**Grade 7 Orientation Workshop**

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# Rationale

Grade seven drama is an important transition in a student’s life. As students are moving up from elementary they are beginning to find their own interests. They find new things that give them passion and drive. Depending on the students’ elementary experience, their readiness and knowledge will be quite diverse. Orientation is an opportunity to develop routines, assess skill levels, and build a classroom community. Orientation helps the students’ transition from the elementary environment and to take responsibility for their own education. Orientation also helps students to come out of their shell and begin to take calculated and creative risks. Orientation is integral to the grade seven drama experiences.

The skills and routines learned in Orientation can be applied to any subject the student is studying. Orientation teaches students to take calculated risks and to be confident in one’s own choices. Applied to other subjects students show an increased awareness of what is required and what their own strengths and limitations. Students learn to work cooperatively and to support and assist others in their work. Students learn to think creatively and intuitively, they will develop the skills necessary to adapt quickly to new information and learning situations.

Students who develop habits from the skills learned in orientation will find they have a skill set that can be applied to any career path. They will find that they will be leaders in their field. They will work well with others and take ownership for the work that they do.

# Unit Overview

**Intro to Drama**

*TSW: Understand the routines, procedures, and expectations of the Drama program*

Outcomes: 1, 3, 4, 6, 10, 12

**Moving Together**

*TSW: Explore movement and learn to work collaboratively*

Outcomes: 2, 5, 6, 7, 8, 9, 11, 13, 14, 15, 19

**Intro to performing**

*TSW: Learn to take risks and to present before their peers*

Outcomes: 5, 6, 7, 8, 11, 13, 15, 16, 18, 20

**Creating Scenes**

*TSW: Understand the principals of Narrative and Storytelling and it’s relationship to drama*

Outcomes: 2, 5, 6, 7, 8, 9, 10, 11, 15, 16, 18, 20, 21, 22, 23

**Putting it all together**

*TSW: Students will perform spontaneously; individually, and in pairs*

Outcomes: 6, 16, 21

**The Following Two Lessons Should be taught during Orientation:**

**Drama 101 #1**

*TSW: Identify the basic elements of Dramatic language and structure*

Outcomes: 1, 3, 4, 6, 17, 24, 25, 26

**Drama 101 #2**

*TSW: Identify the basic elements of Dramatic language and structure*

*Outcomes:*

# Lesson Plans

## Intro to Drama

**Intro to Drama**

Grade/Subject:7 Drama Unit: Orientation Lesson Duration:100 mins

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| **Orientation:****10** | Demonstrate an ability to listen effectively. | **Observation** |
| **Orientation:****2,8,9,13,15** | Display an ability to work cooperatively and productively with all members of the class in different groupings. | **Observation** |
| **Orientation:****2,8,9,13,15** | Express efficiency in supporting positively, the work of others. | **Observation** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1:** Alberta Education Curriculum Support: Teacher Resource Manual for Junior High Drama. |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| **\*** White Board/smart board\*Course outlines |
| **PROCEDURE** |
| **Introduction** (\_\_min.)**:** |
| *Attention Grabber:* Greet Students as they walk into the classroom, Attendance question: Ask them if they could have any super power what would it be and why?( 15mins)*Advance Organizer/Agenda:* *Refer to advance organizer written on board that will list the order of activities for today’s class.**This will include the following:**Alpha Attendance**Anyone who?**Curriculum Newsletter**Emergency Procedure**Gum, No* *Tour and ask first respect**Stupid Line**Equality within**Simon is in the house**Movie me assignment* |
| **Body** (\_\_min.)**:** |
| ***Learning Activity #1: Anyone who?(10 mins)*** Learners start in a circle sat on chairs. Teacher is in the middle and explains the rules of the game. Learners think of four things (e.g. anyone who had breakfast, anyone who likes dancing, and anyone who has a watch on, anyone who likes a particular TV program). When the person in the middle calls out something you have on, have done, have seen etc, you must leave your chair and move to another one. NOTE (LEARNERS MUST NOT SIT ON A CHAIR ON EITHER SIDE OF THE CHAIR THEY ARE PRESENTLY SITTING ON.The person left without a chair becomes the person in the middle (the teacher is participating) this person then calls out the next criteria for moving. The person in the middle must speak quickly and clearly.*Assessments/Differentiation:* -Observe students ability to listen to teacher instructions, as well as classmates responses. ***Learning Activity #2:Course outline and expectations such as Gum, No( 10 mins)***Have the class sit in a circle on their chairs. We will read through the course outline as a class. As well I’ll go over routines and emergency procedures.  *Assessments/Differentiation:* Answer any questions students might have and ensure all students put course outline in their binders. **Learning Activity #3: Tour (10 mins)**Now ask the students to stand up and bring the students on a tour around the classroom. Have them sit as an audience for my poster and mr. D wall of fame. **Learning Activity #4: Equality within**I will have the students return to their seats. I will than hand over the equality sermon to Rob or I will do it myself depending on my observation of Robs Grade 7 Drama class.***Learning Activity #5: Simon Is in the House***Simon is in the house is basically Simon Says. You are Simon, and you tell the players to do exactly what Simon tells them to do, but only if Simon`s sentence starts with "Simon says". Any time a player does what Simon tells her to do, without preceding that with "Simon says" is out. Tell the players the game starts when you say "Simon says the game has started". Then try to trick them into doing stuff they`re not supposed to do. Ask them e.g. if they understand the rules; whoever nods is out. Try telling players that are out they can join in again; if they do they`re out again.***Learning Activity #6:Go over movie character handout***1. Have the class form a circle on the floor
2. Read through the handout as a class. Tell the students I will answer any questions after we have finished reading through.
3. Answer any questions

*Assessments/Differentiation:* Observe students who are portraying excellent audience behaviour***Learning Activity #7: Give the class time to complete handout but tell them some of it will be done for homework.***  |
| **Closure** ( \_\_min.)**:** |
| *Consolidation/Assessment of Learning:* *Ask one student to see if they can name everyone in the class.* *Feedback From Students: Ask students if they have any questions.**Feedback To Students: Answer any questions students may have.**Transition To Next Lesson:* Tell class you’re so happy to have met them all and next class we will continue to get to know each other as a group better. |

## Movement and Working with Others

**Moving Together**

Grade/Subject: Drama 7 Unit: Orientation Lesson Duration:

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| **Orientation:****7, 8, 10, 11, 13, 14, 18** | Demonstrate the ability to take risks, act spontaneously, and support the work of others by participating in the Alliteration name game | **Observation** |
| **Orientation:****2, 7, 9, 17, 19** | Demonstrate the ability to follow a set of directions and move in different ways by playing the crossing the line game | **Observation** |
| **Orientation:****2, 5, 6, 11, 13, 14, 18, 19, 22** | Demonstrate the ability to work collaboratively with others students and be respectful of others by playing human statues | **Observation** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1: Teacher Resource manual****Resource #2: Jr. High Program of Studies – Drama** |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| * **Movie character introduction assignment sheets**
* **Movie character introduction exemplarx**
 |
| **PROCEDURE** |
| **Introduction** (20 min.)**:** |
| *Attention Grabber:** *Greet and reinforce book drop, circle up, and alphabet circle.*
* *Attendance: Question of the day; if you could have any superpower what would it be?*
* *Review what we did last class, review anything that needs clarification; emergency procedures, etc..*

*Advance Organizer/Agenda:* Organizer that is written on the board.1) Alliteration Name Game2) Cross the line3) Human Statue*Transition to Body: Explain the outcomes of the lesson in terms of how the students can take ownership of the lesson* |
| **Body** (70 min.)**:** |
| ***Learning Activity #1: Alliteration Name Game*** 1. Explain the alliteration name game and give examples
2. Think pair share; 30 seconds to come up with name and gesture, 30 seconds to share with partner, 1 minute to share with small group
3. Go around circle: Teacher should be opposite the starting student to give confidence mid-way through
4. Occasionally have class do it all together
5. Have partners discuss the importance of knowing each other’s names (1 min)
6. Share discussions with the whole class

*Assessments/Differentiation:* Observe students willingness to take risks. Some students will dive right in and others will be reluctant. If students are resistant explain that drama is about risks and engaging fully in games and activities. The alternative is to take an academic study of drama.***Learning Activity #2: Cross the line***1. Describe the game in the form of a story: The Tyrant God who keeps food from his followers. To get food his servants must make it to the line. The God is sometime preoccupied with God business so he’s not always paying attention, but if the God sees you move you turn to stone.
2. Play the Game
3. Chat about the importance of stillness in storytelling
4. Explain that we will be exploring stillness in the tableaux unit
5. If the game goes quickly, then play it again, but add challenges; i.e. moving by isolation, moving by slow motion

*Assessments/Differentiation:* Observe students commitment to the story. The more you elaborate the story the more the students will commit to the exercise. Students will move based on their own comfort and risk tolerance level. Watch for which students take more risks and which are more reserved.***Learning Activity #3: Human Statues*** 1. Have the students break into partners: make a threesome if there is uneven numbers
2. Explain the game
3. Have students create various archetypes: seniors, heroes, villains, cowboys, etc..
4. Give them one minute to set their statues
5. Chat about the importance of being respectful when we are touching others; everyone has different comfort levels
6. Switch statues and artists

*Assessments/Differentiation:* Pay careful attention to a sensitivity to touch. Work with groups where this exists emphasizes the need to be respectful. Help students to understand exaggeration of gesture. |
| **Closure** (10 min.)**:** |
| *Transition To Next Lesson: Next class we will go over our movie character introductions* |

## Intro to Performing

**Intro to Performing**

Grade/Subject: Drama 7 Unit: Orientation Lesson Duration:

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| **Orientation:****4,5,9,11,13** | 1. Listen to directions while moving around a room | **Observation** |
| **Orientation:****2,9,11,13** | 2. Move to specific locations when presented with a certain situation | **Observation** |
| **Orientation:****8,21,22** | 3. Develop a better understanding of one-self | **Observation** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1:** Alberta Education Drama Program of Studies |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| Movie character sheets |
| **PROCEDURE** |
| **Introduction** (\_\_min.)**:** |
| *Attention Grabber: Greet students at the door**QOTD**Advance Organizer/Agenda:* Organizer that is written on the board.Name Game Run throughSpace GameBreathingThor Splat |
| **Body** (\_\_min.)**:** |
| ***Learning Activity #1: Circle Up( 30 mins)******While students walk in greet them and tell them to leave binders at the door.*** ***Have students hand in their curriculum letter, if students don’t have it it’ll deal with it through phoning home and leaving a message.*** *Run qotd and attendance* *Question of day is: What’s your favourite place in the world?* *Talk about soccer and star wars clubs****Learning Activity #2:Name Game***Talk about how great of a group this is and ask them to go further. Talk about taking risks and how everyone has different risk levels and that’s ok for some it might be talking in public for other it might be feeling comfortable and safe in a space. Have students run through name game again. *Assessments/Differentiation:* Observe students who are portraying excellent audience behavior***Learning activity #3: Human Statue***1. Explain to students that this is a listening-memory game that we’ll call Human Statue – they’ll have to be paying attention to their own personal space while still listening to instructions from the teacher.2. With that, instruct the students to start walking around the room, at a comfortable pace and not making eye contact with any other students – not going into nooks and crannies and not bumping into one another. Talk about how as actors this space is our canvas, symphony and novel. That to make this space amazing it all has to come from the work of art which is you. 3. After 15 seconds have the start to walk in a grid. They can only move in a straight line and lefts.4. Give eye contact now. Talk about actors and serious scenes and holding composure. 5. After 15 seconds call human statue. This is like flamingo. You have to hold this pose and anytime I call human statue you have to do same pose in the same spot. 6. Have students walk around again talk about an astronaut on the moon. Have students move around room like theirs no gravity, An alien approaches and you have to get away…..7. Say number 2, 3, 4 have to build that object with same ppl in same space. No shopping for people join whoever is close to you. 8. Your playing hockey its third period and in the last few moments of the game. You grab your helmet and stick. Your coach taps you on the shoulder it’s go time. You jump on the ice and skate hard. Your dodging hits and you get the puck your on a breakaway …..2 person bike3person bed9. Secret agent undercover10. Minions despicable me11. Rock ClimberWhole class submarine. End human statue have them melt to the floor,***Learning activity #4: Breathing exercise***1. Have students stay laying on the floor have them take in a deep breath. Run through the breath going slowly from the head to the core to the fingers to the legs and toes. Talk about how breath connects us all together.
2. In stories when characters take a deep pause it can be the most powerful thing in the world. It can cause the biggest stir of emotion in us.
3. Slowly work your way up to a sitting position. Feel every muscle think about how amazing the human body is.

Campfire circle: Have class discuss how they felt during this last exercise? Talk about how theatre is about sharing emotion and a healthy equality within. Talk about they are that perfect glass statue today. How through their great work and fun they have preserved the statue, Talk about how they felt when they were allowed to give eye contact? How hard was human statue? Who liked when they got to work alone? Talk about breathing and how it felt? Did they close their eyes? How many people didn’t want that moment to end?***Learning activity #5: Cross the line******1. Describe the game in the form of a story: The Tyrant God who keeps food from his followers. To get food his servants must make it to the line. The God is sometime preoccupied with God business so he’s not always paying attention, but if the God sees you move you turn to stone.******2. Play the Game******3. Chat about the importance of stillness in storytelling******4. Explain that we will be exploring stillness in the tableaux unit******5. If the game goes quickly, then play it again, but add challenges; i.e. moving by isolation, moving by slow motion******Assessments/Differentiation: Observe students commitment to the story. The more you elaborate the story the more the students will commit to the exercise. Students will move based on their own comfort and risk tolerance level. Watch for which students take more risks and which are more reserved.******Learning activity #6: Thor Splat*** |
| **Closure** ( \_\_min.)**:** |
| *Transition To Next Lesson:**Remind students that need to hand in their curriculum letter to hand them in.**Tell students importance of taking risks and how proud you are of all of them today.*  |

## Improv and Storytelling

**Improv and Storytelling**

Grade/Subject: Drama 7 Unit: Orientation Lesson Duration:

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| -*Orientation (Junior High) 1, 2, 3, 4, 5, 6, 7, 8, 9, 11*-*Speech (Junior High) 1, 4* | The students will perform an improvised story tableau. | **Observation** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1:** Alberta Education Drama Program of Studies |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| **Whiteboard, Whiteboard Markers, or smart board** **Several Props for Prop Stories** |
| **PROCEDURE** |
| **Introduction** (\_\_min.)**:** |
| *Attention Grabber:* *Greet students by name as they walk in, and ask them to put their backpacks by the wall, hand in their assignment and come sit in a circle.**Assessment of Prior Knowledge: Ask the students if they know what a tableau is. Ask them if they have ever done one before.**Advance Organizer/Agenda:* Organizer that is written on the board.1) No You Didn’t2) Story Stealer3) Prop Stories4) Story Tableau Performance*Transition to Body:* Break students up into pairs, and spread out throughout the room. |
| **Body** (\_\_min.)**:** |
| ***Learning Activity #1:*** ***No You Didn’t***Now that the class is sitting in pairs, one partner will ask the other “Tell me what you did last night.” The other will immediately start to recount a fictional happening. At some stage the first partner will interrupt with “No you didn’t,” whereupon the second acknowledges the error, and says something else and continues along that line of though. The first can interject with as many “No you didn’t” as they like. Eventually reverse pairs. Assessments/Differentiation: Observe students ability to create a story spontaneously.***Learning Activity #2:*** ***Story Stealer:*** 5 students at a time will stand up at the front of the room and stand side by side. One student will begin by telling a story, but then another student will interrupt them, and by using the last word that the previous student used, begin telling another story, until they themselves are interrupted, etc. until every student within the 5 person group has had a few turns. Then, the 5 students will sit down and another 5 will come forward.*Assessments/Differentiation:*Observe students ability to create a story spontaneously.***Learning Activity #3:*** ***Prop Stories:*** Put students in groups of 3. Ask one person from each group to come up and choose a prop from the center. Taking the prop back to their group, they have to come up with a story about that prop in 6 minutes. The story itself should not be longer than 1 minute and every member has to speak within the story. At the end of the five minutes, two groups come together and show their story to the other group. (Each group of 3 will find another group of 3 to present to).*Assessments/Differentiation:*Observe whether students are able to create experiences through imaging, visualizing, and fantasizing.Observe students ability to create a story spontaneously.Are students able to create a dramatic situation in response to their chosen prop?***Learning Activity #4:*** **Improvisation Performance:** Put students in groups of 4. They must then come up with an Improvised performance in front of the class. It must have a beginning, middle, and end. They have 1 minute to form groups. *Assessments/Differentiation:*Ask students “How do you create a clear beginning, middle, and end of a story?” Assess students’ story tableau performance using rubric.Observe whether students are able to stay still during tableaus.Observe whether students are able to create experiences through imaging, visualizing, and fantasizing.Observe students ability to create a story spontaneously.Are students able to create a clear beginning, middle, and end in their tableaus? |
| **Closure** ( \_\_min.)**:** |
| *Consolidation/Assessment of Learning:* Ask students “What happens in the beginning, middle, and end of a story?”*Transition To Next Lesson: Next class we will be putting everything we learned thus far into my fun task!!!!* |

**Putting it All Together**

Grade/Subject: 7 Drama Unit: Orientation Lesson Duration:

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| **Display appropriate classroom and audience behavior** | Give themselves to their peers and model audience behavior by listening and watching attentively | **Observation:** **Students are focused on their peers’ performance.** **They are quiet and listening.****They are not Chatting.** |
| **Support positively the work of others****Offer and accept constructive criticism, given specific guidelines, with a desire to improve** | Give and receive constructive feedback for their peers’ performance using the two stars and a wish model. | **Feedback is formed by stating two stars (things that they liked) and one wish (something they would change) The wish needs to be framed in an “I” statement.****Feedback is received by the performer without becoming defensive** |
| **Speak, move, and generate ideas spontaneously** | Play expert, expert interview, and Shiva expert to demonstrate spontaneity | **Students will create new ideas** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1: Alberta Jr. High Drama Program of Studies****Resource #2: Teacher Resource Manual: Jr. High Drama** |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| * **Sticks of doom**
* **Smart Notebook for creating a Rubric**
 |
| **PROCEDURE** |
| **Introduction** (5 min.)**:** |
| *Attention Grabber: Greet students by name as they walk in, and ask them to put their backpacks by the wall, assignment and come sit in a circle.**QOTD – What do you dream of being when you are an adult**Advance Organizer/Agenda:*Organizer that is written on the board.1. *Milling*
2. *Expert*
3. *Interview*
4. *Shiva*

*Transition to Body: Todays class is about being Spontaneous and being good audience members* |
| **Body** (40 min.)**:** |
| ***Learning Activity #1: Milling Control (10 min)***1. Have students walk around the room avoiding physical and eye contact
2. Continue walking but try to make eye contact with everyone
3. Continue with eye contact and shaking hands
4. Continue with hand shake and exchange names
5. Continue with high fives
6. Continue with compliments

*Assessments/Differentiation:* Don’t proceed until students fully engage in the current level. If students are behaving silly or not taking the exercise seriously than go back a step until they get it.***Learning Activity #2: Expert (10 min)***1. Have students go into their own rehearsal space
2. Students can be an expert in anything that they want
3. Have them practice giving a ted talk presentation in their personal studios (5 min)
4. Instruct students on how to give and receive proper feedback
5. Have select students perform their expert presentations
6. Have students give the performer feedback; follow up with teacher commentary

*Assessments/Differentiation:* Watch for students who are willing to take more risks. Pair them up in the next exercise with those who are more hesitant***Learning Activity #3: Expert Interview (10 min)***1. Pair students up
2. Label partners robin hood and little john
3. Robin hood interviews little john first (2 min)
4. Switch (2 min)
5. Select a few to perform
6. Remind students of the process of giving and receiving feedback
7. Have students give feedback; follow up with teacher commentary

 *Assessments/Differentiation:* Focus should be more on audience behavior than on a polished performance***Learning Activity #4: Shiva Expert (10 min)***1. Create new pairs
2. Label them chocolate and vanilla
3. Chocolate is Shiva first
4. Students will have two minutes to present their original expert presentation but with Shiva arms
5. Switch
6. Remind students of process of giving and receiving feedback
7. Select a few for performance
8. Have students give feedback: follow up with teacher comments

*Assessments/Differentiation:* Watch carefully for students who are uncomfortable with touch. Maybe they are more comfortable in one of the roles versus the other. |
| **Closure** (5 min.)**:** |
| *Consolidation/Assessment of Learning:**Create a rubric on the board of what good audience behavior looks like**Form it in a table of Dos and Don’ts**Transition To Next Lesson: Next class we start drama 101* |

**Drama 101 #1**

Grade/Subject: Drama 7 Unit: Orientation Lesson Duration:

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| **Technical theatre:****1,2,5** | Develop an understanding for basic theatre terminology | **Observation** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1: Alberta Jr. High Drama Program of Studies****Resource #2: Teacher Resource Manual: Jr. High Drama** |
| **MATERIALS/ EQUIPMENT/ SET UP** |
| **Handout of stage.**  |
| **PROCEDURE** |
| **Introduction** (10 min.)**:** |
| *Attention Grabber: Greet students by name as they walk in, and ask them to put their backpacks by the wall, assignment and come sit in a circle.**Advance Organizer/Agenda:*Organizer that is written on the board.1. *Vocab notes*
2. *Pirate ship*
3. *Who started the motion*

*Transition to Body: Have students go into pairs and brainstorm technical theatre terms they know of. After 3 mins share brainstorms as a class.*  |
| **Body** (35 min.)**:** |
| ***Learning Activity #1: Vocab Notes – The Stage (20 min)***Have students seat facing the stage. 1. Using the Drama Room as a reference define the following terms
2. House
3. Set
4. Black Box
5. Wings
6. Traps
7. Gel
8. Go through stage directions DSC etc…
9. Booth
10. Green Room
11. Grid
12. Have students take notes of definitions
13. Give handout of the stage

*Assessments/Differentiation:* Ensure all students are writing notes and tell them beforehand they will be quizzed on these terms tomorrow. ***Learning Activity #2: Pirate Ship (5 min)***1. Play Pirate ship by using the definitions above
2. Start with the directions sit, stand, and lie
3. Then have students move to each place described in the definitions

*Assessments/Differentiation:* Observe for students who are getting a firm grasp on stage directions. ***Learning Activity #3: Who started the Motion***Everyone sits in a circle. One player is “It” and leaves the room. While It is gone, the other players select a Leader. The leader keeps up a steady stream of motion, such as tapping the head, snapping fingers, waving arms, etc, changing occasionally. Whatever the Leader does, everyone in the circle must copy exactly, so that everyone is always doing the exact same thing. Call It back into the room. He/she stands in the middle of the circle and tries to guess who the Leader is. The other players’ job is to prevent It from guessing correctly. He/she gets two or three guesses, depending on the size of the group. Repeat with the Leader as the new It.*Assessments/Differentiation:* Watch for students who are willing to take more risks and following direction. |
| **Closure** (5 min.)**:** |
| *Consolidation/Assessment of Learning: Run through terminology you feel the class are having trouble with.**Transition To Next Lesson: Remind students’ next class they will be tested on the drama terms.*  |

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**Drama 101 #2**

Grade/Subject: Drama 7 Unit: Orientation Lesson Duration:

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  | **LEARNING OBJECTIVES**(2-3, clear, and measurable)**Students will:** | **ASSESSMENTS**(Observations, Key Questions, Products/Performances) |
| **Technical theatre:****1,2,5** | Develop an understanding for basic theatre terminology | **Observation** |
| **LEARNING RESOURCES CONSULTED** |
| **Resource #1: Alberta Jr. High Drama Program of Studies****Resource #2: Teacher Resource Manual: Jr. High Drama** |
| **MATERIALS/ EQUIPMENT/ SET UP** |
|  **Drama 101 Quizzes****Jeopardy**  |
| **PROCEDURE** |
| **Introduction** (10 min.)**:** |
| *Attention Grabber: Greet students by name as they walk in, and ask them to put their backpacks by the wall, assignment and come sit in a circle.**Advance Organizer/Agenda:*Organizer that is written on the board.1. *Prep time for quiz*
2. *Slomo-tag*
3. *Quiz*
4. *Boom Chica Boom*

*Transition to Body: Have students look at board we will do doing jeopardy for a quick review.*  |
| **Body** (35 min.)**:** |
| ***Learning Activity #1: Slomo-tag***Play tag, but in slow motion. Immensely entertaining if played well; players are not to escape the tagger by making a sudden movement, and the tagger cannot lash out to tag another player. Tell players to breathe, scream and groan in slow motion. You may want to have the players exercise walking in slow motion first, to make sure they are aware of how they (naturally) move, and learn how to stick with that in slow motion. *Assessments/Differentiation:* Observe student’s participation in activities***Learning Activity #2: Quiz***Have students go to different areas of the room and make sure they all have a pencil/ pen. Tell them they will be given a half hour to finish the exam. If they finish beforehand I’ll hand out a word search for them to complete. ***Learning Activity #3: Boom Chica Boom***It is call and response so the teacher calls out each line and then the students repeat back. * *"I said a Boom"*
* *"I said a Boom Chicka Boom"*
* *"I said a Boom Chicka Rocka Chicka Rocka Chicka Boom"*
* *"Uh huh"*
* *"Oh yeah"*
* *"One more time"*
* *Do different voices, accents and styles.*
 |
| **Closure** (5 min.)**:** |
| *Transition To Next Lesson: Have students hand in their quizzes and tell them next class we are moving into tableaus.*  |

# Assessment

Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level**https://docs.google.com/drawings/d/sCBaJOCKCQ2fLPWPUU6IbUw/image?w=117&h=136&rev=1&ac=1**Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Insufficient/ Blank** |
| **Displays proper use of movement within scene.** | Demonstrates **skillful** use of movement within scene. | Demonstrates **effective** use of movement within scene. | Demonstrates **appropriate** use of movement within scene. | Demonstrates **rudimentary** use of movement within scene. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Scene displays an understanding of story structure.** | Scene includes a **thorough and concise** story structure. | Scene includes a **clear** story structure. | Scene includes an **incomplete** story structure. | Scene includes an **unclear and/or confusing** story structure. |  |
| **Students worked collaboratively to develop and perform piece.** | **Routinely** worked well with group, contributing and accepting ideas. | **Often** worked well with group, contributing and accepting ideas. | **Usually** worked well with group, contributing and accepting ideas. | **Rarely** worked well with group, contributing and accepting ideas. |  |
| **Scene shows an understanding of planned improvisation.** | Scene shows a **strong** understanding of planned improvisation | Scene shows a **good** understanding of planned improvisation. | Scene shows a **decent** understanding of planned improvisation. | Scene shows a **shallow** understanding of planned improvisation. |  |

‘Drama 101 the fundamentals quiz

Your name: \_\_\_

Your class: \_

1. The inside of a theatre and area where the audience sits to enjoy a production is called: ----------

2. Any movements by an actor to help communicate a story are called:

3. .Objects placed on the stage to communicate where the story takes place are part of this: \_

4. When an actor turns his body, sometimes unnaturally , to allow the audience to see him better during a scene, this is called: \_

5. What kind of theatre do we work in at Tom Baines School? -------

6. The off stage areas to the left and right of the stage are called: \_

7. A hole in the deck of the stage , used for quick and magical entrances and exits of actors and set or props is called:

8. What divides the audience and the stage? It allows the audience to safely stare at the story before them.

9. What part of a script describes what is happening in the story as the play begins?

10. This colored , heat resistant film is used to color light and create mood or special effects: ----------

WHERE AM I? (Identify the stage area for each of the following)

11. I am farthest away from the audience and in the middle of the stage.

12. I am to the audience’s left and as close to them as possible.

13. I am right in the middle of the stage.

14. I am ready to wash my hands and you can hear a flushing sound.

Match the following terms and definitions

 A sound proof space where lights and sound are operated

 A space where performers go to relax and focus before a show

 This allows the audience to appreciate the performers

 To put everything away and organize after a show is over

 When the performers believe what is happening on stage is true and real, this allows the audience to believe it too

 Performing spontaneously, often without rehearsal or planning

 The movements an actor makes on stage that involve traveling

 The steel framework above the audience/stage where lights are hung

 Signal for theatre people to do their job

 Performed at the beginning of a play to introduce the story

 The text for a play includes dialogue, light and sound cues, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | TECH BOOTH |  | B. | GRID |
| C. | BLOCKING |  | D. | IMPROVISATION |
| E.G. | SUSPENDEDCUE | DISBELIEF | F.H. | TITLE TABLEAUCURTAIN CALL |

|  |  |  |  |
| --- | --- | --- | --- |
| I. | GREEN ROOM | J. | SCRIPT |
| K. | STRIKE |  |  |

Total score out of twenty five: \_

Be sure to use the language of Drama fundamentals as often as you can. And have a nice day.

**Introduce Yourself as a Movie Character**

'--' Choose a movie character that you feel a connection with and complete the following questions. Support your responses and demonstrate your

best effort.

Paste a photograph of your character here Your Name: \_

Your class: -----

Your movie character’s name: \_

The movie your character is from: \_

What are your movie character's best qualities?







What are some of your movie character 's flaws? \_







What is your movie character 's greatest accomplishment?





How are you and this character most alike?







How are you and this character most different?







What part of the movie your character is from would you most want to experience for yourself and why?











Self Reflection: This assignment reflects my very best effort 5 This assignment reflects moderate effort, I can do better 3 This assignment reflects minimal effort 1

Movie Character Connection Evaluation Form

Name: Class: \_

|  |  |
| --- | --- |
| **Effort:** Excellent Achievement | 5 |
| Proficient Achievement | 4 |
| Satisfactory Achievement | 3 |
| Limited Achievement | 2 |
| Experiencing Difficulty | 1 |

|  |  |
| --- | --- |
| **Content:** Extensive Supporting Detail and Clarity | 5 |
| Supporting Detail and Clarity | 4 |
| Clearly Covers Each Component | 3 |
| Some components are lacking information | 2 |
| Missing Key elements of assignment | 1 |

**Total:** /10