

# Lesson Plan

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              |            |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------|
| <b>Teacher Name</b>                                                                | Elisabeth Pascal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date<br/>(DD/MM/YYYY)</b> | 21/01/2019 |
| <b>Subject Area</b>                                                                | Drama                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Grade</b>                 | 8          |
| <b>Topic</b>                                                                       | Improve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Time</b>                  |            |
| <b>Objectives</b>                                                                  | The students will explore spontaneous storytelling and will show an understanding of sequencing through the game space jump.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |            |
| <b>Specific Learner Outcome(s)</b><br><i>Taken from Alberta Program of Studies</i> | <p><b>Beginner:</b> 1, 2, 3, 4, 5,</p> <p><b>Intermediate:</b> 13, 15, 19, 20, 23, 24</p> <p><b>Advanced:</b> 26, 27</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |            |
| <b>Learning Objectives</b><br><i>What do you want your students to learn?</i>      | Students are learning about improve and will create scenes to practice accepting/ blocking, and well as entering and exiting. This will be done while working with a partner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |            |
| <b>Assessment</b><br><i>How will you know your students have learned?</i>          | <p><b>Formative:</b> Class participation/ exit slips on blocking</p> <p><b>Summative:</b> Mastery (score out of 10/10) being able successfully enter or exit a scene naturally.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |            |
| <b>Materials/ Resources</b><br><i>What resources will you need?</i>                | <ul style="list-style-type: none"> <li>175 Theatre Games</li> <li>200+ ideas for drama</li> <li>Teacher resource manual DRAMA Junior High School, 1989 Alberta Education ISBN 0-773-00789</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |            |
| <b>Introduction</b>                                                                | Have students come and sit in a circle on the floor. Take attendance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |            |
| 3 min                                                                              | Ask a circle question → what is one thing that went well for you today? (students can voluntarily share verbally or think about it without sharing verbally)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |            |
| 2 min                                                                              | Brief Recap of what we covered last class and how we will be building on the improve techniques which we learned last class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |            |
|                                                                                    | Introduce what blocking and accepting is to the class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |            |
| <b>Body</b><br><i>(Activity)</i>                                                   | <p>- <b>Teacher Actions</b></p> <p>I will instruct students through direct instruction and then through modelling the appropriate actions which correlate with the terms used in each game</p> <ul style="list-style-type: none"> <li>- Introduce "character walk" I will have the class stand in a circle and then direct them to walk counter clockwise. I will have them take on the different characters as they walk around. I will try and have them switch characters quickly to have them understand the quickness of improve and creativity.</li> <li>- I will then have them freeze and regain focus to transition onto next activity.</li> <li>- Partner students up and explain "yes lets" to the class</li> <li>- Bring students back to a circle</li> <li>- Split the class in 3 groups and</li> <li>- Explain through direct instruction that two people are going to start a scene and when I yell "freeze" the people in the scene "freeze" and a new person enters the scene. While one of the characters has to figure out how to exit the scene.</li> <li>- have two people from each group start a scene.</li> <li>- Bring the class back to a circle and finish with a grounding circle</li> </ul> <p><b>Student actions:</b></p> |                              |            |

# High School Drama Lesson Plan

**Kathleen Armour**



## **High School Drama Lesson Plan:**

## Whispering the Techniques of Language: An Mental Journey through **High School Drama Lesson Plan**

In a digitally-driven earth wherever screens reign great and instant connection drowns out the subtleties of language, the profound techniques and emotional subtleties concealed within phrases usually move unheard. Yet, set within the pages of **High School Drama Lesson Plan** a fascinating fictional value pulsating with organic thoughts, lies an extraordinary journey waiting to be undertaken. Penned by a skilled wordsmith, that marvelous opus encourages readers on an introspective trip, lightly unraveling the veiled truths and profound influence resonating within the fabric of each and every word. Within the mental depths of the emotional evaluation, we shall embark upon a honest exploration of the book is core subjects, dissect its fascinating publishing type, and succumb to the effective resonance it evokes deep within the recesses of readers hearts.

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