members.	Able to tell story using only movement.

Rating Scale:

4 = Meeting: You understand the skill and were able to display in project.

3 = Approaching: You understand the skill but working towards demonstrating the skill throughout the project.

2 = Developing: You started exploring ways to demonstrate the skill in project.

1 = Beginning: You are aware of the skill but did not demonstrate the skill in project.

0 = Insufficient: No attempt to explore or demonstrate the skill was made.

Teacher Assessment				
Able to tell story using only movements.	Move in a variety of ways.	Create and stay in character throughout story.	Work cooperatively and productively with group.	Take risks while creating and performing scene.

Rating Scale:

4 = Meeting: You understand the skill and were able to display in project.

3 = Approaching: You understand the skill but working towards demonstrating the skill throughout the project.

2 = Developing: You started exploring ways to demonstrate the skill in project.

1 = Beginning: You are aware of the skill but did not demonstrate the skill in project.

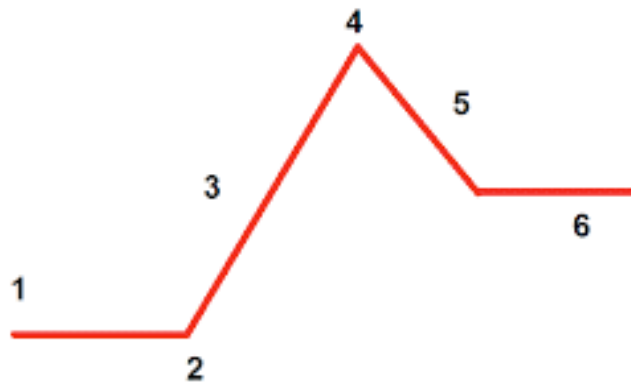
0 = Insufficient: No attempt to explore or demonstrate the skill was made.

Group Work Mark: _____

Project Mark: _____

Group Member Names: _____

Scene to Music Story Structure



1. Introduction: _____

2. Problem: _____

3. Rising Action: _____

4. Climax: _____

5. Falling Action: _____

6. Conclusion: _____

Lesson Number /Focus	6. Peer Critique and Rehearse	Date	
Subject/Grade Level	Drama/Grade 7-9	Time Duration	1 hour
Unit	Orientation/Movement: Scene to Music	Teacher	

LEARNING OBJECTIVES

Students will:

1. To be able to tell a story using only movements.
2. To be able to critique other's work.
3. To be able to work successfully in a group.

ASSESSMENTS

Observations:

- How groups are working.
- Groups critiquing each other.

Key Questions:

- **What can your group work on?**
- **What does not make sense in your scenes?**
- **How can your group utilize your time the best?**

Products/ Performances:

- **Groups working and critiquing each other.**

AGENDA

- Participation Self Assess.
- Clear the Space
- Peer Critique
- Groups Rehearse/Critique each other

MATERIALS AND EQUIPMENT

- **Assign Critiquing Groups**
- **Participation Checklist (Make sure Teacher Row has been completed)**

PROCEDURE

Introduction		Time
Bell Ringer	Get students to get their Participation Checklist. Get them to write what they can improve on and assess themselves one more time.	5 min.
Introduction	Explain to students that after a quick warm up they will have the rest of the period to rehearse with their group and critique each other.	
Body		Time
Learning Activity #1: Clear the Space	Get students to spread out in the room. You will say one of the following and they must do as quickly as possible. Clear the Space: Must go to edges of room and place both hands on the	5 min.

	<p>wall.</p> <p>Centre: They must clump together in the centre of the room as quickly as possible.</p> <p>Fold: They take themselves down to the floor in a spiral motion and fold into the fetal position.</p> <p>Look: Look into the eyes of someone in the room. Does not matter if they also meet your gaze or not.</p> <p>Favourite: Ask students to choose their favourite part of the room. When this is said they must turn and point to this part of the room as sharp and fast as possible.</p> <p>Person: They must embrace or shake hands with the person closest to them.</p> <p>Teacher: Students must run to teacher and sit cross legged in front of them.</p> <p>Variation: The last student to do the action is out and play until only one person is left.</p>	
Learning Activity #2: Peer Critique	<p>Explain to students what a critique is. Write on board what they should be looking for when watching other groups.</p> <ul style="list-style-type: none"> - Does the story make sense? - Is everyone using dynamic and large movements? - Are their characters clear and dynamic? - Are all parts of the story shown and clear? - What parts could be improved? <p>Reiterate that this should be positive criticism to help them improve their scenes.</p>	<i>5-8 min.</i>
Learning Activity #3: Rehearse with Group/Critique	<p>Have figured out who will be critiquing each other. Give groups some time to go over their scenes. Then get them to show each other with their critique groups. Allow more time to rehearse and fix parts that they were told to improve during their critique. Also be watching each group and giving feedback as needed.</p>	<i>40 min.</i>
Closure		Time
Consolidation of Learning:	<p>Ask students how prepared they feel they are for their scenes.</p>	<i>5 min.</i>
Transition To Next Lesson	<p>Explain that next class they will have a few minutes to rehearse with their group and then perform for their class and to be marked.</p>	

Sponge Activity/Activities	<p>Ask students if they would like to play Pulse Monster, Splat or Whoosh.</p>
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Reflections from the lesson	
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Lesson Number /Focus	7. Perform Scene to Music	Date	
Subject/Grade Level	Drama/Grade 7-9	Time Duration	1 hour
Unit	Orientation/Movement: Scene to Music	Teacher	

LEARNING OBJECTIVES

Students will:

- To be able to perform with group in front of the class.

ASSESSMENTS

Observations:	• Feedback during rehearsal time.
Products/Performances:	• Scene to Music Performance

AGENDA

- Rehearse with Group
- Perform for Class
- Activities of Choice

MATERIALS AND EQUIPMENT

- **Scene to Music Sheets**
- **Complete final part of Participation Checklist at end of class**

PROCEDURE

Introduction		Time
Bell Ringer	Get with groups and discuss strategy for their performance.	2 min.
Introduction	Explain that they will have a bit of time to rehearse and then will be performing their scenes.	
Body		Time
Learning Activity #1: Rehearse	Allow students to rehearse for a bit with their groups. Wander around and give students feedback as needed.	10 min.
Learning Activity #2: Perform	Allow each group to perform their scenes for the class. Mark them as you watch them.	30 min.
Learning Activity #3: Activities of Choice	You can play any activity they would like or introduce a new activity to them from the list below.	15 min.
Closure		Time

Consolidation of Learning:	Ask students to think about what they found challenging about this project. Did they find it easy or hard to tell a story using only movement? Allow a couple students to share.	<i>5 min.</i>
Transition To Next Lesson	I always do an Improvisation Unit next so you could start to discuss a little bit about what Improv. is.	

Reflections from the lesson	
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Sponge/Extra Activities

Circle Mirror

Purpose: Movement and Closing

Suggested Grade Level: Kindergarten-Grade 9

Time: 8-10 minutes

Procedure: Students stand in circle. One student is out of room. Of students in the circle, one is chosen to be the leader. They do movements and the rest of the group copies, using people across from them as a mirror, as opposed to looking directly at the leader. Student from outside re-enters and must figure out who the leader is in three guesses.

Follow Me

Purpose: Movement and Improvisation

Suggested Grade Level: Grade 3-12

Time: 8-20 minutes

Procedure: Students stand in a circle or randomly around the room (so long as they can see everyone). A leader is selected and they introduce a single movement (jumping, skipping, swaying) and the rest of the class copies this movement as fully as they can. After about a minute or so the teacher chooses another leader who adds onto the previous action (jumping with a single arm movement, swaying with a foot movement) the following movement should grow out of the first in some way. Encourage students to not plan a movement the movements should be spontaneous and organic. **Extension:** Depending on the group the teacher may wish to add music to the activity. The activity would develop the same with only the addition of music. Leaders (and students) are encouraged to listen to the music and add movements based on the music and previous movements.

Fruit Salad/Basket

Purpose: Movement and Warm Up

Suggested Grade Level: Kindergarten-Grade 5

Time: 8-10 minutes

Materials: a chair for each student

Procedure: Students sit on chairs in a circle, with one student in the middle of the circle. Instructor assigns a different fruit (use 3-4 different ones, depending on the number of students) to each student. When they call out a fruit, all the students of that fruit must get up and find a new chair, with the student in the middle also looking for one. Whoever ends up in the middle is the new caller. If the student calls "fruit salad/basket", all students must get up and find a new chair.

Group Stop

Purpose: Movement, Warm Up and Closing

Suggested Grade Level: Grade 6-12

Time: 5-8 minutes

Procedure: Everyone quietly mills about the room. One person will elect to freeze in position unexpectedly. As soon as one notices someone else has frozen, they must freeze in the same position. The effect of one person freezing causes everyone to freeze. Once everyone in the group is still, the group can start milling around again. The goal is to freeze in the shortest amount of time.

Into the Body

Purpose: Acting, Movement and Warm Up

Suggested Grade Level: Kindergarten- Grade 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.

Ninja Pose

Purpose: Closing

Suggested Grade Level: Grade 4-12

Time: 5-10 minutes

Procedure: Players stand in a circle and place their hands together, palm to palm, with all fingers touching in the center. The leader then counts down from three, and on three each player must leap back and strike a ninja pose. Starting with the person to the leader's left, and working clockwise, players take turns attacking an opponent. Using one smooth motion, they attempt to tag another player's hand with their hand. They must freeze in place once their attack is finished. Defending players may dodge if they think they will be hit, but must also freeze once the attack is finished. If the hand is hit, the player is out. **Variation:** Each player gets two lives, one for each hand. If a hand is tagged out, the player must keep it touching the body and cannot use it to tag another player.

Slow-Mo Warriors

Purpose: Warm Up and Orientation

Suggested Grade Level: Kindergarten-Grade 12

Time: 5-8 minutes

Materials: Music System and "Epic" Music

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 dead. The game is played until everyone has faced their fate. Best played with epic music and high contrast lighting.

