

Project Design: Overview	
Name of Project: The Collective	Duration: 26 classes (1 hour 20 min. or 1 hour long)
Primary Subject/Course: Drama	Grade Level: Grade 10
Curricular Outcomes	<p><u>General Learning Outcome</u> To acquire knowledge of self and others through participation in and reflection on dramatic experience.</p> <p><u>Specific Learning Outcomes</u></p> <p>Orientation:</p> <ol style="list-style-type: none"> 1. Understand and respond to classroom rules, procedures, and routines. 2. Demonstrate a responsible attitude toward physical and emotional safety and comfort of self and others. 3. Demonstrate respect for equipment, resources and facilities. 4. Participate positively in activities. 5. Display appropriate audience behaviour. 6. Demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically. 7. Share ideas confidently. 8. Demonstrate behaviours appropriate to given circumstances. 9. Concentrate on the task at hand. 10. Demonstrate effective use and management of time. 11. Listen to self and others. 12. Recognize that values are expressed through the arts. 13. Solve problems imaginatively and creatively. 14. Make effective decisions or choices. 15. Demonstrate trust by becoming comfortable with others, physically, and emotionally. 16. Display consideration and respect for self and others. 17. Positively support the work of others. 18. Cope with success and failure in positive ways. 19. Work with abstract concepts. 20. Demonstrate self-discipline, self-direction and a sense of responsibility. 21. Work cooperatively and productively. 22. Offer and accept constructive criticism with a desire to progress.

	<p>Movement:</p> <ol style="list-style-type: none"> 1. Display the ability to be still. 2. Demonstrate understanding of basic anatomy. 3. Recognize the necessity for physical warm ups. 7. Display proper body alignment. 8. Extend flexibility. 9. Display increased ability to balance. 10. Demonstrate focus, concentration and energy in all movement and gesture. 11. Demonstrate the ability to move isolated body parts. 12. Demonstrate knowledge of elements of space. 13. Use levels (high, medium, and low). 14. Create, physically, shapes in space. 15. Use basic locomotor movements. 16. Create and repeat patterns of movement. 17. Demonstrate freezing of movement in space. 18. Appreciate that physical expression can enhance language. 19. Demonstrate qualities of energy. <p>Improvisation:</p> <ol style="list-style-type: none"> 4. Demonstrates heightened sensory awareness. 5. Create experiences through imaging, visualizing, and fantasizing. 6. Demonstrate thinking in a divergent mode. 7. Examine and express feelings. 8. Tell a story spontaneously. 9. Use appropriate stage directions. 10. Demonstrate appropriate rehearsal methods. 11. Apply the essential elements of a story: character, setting, conflict, climax, and plot planned and unplanned scenes. 12. Create, relate and polish a story. 13. Communicate meaning without words. 14. Discover how various emotions affect one vocally and physically.
<p>21st Century Competencies</p>	<p>Collaboration: This competency is met as the whole project is based around exploring and working together to create movement scenes and finally a collective creation piece of</p>

	<p>theatre with the class.</p> <p>Communication: Communication is a big part of this project as students explore a variety of ways to communicate the importance of trust through the movement of their bodies.</p> <p>Critical Thinking: Students have to critically think how they can demonstrate trust to others by only using movement.</p> <p>Creativity and Innovation: This project is very creative in nature as students create their own original piece of theatre collectively as a class and in small groups.</p>	
<p>Project Summary:</p>	<p>This project will explore the power of movement and performance. Students will work as a class and in small groups to create their 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 bodies move and will be explored and reflected on in the next three weeks. Students will then agree upon one major social issue that effects them as whole and display the power that it has when put on stage in an original creation. Drama allows students to develop life skills that will positively impact them in their futures. The goal of this project is for all students to understand the power theatre can relay a powerful message, how this affects them today, and how it can affect them in their future endeavors.</p>	
<p>Driving Question:</p>	<p>How can we display the power of an important social issue in our lives through movement?</p>	
<p>Entry Event:</p>	<p>The first three weeks of the project students will explore a series of activities with each day concluding in creating a mini scene based on the activity that was focused on that day. These activities will then be reflected on using a blog and documented using video and pictures so they can then be used in the final collective creation piece. *Refer to timeline below for more details.</p>	
<p>Products</p>	<p>Individual Outcomes Assessed</p>	<p>Participation Checklist: this will be filled out various times throughout the project by the students and teacher to see that students are meeting the below outcomes and can make improvements.</p> <ul style="list-style-type: none"> - Participate positively in activities. - Share ideas confidently with others. - Demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically - Offer and accept constructive criticism with a desire to progress. - Share ideas confidently.

		<p>Digital Journal: Students will be asked to keep up a digital journal to document their explorations throughout the project and will be assessed on the below outcomes.</p> <ul style="list-style-type: none"> - Demonstrate effective use and management of time. - Solve problems imaginatively and creatively. - Work with abstract concepts. - Make effective decisions or choices. <p>Social Issue Reflection: Students will be asked to view and research the social issue chosen by the class and asked to write a 1000-word reflection on their observations and research.</p> <ul style="list-style-type: none"> - Generate imaginative and creative solutions to problems. - Extend the ability to explore meaning through abstract concepts <p>Collective Creation (Individual): Each student will be assessed on the below outcomes in the collective creation piece.</p> <ul style="list-style-type: none"> - Display the ability to be still. - Demonstrate focus, concentration and energy in all movement and gesture. - Demonstrate the ability to move isolated body parts. - Demonstrate knowledge of elements of space.
	<p>Team Outcomes Assessed</p>	<p>Collective Creation (Small Group): Each student will be split into smaller groups that will create their own scenes to be part of the collective creation and assessed on the below outcomes.</p> <ul style="list-style-type: none"> - Use levels (high, medium, and low). - Create, physically, shapes in space. - Create and repeat patterns of movement. - Apply the essential elements of a story: character, setting, conflict, climax, and plot planned and unplanned scenes. - Communicate meaning without words.
<p>Public Audience</p>	<p>Rest of the school or could be performed at open house where families of other students could also be the audience.</p>	
<p>Resources Needed</p>	<p>On-site people, facilities:</p> <ul style="list-style-type: none"> - Drama Classroom 	

	<ul style="list-style-type: none"> - School Stage/Theatre Space - Technical Personal - Theatre Lights and Sound System <p>Materials/Equipment:</p> <ul style="list-style-type: none"> - Whiteboard and Whiteboard Markers - Chairs, enough for whole class - Music System - Epic Music - Non Main Stream Music - Instrumental Music - I pads or Laptops (Or students use own device) - Students Blog Spot - Extra Paper and Writing Utensils - Gymnastic or yoga mats - Other small costumes and set pieces may be needed for creation piece but this cannot be decided on until later in the project once collective creation has been created. <p>Community Resources: During this project students will be asked to view others in the school and community to see how trust is displayed in everyday life that can then be explored in class. *See timeline below for when this specifically will take place.</p>
Reflection Method	<p>Journal/Documentation: Each student will have to create an entry in the class blog reflecting on their experiences and explorations in the class. The teacher only views this blog. Students then also must document their creations made at the end of each class using either video or photos that are shared with the class to reflect on when it comes to the final creation piece of the project.</p> <p>Whole-Class Discussion: Many classes will begin and end in class discussions to sum up what was learned in last class or today and to survey other people’s concerns or comments about the process of the project.</p> <p>Survey: Several times during the project survey type exit slips will be handed to the students to fill out and give to the teacher to formatively assess their process and comfort level with the project at various stages.</p>
Notes	Since the Drama Curriculum has so many specific outcomes I have broken down this project

on assessing four skills that I feel sum up the many outcomes that are explored in this project. The three skills that I have focused on assessing the students on are:

- 1) Building Trust, within themselves and with others.
- 2) Awareness, of themselves and while working with others.
- 3) Confidence, working with others and sharing their ideas.
- 4) Scene Creation, creating comprehensible short scenes that create together one complete piece of theatre.

Name: _____

Date: _____

The Collective

Project Summary: This project will explore the power of movement and performance to answer the question, **How can we display the power of an important social issue in our lives through movement?** You will work as a class and in small groups to create your 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 bodies move that will be explored and reflected on in the next three weeks, how young adults have such a vital role in society, and the power your voice can have when put on stage in an original creation.

Project Goal: The goal of this project is for you to develop skills in Trust, Awareness, Confidence and Scene Building. Building on these skills will allow you to acquire knowledge about yourself and fellow classmates through a variety of exercises.



“Love all, trust a few, do wrong to none.” – William Shakespeare

Project Timeline			
Day	Time	Focus	Assessments S = Summative F = Formative
Lesson 1	1 hr. 20 min.	Activity Goal: Names	Digital Journal (F)

		Skills: Trust and Awareness	
Lesson 2	1 hr 20 min.	Activity Goal: Zucchini Skills: Trust and Confidence	Digital Journal (F)
Lesson 3	1 hour	Activity Goal: Prui Skills: Awareness, Trust, and Confidence	Participation Checklist - Student (F) Digital Journal (F)
Lesson 4	1 hr. 20 min.	Activity Goal: The Grid Skills: Awareness, Trust, and Confidence	Digital Journal (F)
Lesson 5	1 hr. 20 min.		Digital Journal (F)
Lesson 6	1 hr. 20 min.	Activity Goal: The Flow Skills: Awareness, Trust, and Confidence	Digital Journal (F)
Lesson 7	1 hour		Digital Journal (F) Participation Checklist - Teacher (F)
Lesson 8	1hr. 20 min.	Activity Goal: Story Tableau (Start brainstorming topic) Skills: Awareness, Trust, and Confidence	Digital Journal (F) Progress Exit Slip (F)
Lesson 9	1 hour 20 min.	Activity Goal: Scene To Music Skills: Awareness, Trust, Confidence, and Scene Creation	Digital Journal (F)
Lesson 10	1 hr. 20 min.		
Lesson 11	1 hr. 20 min.	Activity Goal: Sitting Touch Story Skills: Awareness, Trust, Confidence, and Scene Creation	Participation Checklist Feedback Given Digital Journal (F)
Lesson 12	1 hour		Digital Journal (F) Social Issue Reflection (S)
Lesson 13	1 hr. 20 min.	Activity Goal: Give and Take Story Skills: Awareness, Trust, Confidence, and Scene Creation	Digital Journal (F) Progress Exit Slip (F)
Lesson 14	1 hr. 20 min.		Digital Journal (F)

Lesson 15	1 hr. 20 min.	Activity Goal: Power of Touch Story Skills: Awareness, Trust, Confidence, and Scene Creation	Participation Checklist - Student (F)
Lesson 16	1 hr. 20 min.		Digital Journal (F)
Lesson 17	1 hour	Activity Goal: Gesture Story Skills: Awareness, Trust, Confidence, and Scene Creation	Digital Journal (F)
Lesson 18	1 hr. 20 min.		Digital Journal (F)
Lesson 19	1 hr. 20 min.	Goal: Create outline of collective creation as class Goal: Create small group scenes of collective creation Goal: Rehearse as class. Rehearse in small groups and perform for others. Goal: Rehearse all. Goal: Perform	Progress Exit Slip
Lesson 20	1 hr. 20 min.		Participation Checklist - Teacher (S)
Lesson 21	1 hr. 20 min.		Digital Journal (F)
Lesson 22	1 hour		Digital Journal (S)
Lesson 23	1 hr. 20 min.		Give Peer Feedback (F)
Lesson 24	1 hr. 20 min.	Progress Exit Slip	
Lesson 25	1 hr. 20 min.	Give Peer Feedback (F)	
Lesson 26	1 hour		Collective Creation Individual (S) Collective Creation Small Group (S)

*** May perform twice if performed for Open House type performance for other of community.**

Project Assessments

Digital Journal: You will be asked to keep up a digital journal throughout the project that will document your experiences after every class. Each day will have a specific question or scenario to be answered or discussed in your reflections. This journal will be only viewable by the teacher so that you can receive feedback. The journal will be a combination of blog posts, photos, and videos. Keeping up with this journal will result in a summative

completion grade. This Digital Journal can be accessed on our class Moodle page. Keeping up with the journal will also create a great database of information for your final collective creation piece.

Total 38 marks (2 marks/post)

Participation Checklist: The below checklist will be completed by both yourself and myself throughout the project. It will be completed every Friday where you or I will rate your participation for that week. I will give you guided feedback throughout the process so you know where to improve. At the end of the project the final Participation Checklist will be your participation mark for the overall project.

Total 16 marks

Grade 10

Taylor

Student:

Rating Scale:

4=Meeting: Consistently and appropriately demonstrates understanding of skill.

3=Approaching: Demonstrates understanding of skill and working towards demonstrating them more consistently.

2=Developing: Exploring ways to demonstrate the skill.

1=Beginning: Is aware of skill but yet to really demonstrate exploration of the skill.

DATE	Participate positively in activities.	Offer and accept constructive criticism with a desire to progress.	Demonstrate willingness to challenge and extend oneself	Share ideas with others confidently.

0=Insufficient: No attempt to explore the skill.

Everyday Trust Reflection: You will be asked to view and research the social issue chosen by the class and write a 1000-word reflection on their observations and research. This reflection will then be handed in and will also help in the creating scenes of trust for that week to be used in the final collective creation.

Total 4 marks

Collective Creation: The final creation piece will be created as a whole class and in small groups. You will be assessed both individually and as a group in this collective creation. Throughout the creation process you will receive feedback from both your peers and myself to guide you in this process.

Total 32 marks

Collective Creation (Small Group): Each student will be split into a group of 4-5 and will be given a specific exercise that they must create a scene representing trust. These exercises will be explored in the next few weeks by the whole class and reflected on in your digital journal. Based on feedback from each student and exit slips throughout the next few weeks I will choose the groups and exercises that each group will be focusing on. The group will then receive a collective mark for their scene when performed on the final day.

Total 16 marks

Collective Creation (Individual): During the final performance students will be assessed on various components that have been explored during class and must exhibit in their final performance. This mark will then be compiled with your "Small Group" mark for your final grade in the collective creation portion of this project.

Total 16 marks

Participation Checklist

Grade 10
Miss Fornwald
Student:

Rating Scale:

- 4=Meeting: Consistently and appropriately demonstrates understanding of skill.
- 3=Approaching: Demonstrates understanding of skill and working towards demonstrating them more consistently.
- 2=Developing: Exploring ways to demonstrate the skill.
- 1=Beginning: Is aware of skill but yet to really demonstrate exploration of the skill.
- 0=Insufficient: No attempt to explore the skill.

DATE	Participate positively in activities.	Offer and accept constructive criticism with a desire to progress.	Demonstrate willingness to challenge and extend oneself	Share ideas with others confidently.
Feedback:				
Feedback:				
				Final Grade:

Social Issue Reflection

Take some time over the weekend to talk to fellow peers, friends and family and conduct research on the social issue we have chosen to focus on. You will then write a 1000-word reflection on your observations and answer the

questions What is your view on the social issue? What is your role as young adults in your world today? What can you and others do to improve the world we live in?

Rubric	
4 marks	Reflection thoroughly answers all questions and gives descriptive details.
3 marks	Reflection answers the questions and gives some descriptive details.
2 marks	Reflection answers the questions but does not give any details.
1 mark	Reflection briefly answers questions and gives no details.

Collective Creation: Formative Assessment

Student:

Group Members:

Individual Assessment

Student demonstrates trust and is comfortable performing with others.	Student moves in variety of ways in performance.	Movements are all clear and precise.	Use of exaggerated movements and gesture are seen in performance.
Feedback:			

Collective Creation Assessment

Student:

Group Assessment

Scene exhibits a variety of movement patterns and levels.	Create and sustain a mood throughout scene.	Scene is rehearsed and well coordinated with others.	Use variation of contrasting movements throughout scene.
Feedback:			

Rating Scale:

4=Meeting: Consistently and appropriately demonstrates understanding of skill.

Individual Assessment			
Student demonstrates trust and is comfortable performing with others.	Student moves in variety of ways in performance.	Movements are all clear and precise.	Use of exaggerated movements and gesture are seen in performance.

3=Approaching: Demonstrates understanding of skill and working towards demonstrating it more consistently.

Group Assessment			
Scene exhibits a variety of movement patterns.	Create and sustain a mood throughout scene.	Scene is rehearsed and well coordinated with others.	Use variations of contrasting movements throughout scene.

2=Developing: Exploring ways to demonstrate the skill.

1=Beginning: Is aware of skill but yet to really demonstrate exploration of the skill.

0=Insufficient: No attempt to explore the skill.

Final Grade: _____