

Project Design: Overview	
Name of Project: The Power of Trust	Duration: 15 classes (1 hour 20 min. or 1 hour long)
Primary Subject/Course: Drama	Grade Level: Grade 9
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> <ul style="list-style-type: none"> - Demonstrate a willingness to take calculated and reasonable risks. - Share ideas confidently with others. - Focus concentration on one task at a time - Listen effectively. - Generate imaginative and creative solutions to problems. - Meet deadlines and follow through on individual and group commitments. - Demonstrate trust by becoming comfortable, physically and emotionally, with others. - Work cooperatively and productively with all members of the class in pairs, small groups and large groups. - Support positively, the work of others. - Offer and accept constructive criticism, given specific guidelines, with a desire to improve. - Move in a variety of ways. - Respond to directions without breaking concentration – side coaching. - Show awareness of story sequence. <p>Movement:</p> <ol style="list-style-type: none"> 21. Display clarity of movement and gesture. 22. Use exaggerated movement and gesture. 23. Plan, repeat and combine movement patterns. 24. Plan movement for audience visibility and spatial limitations. 26. Use contrast in movement. 27. Create and sustain mood through movement. 28. Coordinate movement and movement patterns with other students. <p>Improvisation/Acting:</p> <ol style="list-style-type: none"> 27. Identify and create a believable emotional build. 28. Use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes. 32. Rehearse, polish and present text. 33. Critique the work of self and others through observation of specific details.
21st Century Competencies	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 theatre with the class.

	<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, 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. 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 of trust and meaningful human connection in everyday relationships, 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 trust 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.</p> <p>*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"> - Demonstrate a willingness to take calculated and reasonable risks. - Work cooperatively and productively with all members of the class in pairs, small groups and large groups. - Support positively the work of others. - Share ideas confidently with others. - Support positively the work of others. - Offer and accept constructive criticism, given specific guidelines, with a desire to improve. <p>Digital Journal: Students will be asked to keep up a digital journal to document their explorations</p>

		<p>throughout the project and will be assessed on the below outcomes.</p> <ul style="list-style-type: none"> - Meet deadlines and follow through on individual and group commitments. - Generate imaginative and creative solutions to problems. - Extend the ability to explore meaning through abstract concepts <p>Everyday Trust Reflection: Students will be asked to view others at their school and community to watch how trust is displayed in everyday life and asked to write a 500-word reflection on their observations.</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"> - Demonstrate trust by becoming comfortable, physically and emotionally, with others. - Move in a variety of ways. - Display clarity of movement and gesture. - Use exaggerated movement and gesture.
	<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"> - Plan, repeat and combine movement patterns. - Plan movement for audience visibility and spatial limitations. - Create and sustain mood through movement. - Coordinate movement and movement patterns with other students. - Use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes.
<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 - School Stage/Theatre Space 	

	<ul style="list-style-type: none"> - 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 - Ipads 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>
<p>Reflection Method</p>	<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>
<p>Notes</p>	<p>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:</p> <ol style="list-style-type: none"> 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 Power Of Trust

Project Summary: This project will explore the power of movement and performance to answer the question, **How can we display the power of trust 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 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.

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 Skills: Trust and Awareness	Digital Journal (F)
Lesson 2	1 hr 20 min.	Activity Goal: Prui Skills: Scene Creation and Confidence	Digital Journal (F)
Lesson 3	1 hour	Activity Goal: Zucchini Skills: Awareness, Trust, and Confidence	Participation Checklist - Student (F)
Lesson 4	1 hr. 20 min.		Digital Journal (F)
Lesson 5	1hr. 20 min.	Activity Goal: Story Tableau Skills: Awareness, Trust, and Confidence	Digital Journal (F) Progress Exit Slip (F)
Lesson 6	1 hour	Activity Goal: Scene To Music Skills: Awareness, Trust, Confidence, and Scene Creation	Participation Checklist - Teacher (F) Digital Journal (F)
Lesson 7	1 hr. 20 min.	Activity Goal: Sitting Touch Story Skills: Awareness, Trust, Confidence, and Scene Creation	Participation Checklist Feedback Given Digital Journal (F) Everyday Trust Reflection (S)
Lesson 8	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 9	1 hour	Activity Goal: Power of Touch Story Skills: Awareness, Trust, Confidence, and Scene Creation	Participation Checklist - Student (F) Digital Journal (F)
Lesson 10	1 hr. 20 min.	Activity Goal: Gesture Story Skills: Awareness, Trust, Confidence, and Scene Creation	Digital Journal (S)
Lesson 11	1 hr. 20 min.	Goal: Create outline of collective creation as class	Progress Exit Slip

Lesson 12	1 hour	Goal: Create small group scenes of collective creation	Participation Checklist - Teacher (S)
Lesson 13	1 hr. 20 min.	Goal: Rehearse as class. Rehearse in small groups and perform for others.	Give Peer Feedback (F) Progress Exit Slip
Lesson 14	1 hr. 20 min.	Goal: Rehearse all.	Give Peer Feedback (F)
Lesson 15	1 hour	Goal: Perform	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 20 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.

DATE	Willing to take risks.	Work cooperatively and productively with others.	Support others positively.	Share ideas with others confidently.

Total 16 marks

Grade 9

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.

0=Insufficient: No attempt to explore the skill.

Everyday Trust Reflection: You will be asked to view others both at school and somewhere in the community to watch how trust is displayed in everyday life. You will then write a 500-word reflection on your observations and answer the question How is trust displayed between people everyday? I recommend you to observe both strangers and people you know. 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 9
Miss Fornwald
Student:

DATE	Willing to take risks.	Work cooperatively and productively with others.	Support others positively.	Share ideas with others confidently.
Feedback:				
Feedback:				
				Final Grade:

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.

Everyday Trust Reflection

Take some time over the weekend to view people at school or in the community displaying trust. You will then write a 500-word reflection on your observations and answer the question How is trust displayed between people everyday? I want you to observe both strangers and people you know and want you to be very descriptive about what you observed.

Rubric	
4 marks	Reflection thoroughly answers the question and gives descriptive details of how trust is displayed between people everyday.
3 marks	Reflection answers the question and gives some descriptive detail of how trust is displayed between people everyday.
2 marks	Reflection answers the question but does not give detail of how trust is displayed between everyday people.
1 mark	Reflection briefly answers question and gives no detail of how trust is displayed between everyday people.

Collective Creation: Formative Assessment

Student:

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:			

Group Members:

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 variation of contrasting movements throughout scene.
Feedback:			

Collective Creation Assessment

Student:

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.
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.

Rating Scale:

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

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

Final Grade: _____