Drama Portfolio

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| 1: Title of lesson: Go/Stop Grade: K-7 Time: 20-25 mins |
| **Objective statement:**  Students will use this activity to practice spatial awareness, as well as following instruction thoroughly. - Students will be able to follow the specific instruction given by teacher and perform the corresponding action. - Students will be able to recognize spatial awareness and attempt to stay an equal distance away from their peers. |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the exploring and creating faucet in the curricular competencies which states: “Explore personal experience, community, and culture through arts activities” |
| **Material list:** No materials needed. |
| **Hook/warm up:** This is a warmup activity; however, this could be the warmup in an activity about Laban movement shapes, the importance of space and time in theatre, or active listening. Start by explaining the concept of the game, going over the rules and demonstrating what is expected of them during play.  |
| **Exploration/integration opportunities:** Could continue into a lesson about active listening, or the importance of personal space in PHE. |
| **Important vocabulary:** None for this version, however if you wanted to extend into more complex models of movement (Laban movement shapes), you could spend some time going over who Laban is, and what the 8 movement shapes are (Floating, Dabbing, Wringing, Thrusting, Pressing, Flicking, Slashing, and Gliding). |
| **Thorough activity description:** On the board, there is written “Go 🡪 Stop, Clap 🡪 Jump, Knees 🡪Sky (yelling “woooo!), students are then instructed to take up as much space in the room as they can do safely. When I say “Go” students are to move around the room continuously, only stopping if I say “Stop”. While students are moving (or in a still position if asked to stop), students will clap if I say “Clap”, jump if I say “Jump”, pat their knees if I say “Knees” or jump and reach for the sky yelling “woo!” when I say “Sky”. Do this for a few rounds, and then play it again where all actions are reversed (“Go” means “Stop” and vise versa, “Clap” means “Jump” and vise versa etc) |
| **Variations/UDL/DI:** Students with visual impairments or mobility issues can do this in a seated position, where “Go” means to move their bodies in some way (flailing arms, wiggling torso tapping feet etc), jump could be just raising feet off the floor. For students with auditory issues, having the instructions written on the board and having the teacher demonstrate the game before playing. This activity could just be done without the reverse actions option to make it less confusing for students with high performance anxiety.  |
| **Assessment:** Start a discussion using the following prompt questions: Why did we do this activity? What did we learn in the world of drama through this activity? How could be apply this knowledge in other subject areas? |

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| 2: Title of lesson: Monster Grade: K-7 Time: 30 mins |
| **Objective statement:**  Allows students to explore space, movement, teamwork, creativity, and active listening through game play/drama concepts.  |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the exploring and creating faucet in the curricular competencies which states: “Explore personal experience, community, and culture through arts activities” |
| **Material list:** No materials needed. |
| **Hook/warm up:** Have students get together in teams and perform a three-legged race to prepare them for using more than one body for a specific purpose. |
| **Exploration/integration opportunities:** Could continue into a lesson about, teamwork, problem solving, active listening, or the importance of personal space in PHE. |
| **Important vocabulary:** Criteria: (what does this mean when creating our monster)  |
| **Thorough activity description:** Students are grouped together in teams of 4-6 people and instructed to create a monster together using their whole bodies connected in a way that the monster has 2 heads, 4 legs, 4 arms, 2 wings, 1 tail and a horn. This monster must be able to take 3 steps in any direction and must communicate to the audience its mood based on the sounds it makes (not using words). Students will be given 15 minutes to construct their monster, and then must perform it for the class. |
| **Variations/UDL/DI:** Variations can be made by incorporating more body parts/or number of body parts, could be a race or some other task (skip, dribble a basketball etc). You could make it simpler by having less criteria, making a machine instead of a monster or making it in smaller groups. You can have specific instructions written on the board for students with auditory issues, have a video explaining the game for visually impaired students. You could have one student be the “director” of the monster if there are students who are sensitive to physical contact. |
| **Assessment:** Looking at students’ ability to work as a team, and problem solve together. Start a discussion using the following prompt questions: Why did we do this activity? What did we learn in the world of drama through this activity? What was it like to perform? How important is trust in an activity like this? |

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| 3: Title of lesson: Twisted Fairytales Grade: 5 Time: 20-25 mins |
| **Objective statement:**  Students use their imagination and creativity in creating their own twisted fairy tale, while exploring role-play as they act out their newly developed ending.  |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the communicating and documenting faucet in the curricular competencies which states: “Take creative risks to express feelings, ideas, and experience” |
| **Material list:** Construction paper to make small squares to arrange students into groups, 8-10 copied of the fairy tale chosen to “twist”. Extension-props and costumes. |
| **Hook/warm up:** Have students play a game of “one word fairy tale” where each person comes up with a single word to carry a story forward, starting with “Once Upon a Time”. |
| **Exploration/integration opportunities:** Could continue into a lesson in creative writing, character development or short story writing. |
| **Important vocabulary:** Skit: Short comedy scene. |
| **Thorough activity description:** The teacher will begin by reading the shortened fairy tale that was chosen to twist. The teacher will then instruct the class to come up and grab a colour from the container which will distinguish which group the students are in. The students will be instructed to decide in their groups of 4 or 5 who will play which character and whether they will have a narrator. They will then have 10-15 minutes to work together to create a different ending “twist” to the story, that is wildly different than the story’s original ending. Finally, students will be given 2-4 minutes to present they twisted ending to the entire class. |
| **Variations/UDL/DI:** Variations can be made by having students narrate from behind the curtain if they don’t want to speak in public. You can have students play props or incorporate them in a fundamental set piece if they have mobility issues or stage fright. You can have specific instructions written on the board for students with auditory issues, have a video explaining the game for visually impaired students. This activity is already UDL as it allows students to choose their level of participation and encourages them to use their imagination in fun and exciting ways. |
| **Assessment:** Looking at students’ ability to work as a team, and problem solve together. Start a discussion using the following prompt questions: Why did we do this activity? What did we learn in the world of drama through this activity? What was it like to perform? What would you do differently after seeing everyone else’s twisted ending? |

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| 4: Title of lesson: Tableau Grade 3-7 Time: 30 mins |
| **Objective statement:**  Allows students to explore creating visual images onstage. Because tableaus are motionless and silent, students must illustrate meaning through their stance and expression, especially as they relate to other actors onstage. |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the communicating and documenting faucet in the curricular competencies which states: “Interpret and communicate ideas using symbols and elements to express meaning through the arts” |
| **Material list:** List of scenes for students to tableau. |
| **Hook/warm up:** Have students get together in groups of 3 and play a game of “Statue” where one student is a “ball of clay” and the other two students come up with a pose or position to mold their statue. The rest of the class must guess what the “statue” is doing. |
| **Exploration/integration opportunities:** Could continue into a lesson about, teamwork, movement to express a story, social studies, or the importance of body positioning/space in on stage (level, power positions). |
| **Important vocabulary:** Tableau “Tableau (tab-BLO) is short for the French, tableau vivant (tab-BLO vi-VAHNT) which means “living picture.” |
| **Thorough activity description:** Students are grouped together in teams of 4-6 people and instructed to create a silent “living picture” using their body positions in stilled action. Students will come and select their Tableau scene and are given 5-10 minutes to create their scene. Once the time is up, students will present their tableau to the class. As they are presenting, students will move themselves, one at a time, into position and once the last student is in place, everyone else can guess what the scene is. |
| **Variations/UDL/DI:** Variations can be made by having students already in position on stage, rather then them moving into position. You could make it simpler by having simple situations (baseball, bowling etc). You can have specific instructions written on the board for students with auditory issues, have a video explaining the tableau for visually impaired students. This activity is already UDL as it allows students to decide their level of participation. |
| **Assessment:** Looking at students’ ability to work as a team, and problem solve together. Start a discussion using the following prompt questions: Why did we do this activity? What did we learn in the world of drama through this activity? What was it like to perform without speaking? How can we use our body position to deliver a message to the audience? |

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| 5: Title of lesson: This is a What? Grade: 1-7 Time: 20-30 mins |
| **Objective statement:**  Students can use this activity to learn about cues, active listening, and rhythm. Students are required to listen to each other to know when their line comes, to keep rhythm with their peers, and the importance of giving cues consistently to the next person.  |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the communicating and documenting faucet in the curricular competencies which states: “Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences” |
| **Material list:** Various one syllable objects. |
| **Hook/warm up:** Could have students participate in a few tongue twisters to help them warm up their voices and get comfortable speaking quickly. |
| **Exploration/integration opportunities:** The activity can be changed to fit different lessons and topics. For example, with space, you can use things like star, moon, sun, mars etc. The topics and themes can be endless if all of the objects have the same number of syllables to keep the pattern the same. It is a great way to remember vocabulary words. Could also extend into a lesson around rhythm or beat. |
| **Important vocabulary:** None |
| **Thorough activity description:** Students stand in a circle around the room, and the teacher hands one student a one syllable item. Student A looks to student B and says, “this is a …” student B responds with “a what?” And students A says “a . . .” This pattern is repeated for a total of two rotations after students A repeats “a . . .” for the second time student B will say “oh a. . . .” and take the object from student A and turn to student C to repeat the process. The students must be looking at the person they are speaking to, and the game can become more challenging when more objects are added to the circle. If both student A and B have objects student A would be speaking to student B’s head, as student B will be looking at student C for the lines “this is a . . .” For the second part “a what?” Student B would have to turn their head back to look at student A. |
| **Variations/UDL/DI:** UDL: Interactive, group work, active listening, group sizing options, caters to a variety of learners (kinesthetic, visual, auditory) DI: Non-verbal students could clap out the rhythm and students can be standing or sitting. Depending on students and what they are comfortable with, the game cab be played in a large group, small groups, or even just pairs. |
| **Assessment:** Self-assessment, peer assessment, teacher observations. Start a discussion using the following prompt questions: Why did we do this activity? What did we learn in the world of  |

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| 6: Title of lesson: Costume Change Grade: 2-7 Time: 20 mins |
| **Objective statement:** Students can use this activity to explore multitasking under pressure, while working together as a team. |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the communicating and documenting faucet in the curricular competencies which states: “Demonstrate increasingly sophisticated application and/or engagement of curricular content |
| **Material list:** Variety of costume items and a balloon. |
| **Hook/warm up:** Begin a discussion with students about the costume items that we have selected. Ask them what kind of character they think would wear these items? Could you separate these items into different characters? What might be their backstory? |
| **Exploration/integration opportunities:** Could continue into a lesson about, teamwork, movement to express a story, social studies, PHE. |
| **Important vocabulary:** None |
| **Thorough activity description:** Students are grouped together in teams of 4-6 people and are instructed to stand around in a circle. Each person will be required to stand in the middle of the circle and quickly put on all the costume pieces (in the correct way you would wear them: hat on head, glove on hand etc), all while keeping the balloon floating in the air. After all the pieces are put on, they must take them all off as quickly as they can (while keeping the balloon in the air) before going back to the outer edge of the circle and sitting down. The first group to have all players complete this task wins. If the balloon drops while the player is putting their pieces on, they must start again, and other teammates are not allowed to help. |
| **Variations/UDL/DI:** Variations can be made by having students help to keep the balloon in the air while player is putting on costumes. You could make it easier by having only a few simple costume pieces or could make it more challenging by having students say one line as the character before taking off all the pieces. You could modify it for those with mobility issues by having a director telling the player which costume piece to put on. |
| **Assessment:** Looking at students’ ability to work as a team, and problem solve together. Start a discussion using the following prompt questions: Why did we do this activity? What did we learn in the world of drama through this activity? What was it like to perform without speaking? How can we use our body position to deliver a message to the audience? |

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| 7: Title of lesson: Mystery Mania Grade: 6 Time: 30 mins |
| **Objective statement:**  Students will be able to explore character and scene creation using most materials, movements, and personal ideas in creating a group skit, expressing a theme of choice by the end of this lesson. |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the exploring and creating faucet in the curricular competencies which states: “Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. |
| **Material list:** Blown up balloons, props that students can wear (ie: fedora, Hawaiian shirt, feather boa) |
| **Hook/warm up:** Get students together in a group and give them a situation in which they are to create an improv scene using the “yes, and” technique, where students identify their motivations and then interact with the other characters based on their needs in the scene. Usually, players are tied to a character (professor, actor, artist, plumber etc) and the setting (coffee shop worker, theatre usher, high school reunion organizer etc). Players must come up with a reason as to why they are interacting with each other and go from there.  |
| **Exploration/integration opportunities:** Could continue into lessons about teamwork, social studies (recreating pivotal moments in history), science (creating scenarios about the interactions between elements, chemical compounds, anatomy, etc), PHE (creating scenarios about how you would handle situations). |
| **Important vocabulary:** Skit-short play or piece of writing that is usually funny. |
| **Thorough activity description:** Students will be placed in groups of six by the teacher. In those small groups students will have props given to them. Teacher will explain that all students must participate meaningfully in the skit activity, use all props and give a final performance between two and five minutes. Each group will be given seven minutes to explore the props and create the bones of the skit. Once the seven minutes are complete, the teacher will give students an additional three minutes of time to workout the final parts of their skit. Each group will be expected to perform their skit to the class. |
| **Variations/UDL/DI:** Correlate the props given for a specific subject or theme or give the students a specific theme for the skit with random props (ie: western theme). Multiple forms of representation: Are present in the lessons to keep all students engaged- class skit, group game, the rate and volume of speech for lessons, pre-teach vocabulary, bridge connection to content. Students are provided multiple alternatives to required timing and the rate that activities move, scaffolding to estimate effort. Students are given as much autonomy as possible in terms of tools, challenges, and timing, provide tasks that allow for active participation and exploration, provide opportunities for collaboration and support, prompt learners on when and how to ask peers or teacher for help.DI: Visual learners will be engaged through seeing and working with the props. Auditory learners will be engaged through listening to instructions and the activities. Kinesthetic learners will be engaged through the hands-on aspects of the skit and the game. Students with behavioral issues will be assisted by one of the teachers in the class and reminded of their behavior. Students that need to be reminded to stay on task will be reminded often.**FPPOL:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). |
| **Assessment:** Every member of the group participated in the skit. Members are engaged within the group. Classmates are focused on the group participating and being respectful classmates. All props are used within the skit. Skit is within the time frame. |

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| 8: Title of lesson: Space, Math and Murder Grade: K-7 Time: 10-20 mins |
| **Objective statement:**  Calculate the space between classmates to maintain distance, solve math operation problems, adapt walking speed to that of the tempo of the music playing |
| **Curricular Connection:**  |
| **Material list:** Music with varying tempo and something to define the spatial boundary ie: a rope or pylons. Song example: https://www.youtube.com/watch?v=GDYglQa8NPE |
| **Hook/warm up:** Finding Space: Students are standing in the designated space within the assigned boundaries. When the music starts, students begin walking to the same tempo as the song. Students are instructed to walk to empty space rather than being told to avoid each other. As the tempo of the song speeds up or slows down students adapt and change their pace. |
| **Exploration/integration opportunities:** Students will practice math operations and the arts skills spatial awareness and tempo. |
| **Important vocabulary:** Improv- a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment.Relationships- The connections and interactions between people that affect the dramatic actionCommitment -making a choice, standing by it, and dedicating yourself to the role or activity. |
| **Thorough activity description:** Questions Only!Students will be placed into groups of 4-5. In their groups, they will have a conversation with a partner by only asking questions. For example: Student A- Can you believe the weather today? Student B- Does it always rain in Philadelphia?This continues until one person makes a mistake and responds with a statement instead of asking a question or the student takes longer than 3 seconds to respond. Students will be given 5 minutes to practice. Once the 5 minutes are over, the smaller teams will form into two larger teams to face off against each other. Teacher will start the activity off with a scenario. Once a student makes an error they will be sent to the back of the line where a new person faces off against the winner from the previous round. Each student will be given a limited number of wins to ensure all teammates get a turn. Teachers can use different scenarios when the topic gets stale. For added fun, teachers can use buzzers to send the students off! |
| **Variations/UDL/DI:** UDL:Engagement: Optimize challenge by making the space smaller or speeding up the tempo. This lesson also fosters collaboration and community.Representation: Guide information processing: break the game down and explain/practice each step before putting it all together. Also, the game should be demonstrated before breaking it down so students understand the end goal.Action & Expression: After a round, ask students to discuss strategies.DI: For students that may struggle with eye contact, eye contact does not need to be sustained, rather when brief eye contact is made the students will point at the other person and come together to play rock, paper, scissors, math. Students with visual impairments could play, but instead of making eye contact, students could make a connection by touch or speaking and play rock, paper, scissors math by tapping their numbers 1 - 5 on each other’s forearms**FFPOL**: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): students will connect with each other while playing these games. |
| **Assessment:** Assessments should be based on participation. This could also be a casual, qualitative pre-assessment for what works for students to inform future lessons. |

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| 9: Title of lesson: Questions Only Grade: 6/7 Time: 30 mins |
| **Objective statement:**  Students will be able to apply the drama element of “relationships” by listening and responding to others in an improv game of “Questions Only”. |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the exploring and creating faucet in the curricular competencies which states: “Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play”. English Language Arts 7-CC18 Use and experiment with oral storytelling processes. |
| **Material list:** Prompts, buzzer, optional point-keeping system |
| **Hook/warm up:** Fortunately, Unfortunately. Students gather in a circle and each student tells a piece of a story, alternating with the word Fortunately or Unfortunately. Students will build a coherent story alternating with positive and negative events in the story until everyone in the circle has had a chance to speak. For example, It was a beautiful sunny day…1st student- Unfortunately, the weather was calling for rain. 2nd student- Fortunately, Sally brought her umbrella. 3rd student- Unfortunately, Sally realized she left it on the bus. |
| **Exploration/integration opportunities:** Could continue into more intricate drama lessons through scene improv, which could integrate into moments from history. Could use in PHE as a means to create scenarios where students may find themselves in in their social lives and how they might respond. |
| **Important vocabulary:** Improv- a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment.Relationships- The connections and interactions between people that affect the dramatic actionCommitment -making a choice, standing by it, and dedicating yourself to the role or activity. |
| **Thorough activity description:** Questions Only!Students will be placed into groups of 4-5. In their groups, they will have a conversation with a partner by only asking questions. For example: Student A- Can you believe the weather today? Student B- Does it always rain in Philadelphia?This continues until one person makes a mistake and responds with a statement instead of asking a question or the student takes longer than 3 seconds to respond. Students will be given 5 minutes to practice. Once the 5 minutes are over, the smaller teams will form into two larger teams to face off against each other. Teacher will start the activity off with a scenario. Once a student makes an error they will be sent to the back of the line where a new person faces off against the winner from the previous round. Each student will be given a limited number of wins to ensure all teammates get a turn. Teachers can use different scenarios when the topic gets stale. For added fun, teachers can use buzzers to send the students off! |
| **Variations/UDL/DI:** UDL: Means of Engagement- Lots of front loading and time for practice. Reduce or increase complexity. Create competition (if it suits your class). Sensory tools (buzzers, bells, timers, fidgets). Group work. Means of Representation- visual presentation of instructions, simplified language, video example.Means of Action and Expression - small groups, large groups, variations of activity, scripted prompts, pass option, instructions clearly displayed.**FPPL**Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).Learning involves recognizing the consequences of one‘s actions. |
| **Assessment:** Discussion groups or reflective journals on feelings around improvisation. |

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| 10: Title of lesson: Emotional Charades Grade: K-12 Time: 30 mins |
| **Objective statement:**  After a discussion on the emotion wheel students will be able torecognize and differentiate the emotions of others by correctly guessing the presented emotiontwo out of three times. |
| **Curricular Connection:** Career Ed → Share ideas, information, personal feelings, and knowledge with othersPhysical and Health Education → managing and expressing emotionsArts → elements in the artsArts → Express feelings, ideas, stories, observations, and experiences through creative works |
| **Material list:** Emotion cards, feelings wheel. |
| **Hook/warm up**: Ask students what emotions they felt that day. |
| **Exploration/integration opportunities:** This activity can be used in physical/health and career education when talkingabout feelings and self regulation. It could also be integrated into a language class to work oneither a second language, oral presentation skills, or both**.** |
| **Important vocabulary:** Emotion, feeling, any emotions that you’re using. |
| **Thorough activity description:** → using written emotion cards (feelings wheel) so everyone can pull an emotion out of the hatand act it out nonverbally→ to adapt the activity to work for differing grades, emotions can be simpler or moreadvanced |
| **Variations/UDL/DI:** UDL:Multiple Means of Representation → students have written emotion cards but cards can bewhispered into students’ ear before actingMultiple Means of Engagement → students are up and moving around instead of sitting atdesks with worksheet or writingMultiple Means of Action and Expression → students are acting out instead of using written orverbal descriptionsFPPL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness,on reciprocal relationships, and a sense of place) → effective learning environments payattention to the whole learner, including the physical, mental, social/emotional, and spiritualaspects of the person.Learning ultimately supports the well-being of the self, the family, the community, the land, thespirits, and the ancestors → The uniqueness of each learner is valued and appreciated. |
| **Assessment:** Have a matching worksheet → faces to emotions |

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| 11: Title of lesson: Communicating Through Movement Grade: 5 Time: 20-30 mins |
| **Objective statement:**  - Students will be able to use different movements on the spot toconvey their understanding of dramatic forms. |
| **Curricular Connection:** Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the artsContent- a variety of dramatic forms dance: body, space, dynamics (dance), time, relationships, form |
| **Material list:** None |
| **Hook/warm up:** -Just Dance |
| **Exploration/integration opportunities:** PE- Movement skills and strategies help us learn how to participate in different types of physicalactivity.Math- If there is a tie between 2 people calling splat they can do a “math rock paper scissor”battle |
| **Important vocabulary:** dramatic forms, spatial awareness, improvisation |
| **Thorough activity description:** Splat is a great game to start off a session to warm-up voices and bodies, and get everyone tohave some fun. Drama games are an important part of any drama curriculum because they canteach valuable theatre skills while allowing students to have fun, build confidence, stretch theirimagination and grow as an ensemble.Procedure:1. Ask the group to make a circle. Teacher stands in the middle.2. The teacher throws an imaginary pie at one person in the circle. |
| **Variations/UDL/DI:** UDLMULTIPLE MEANS OF REPRESENTATION● Students are reminded of what the instructions and expectations are at the beginning,middle and end of the lesson.● Students see a visual representation and examples before and during the activity.MULTIPLE MEANS OF ACTION AND EXPRESSION● Students will choose different movements to represent thoughts and feelings as somestudents have different processing abilities.MULTIPLE MEANS OF ENGAGEMENT● Students will be physically expressing through movement or orally their understanding.Class discussion allows students to share their ideas in a large setting to express their ideas.Ability to write, list, create through hands on, pictograms or draw conclusions.Multiple ways to demonstrate participation and the learning process are through artistic, written,hands on or typing.DIStudent A- give extra visual instructions- have a friend work in partners or beside themStudent B- give extra reminders and assistance when possible- work at a table with good helper / friendFPPL: This lesson incorporates the principle that states“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness,on reciprocal relationships, and a sense of place)”. Students will build relationships with otherstudents which contribute to personal and social well-being. The games in this lesson areinclusive and will provide each student with a sense of belonging and a sense of place |
| **Assessment:** Students will be assessed on participation by teacher observation |

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| 12: Title of lesson: Mirror Activity Grade: 5 Time: 20-30 mins |
| **Objective statement:**  Students will be able to demonstrate an understanding of relationalmovement |
| **Curricular Connection:** Content- Dance: with whom or what the body ismoving; movement happens in a variety of relationship including pairs, groups,objects, and environments |
| **Material list:** None |
| **Hook/warm up:** Yes, Let’s!Have all players scatter about in the playing space. One student calls out anactivity for everyone to start miming, the rest of the group members shout out“Yes, lets!” and then they start doing the activity.For instance, if someone calls out “Let’s start jogging in place!” the groupresponds with “Yes, lets!” and everyone starts jogging in place until someone callsout a new activity.Encourage players to only offer one suggestion until they sense that everyone elsehas had a chance to play. As an alternative, play in a circle, allowing each studenta ‘turn.’ |
| **Exploration/integration opportunities:** Students could act out a character/scene of a novel study they’redoing |
| **Important vocabulary:** Mirroring means to copy a movement exactly |
| **Thorough activity description:** In pairs, players face each other. They choose one person to lead and one personto follow. The goal of the game is for the players to feel completely in sync withone another. Coach the leader to make their movements slow. Coach the followers to let their bodies do the following without thinking about it. After atime, have the players switch roles. Go back and forth a couple of times, and then coach the players to have no leader and no follower. When all pairs have had a chance to play, assemble the group as an audience, and ask students to take the stage one pair at a time. Have them silently decide between them who will be the leader and who will be the follower. Cue them to begin ‘mirroring.’ Audience players must guess which person was leading and which person was following.Ask!How could you tell who was leading?What could they have done differently?What did you learn from watching them? |
| **Variations/UDL/DI:** UDL:1. MULTIPLE MEANS OF REPRESENTATION● Written instruction● Teacher demonstration2. MULTIPLE MEANS OF ACTION AND EXPRESSION● They could demonstrate to the class or teacher● They get to pick which character they want to act out3. MULTIPLE MEANS OF ENGAGEMENT● Use of timer● Extra time if needed● Pick your partnerDI: Visually impaired: partner could describe the movement to their partnerSomeone that is physically impaired (eg: wheelchair): student’s partner could domovements that we know the student can do.Variations: The teacher could limit the game to certain movements to make it more difficult or they could set a limit on the number of movements being used. If you wanted to make it easier, students could draw movements from a hat that their partner must imitateFPPL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students explore their novel study through experiential movement. |
| **Assessment:** Participation |

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| 13: Title of lesson: Mime Time Grade: 5/6 Time: 20-30 mins |
| **Objective statement:**  Allows students to discover confidence and awareness of self and of others. SWBAT develop physical control, simplicity of thought and levels of movement. |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the Communicating and Documenting facet which states “Interpret and communicate ideas using symbols and elements to express meaning through the arts”.  |
| **Material list:** List of prompts  |
| **Hook/warm up: Locomotion**The teacher gets the children to walk around the room. Then call out different ways of walkingWalk like a …..Toddler, child in high heels, child wearing heavy wellington boots, child splashing in a puddle, child stuck in mud, child walking on stony beach, child walking on hot sand, someone walking on fire, someone walking wearily, an old frail person. |
| **Exploration/integration opportunities:** Lesson could lead into discussions in PHE about non-verbal communication, and the interpretation of body language. Could be connected to a social studies unit having students mime out scenarios in history |
| **Important vocabulary:** Mime: to act a part with mimic gesture and action usually without words |
| **Thorough activity description:** In this activity, students will be split up into teams of 4 or 5. Students will decide amongst their group who the narrator is, and the remaining students will get together and come up with a scenario that they will mime out, without the narrator knowing. Miming students will have 5 minutes to come up with a scenario that they will silently act out. Narrators will brainstorm a twist to throw into their groups presentations while the groups come up with their scenarios. Then, the narrator comes back in and attempts to narrate the scenario. |
| **Variations/UDL/DI:** Variations: Can use preselected scenarios/idea prompts for struggling students. UDL: Representation: Preteach vocabulary, demonstrating activity first, activating prior knowledge of movement through warm up activity and common, non-verbal communication.Expression: Students are given multiple ways of physically interacting with the activity.Engagement: Students have a lot of autonomy on how they want to engage in the activity.DI: Activity is already adaptive for verbal, mobility, auditory and reading diversities.FPPL: Learning is embedded in memory, history and story.Students rely on their memory of how we tell stories and actions through body language and use those memories to tell a story in a way that is interpreted by others. |
| **Assessment:** Participation |

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| 14: Title of lesson: True or False Grade: 4-6 Time: 20-30 mins |
| **Objective statement:**  This lesson allows students to gain confidence in front of their peers. Confidence is a huge component of stage performance and therefore a key component of Drama. Students will be also working on their improvisation skills by faking a real story (if they choose to) or emphasizing by telling a true story (if they choose to). |
| **Curricular Connection:** Curricular Connections:· Big Idea: Dance, drama, music, and visual arts are each unique languages for creating and communicating.· Curricular Competencies:o Exploring and creating: Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art makingo Communicating and documenting: Interpret and communicate ideas using symbols and elements to express meaning through the arts· Content:o a variety of dramatic formso personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment |
| **Material list:** https://icebreakerideas.com/drama-games-for-kids/ |
| **Hook/warm up:** Teacher Example· Teacher shares a 1-minute story· Students collaborate with one another to determine if the story is true or false. |
| **Exploration/integration opportunities:** This lesson could be used when students are doing literature circles and reading different books with their groups and as a kind of fun way to sum up the book students could share either a fake summary or real summary to the other groups who have not read the book. This could also be done in an acting (no speaking) scenario. |
| **Important vocabulary:**  |
| **Thorough activity description:** Kids take turns standing in front of the group and sharing a one-minute story. The kids listen and try to decide if the story is real or made up. The goal of the storyteller is to make his story exciting and yet believable. Encourage your actors to use hand gestures, facial expressions, and body language as they tell their tale. |
| **Variations/UDL/DI:** UDL: give students the choice to act or write their fake or real storyClass Management:Students could work in groups or individuallyMake teams (like charades) to create competition and encourage motivation to listen to the students presentingFPPL: · Learning is embedded in memory, history, and story |
| **Assessment:** Participation |

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| 15: Title of lesson: Body Builders Grade: 3-7 Time: 20-30 mins |
| **Objective statement:**  This lesson is important for body awareness on stage. It is important for students to know where they are and how to create different body movements. This activity gamifies body movements and incorporates team building. |
| **Curricular Connection:** * Exploring and creating
* Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play+++++
* Explore identity, place, culture, and belonging through arts experiences Communicating and documenting
* Express feelings, ideas, and experiences in creative ways
* Demonstrate increasingly sophisticated application and/or engagement of curricular content
* Content:
* elements in the arts, including but not limited to:
* drama: character, time, place, plot, tension
* a variety of dramatic forms
* personal and collective responsibility associated with creating, experiencing, or

sharing in a safe learning environment |
| **Material list:** https://kidactivities.net/drama-games-and-activities/ |
| **Hook/warm up**: Call out different shapes, objects, animals and have students make those things with their bodies· Now have students find a partner and make those things with a partner |
| **Exploration/integration opportunities:** Call out different shapes, objects, animals and have students make those things with their bodies· Now have students find a partner and make those things with a partner |
| **Important vocabulary:** none |
| **Thorough activity description:** Use your bodies to build a house.· Some people become the furniture, telephones, and tables.· Others live in the house. (Then huff and puff and blow the house down). |
| **Variations/UDL/DI:** Have students that cannot move their bodies physically into shapes, have them just move their arms or they can just live in the house.Class Management:· Go over consent and “personal bubbles”· Have students that aren’t comfortable with physical touch be living in the house. |
| **Assessment:** Participation |

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| 16: Title of lesson: Jump-Out Name Game Grade: K-12 Time: 30 mins |
| **Objective statement:**  Students can be on more vocal team if they are shy. Students can choose level of participation. If student was hearing impaired someone could help pat out the rhythm on their arm. “Learning involves patience and time” Students will learn that listening and repeating a rhythm may take time, and that is ok. |
| **Curricular Connection:** : CC2 Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. |
| **Material list:** N/A |
| **Hook/warm up: This activity can be used as a hook or warm up.** |
| **Exploration/integration opportunities:** This game would be fun in a new class when learning people’s names. You could also do this with questions, students must jump out and be the first to answer a question. |
| **Important vocabulary:** students/classmates names |
| **Thorough activity description:** Students line up on either side of a large wall/doorway. They will be split into 2 groups equally (this can be done however you want). Students will then get a 3-2-1 countdown from the teacher and the student at the front of each line must jump out. They will say the name of the person who has jumped out in front of them as soon as they can. The student who says the name of the student who is in front of them first, will claim the student from the opposing team for their team. |
| **Variations/UDL/DI:** - Lots of front loading and time for practice. Reduce or increase complexity. Create competition (if it suits your class). Sensory tools (buzzers, bells, timers, fidgets). Group work. Means of Representation- visual presentation of instructions, simplified language, video example.Means of Action and Expression - small groups, large groups, variations of activity, scripted prompts, pass option, instructions clearly displayed. |
| **Assessment:** Observation  |

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| 17: Title of lesson: Mirror Activity Grade: 6-7 Time: 30 mins |
| **Objective statement:**  Students will be able to demonstrate an understanding of relational movement |
| **Curricular Connection:** Content- Dance: with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments |
| **Material list:** None |
| **Hook/warm up:** Yes, Let’s! Have all players scatter about in the playing space. One student calls out an activity for everyone to start miming, the rest of the group members shout out “Yes, lets!” and then they start doing the activity. For instance, if someone calls out “Let’s start jogging in place!” the group responds with “Yes, lets!” and everyone starts jogging in place until someone calls out a new activity. Encourage players to only offer one suggestion until they sense that everyone else has had a chance to play. As an alternative, play in a circle, allowing each student a ‘turn.’ |
| **Exploration/integration opportunities:** Students could act out a character/scene of a novel study they’re doing |
| **Important vocabulary:** Students could act out a character/scene of a novel study they’re doing |
| **Thorough activity description:** In pairs, players face each other. They choose one person to lead and one person to follow. The goal of the game is for the players to feel completely in sync with one another. Coach the leader to make their movements slow. Coach the followers to let their bodies do the following without thinking about it. After a time, have the players switch roles. Go back and forth a couple of times, and then coach the players to have no leader and no follower. When all pairs have had a chance to play, assemble the group as an audience, and ask students to take the stage one pair at a time. Have them silently decide between them who will be the leader and who will be the follower. Cue them to begin ‘mirroring.’ Audience players must guess which person was leading and which person was following. |
| **Variations/UDL/DI:** UDL: 1. MULTIPLE MEANS OF REPRESENTATION • Written instruction • Teacher demonstration 2. MULTIPLE MEANS OF ACTION AND EXPRESSION • They could demonstrate to the class or teacher • They get to pick which character they want to act out 3. MULTIPLE MEANS OF ENGAGEMENT • Use of timer • Extra time if needed • Pick your partner DI: Visually impaired: partner could describe the movement to their partner Someone that is physically impaired (eg: wheel chair): student’s partner could do movements that we know the student can do. FPPOL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students explore their novel study through experiential movement. Variations: The teacher could limit the game to certain movements to make it more difficult or they could set a limit on the number of movements being used. If you wanted to make it easier, students could draw movements from a hat that their partner has to imitate.FPPL: |
| **Assessment:** Participation |

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| 18: Title of lesson: Communication Through Movement Grade: 5 Time: 30 mins |
| **Objective statement:**  )- Students will be able to use different movements on the spot to convey their understanding of dramatic forms |
| **Curricular Connection:** Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the artsContent- a variety of dramatic formsdance: body, space, dynamics (dance), time, relationships, form |
| **Material list:** Computer/projector |
| **Hook/warm up:** Just Dance |
| **Exploration/integration opportunities:** PE- Movement skills and strategies help us learn how to participate in different types of physical activity.Math- If there is a tie between 2 people calling splat, they can do a “math rock paper scissor” battle |
| **Important vocabulary:** dramatic forms, spatial awareness, improvisation No materials needed |
| **Thorough activity description:** Splat is a great game to start off a session to warm-up voices and bodies and get everyone to have some fun. Drama games are an important part of any drama curriculum because they can teach valuable theatre skills while allowing students to have fun, build confidence, stretch their imagination and grow as an ensemble. Procedure:1. Ask the group to make a circle. Teacher stands in the middle.2. The teacher throws an imaginary pie at one person in the circle. 3. That person must duck and the two people on either side throw an imaginary pie at each other and shout “SPLAT!”. 4. If the first person doesn’t duck, she is out. If she does duck in time, the last person to throw their pie on either side is out. 5. Continue until you are down to just two people left. 6. When there are only two people left, begin THE DUEL: The two remaining players stand back to back in the middle of the circle. A category of objects is called out, such as ‘cereal’. Each time the teacher calls out a cereal, the players take one step forward. When an object that is NOT a cereal is called out, they must throw their custard pies. The first to throw the pie is the winner! |
| **Variations/UDL/DI:** UDL MULTIPLE MEANS OF REPRESENTATION • Students are reminded of what the instructions and expectations are at the beginning, middle and end of the lesson. • Students see a visual representation and examples before and during the activity. MULTIPLE MEANS OF ACTION AND EXPRESSION ● Students will choose different movements to represent thoughts and feelings as some students have different processing abilities. MULTIPLE MEANS OF ENGAGEMENT ● Students will be physically expressing through movement or orally their understanding. Class discussion allows students to share their ideas in a large setting to express their ideas. Ability to write, list, create through hands on, pictograms or draw conclusions.Multiple ways to demonstrate participation and the learning process are through artistic, written, hands on or typing. DI Student A • give extra visual instructions • have a friend work in partners or beside them Student B • give extra reminders and assistance when possible • work at a table with good helper / friendFPPL: This lesson incorporates the principle that states, “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)”. Students will build relationships with other students which contributes to personal and social well-being. The games in this lesson are inclusive and will provide each student with a sense of belonging and a sense of place. |
| **Assessment:** Students will be assessed on participation by teacher observation  |

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| 19: Title of lesson: True or False Grade: K-7 Time: 30 mins |
| **Objective statement:**  This lesson allows students to gain confidence in front of their peers. Confidence is a huge component of stage performance and therefore a key component of Drama. Students will be also working on their improvisation skills by faking a real story (if they choose to) or emphasizing by telling a true story (if they choose to). |
| **Curricular Connection:** Big Idea: Dance, drama, music, and visual arts are each unique language for creating and communicating.Curricular Competencies:• Exploring and creating: Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making• Communicating and documenting: Interpret and communicate ideas using symbols and elements to express meaning through the arts Content:• a variety of dramatic forms• personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment |
| **Material list:** : https://icebreakerideas.com/drama-games-for-kids/ |
| **Hook/warm up: :** Teacher Example• Teacher shares a 1-minute story• Students collaborate with one another to determine if the story is true or false**.** |
| **Exploration/integration opportunities:** This lesson could be used when students are doing literature circles and reading different books with their groups and as a kind of fun way to sum up the book students could share either a fake summary or real summary to the other groups who have not read the book. This could also be done in an acting (no speaking) scenario |
| **Important vocabulary:** none |
| **Thorough activity description:** Kids take turns standing in front of the group and sharing a one-minute story. The kids listen and try to decide if the story is real or made up. The goal of the storyteller is to make his story exciting and yet believable. Encourage your actors to use hand gestures, facial expressions, and body language as they tell their tale. |
| **Variations/UDL/DI:** • UDL: give students the choice to act or write their fake or real story• FPPoL: Learning is embedded in memory, history, and story |
| **Assessment:** Participation |

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| 20: Title of lesson: Persuasion or Tactic Grade: 6/7 Time: 45 mins |
| **Objective statement:**  Students will be able to demonstrate their ability to identify and incorporate tactics by picking them out of their scenes and performing them. |
| **Curricular Connection:** : Big Idea: Engaging in the arts develops people’s ability to understand and express complex ideas.Curricular Competencies: Demonstrate increasingly sophisticated application and/or engagement of curricular content |
| **Material list:** Bag of candy, a movie clip of a scene where the characters want something and use strong tactics to get it |
| **Hook/warm up: :** Pull out a bag of small candy and tell the students you will give anyone a piece who has a most persuasive argument |
| **Exploration/integration opportunities:** This lesson could be used when students are doing literature circles and reading different books with their groups and as a kind of fun way to sum up the book students could share either a fake summary or real summary to the other groups who have not read the book. This could also be done in an acting (no speaking) scenario |
| **Important vocabulary:** Bribe, persuade, temp, beg, convince, etc. |
| **Thorough activity description:** Step 1: Let 4 or 5 people attempt to persuade you to give them a candy. Award accordingly. Step 2: Now put them into groups of 5 and give one person a candy and the other 4 must persuade. Everyone should have a chance to persuade.Step 3: Discuss all the different methods of persuasion everyone used. Each should be put into terms of verbs like beg, bribe, threaten, etc. Have a student write these verbs on the board.Step 4: Watch the same video clip from the Objectives lesson. Identify the tactics each character uses to achieve their objective.Step 5: Have each group go through their scenes and decide how their character is going to get what they want. They may even make up ways that are not indicated in the script.Step 6: Give them about 10 minutes to work with their partners incorporating their new tactics while you go around and help them.Step 7: Have them perform the portion of their scene that they worked on for the class. Discuss after each performance and ask for ideas form the class. |
| **Variations/UDL/DI:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) |
| **Assessment:** Participation |