

## LESSON PLAN (REVISED 2020) Secondary Years

**Candidate's name:** Shelby Meaney

Grade/Subject:	Drama 9	School	DPSS
Date	March 10 <sup>th</sup> , 2021	Allotted Time	161 mins
Topic: Staging and Choreography – Performance			
Cross-Curricular Connections: History, Dance			

### PART 1: PLANNING

#### Rationale/Pre-Assessment:

*Why these students at this time in this way? What is the background knowledge of students to support this learning?*

At this point, learners have had a carefully scaffolded quarter, exploring the following topics:

- **Theatre etiquette**
- Vocal technique
- Physical character
- Improvisation
- Commedia dell'arte (Structured improv of Italian origin)
- **Staging**
- Stage combat
- **Dance choreography**

This is a large (30) class with a wide range of experience and abilities, but they are all hard workers and work well together in small groups. For this unit, I have assigned them into groups that they normally would not work in, making sure that there was one strong leader/dancer in each group. I was fortunate in this class to have several learners with a dance background, but I also based this on pre-assessment I did in the form of dance classes.

**Big Ideas:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What are students expected to understand? How is this lesson connected to the Big Ideas?*




Although this lesson explores all of the BIG IDEAS in Drama 9, the one that will be focused on is

→ **Collaborative drama experiences can build community and nurture relationships with others.**

Learners have been working very hard on their dance technique and learning about how dance is used to supplement other forms of drama. For this task, I have given the learners (and rehearsed with them) choreography to a song that was chosen by them. I assigned groups for them to work in and asked them to continue the choreography, using a variety of staging techniques which they have learned about. In this class, learners will be 1) rehearsing, 2) refining, 3) applying feedback, and 4) performing these pieces. This collaboration lends itself very nicely to the above BIG IDEA.

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:

 <b>Communication</b> <ul style="list-style-type: none"> <li>• Communicating</li> <li>• Collaborating</li> </ul>	 <b>Thinking</b> <ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Critical &amp; Reflective Thinking</li> </ul>	 <b>Personal and Social</b> <ul style="list-style-type: none"> <li>• Personal Awareness &amp; Responsibility</li> <li>• Positive Personal &amp; Cultural Identity</li> <li>• Social Awareness &amp; Responsibility</li> </ul>
<p>Learners will “facilitate group processes and encourage collective responsibility for [their] progress” when they rehearse and continue to create and refine their own choreography in small groups. Groups have been chosen by the teacher.</p>	<p>Learners will “get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials” when they work together to continue to the choreo that</p> <p>Learners will “assess [their] own efforts and experiences and identify new goals...give, receive, and act on constructive feedback” when they:</p> <ol style="list-style-type: none"> <li>1) Reflect on their experience, and</li> <li>2) Provide constructive feedback to their peers</li> </ol>	

**First Peoples Principles of Learning (FPPL):**

How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience? (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

<b>FPPL to be included in this lesson:</b>	<b>How will the FPPL be embedded in lesson:</b>
<p><i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</i></p>	<p>The beautiful thing about drama is that it truly embodies FPPL in every class. It is an art rooted in ritual and based on connectedness and relationships. Learning is realized by doing and witnessing others doing.</p> <p>Like a master carver and their apprentice, I have been guiding the learners through their hesitations, and teaching them techniques to refine what they are learning. I am constantly reminding them that mistakes are good and a part of the learning process - What we may perceive as “embarrassment” could instead be labelled “discomfort”, and from this discomfort comes beautiful learning and growth. This is never something to be ashamed of.</p> <p>If we are continuing with the carving analogy, for this lesson, learners will make sure they have the necessary “tools” for the job and be in the correct mindset. We will begin with a cardio warm-up to get the blood pumping through the body. We will then “get our footing” as we do a small across-the-floor dance class to remind our bodies of the moves it will be performing and the coordination and energy that is required. After, we will split into our groups and rehearse and refine our pieces.</p>

Last, we will perform our pieces one group at a time, providing constructive feedback to one another. Some groups may perform a second time to improve their performance.

**Learning Standards:** <https://curriculum.gov.bc.ca/> (Curriculum) – *What will be assessed and evaluated?*

<b>Curricular Competencies:</b> <i>What are students expected to do?</i>	<b>Content:</b> <i>What are students expected to learn?</i>
<ul style="list-style-type: none"> <li>→ Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play</li> <li>→ Develop and refine ideas and technical skills to improve the quality of performance pieces</li> <li>→ Receive, offer, and apply constructive feedback</li> <li>→ Reflect on creative processes to make connections to personal learning and experiences</li> <li>→ Demonstrate respect for themselves, others, and the audience</li> </ul>	<ul style="list-style-type: none"> <li>→ Drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance</li> <li>→ A variety of drama forms and drama conventions</li> </ul>

**Assessment Plan:**

*Opportunities for feedback, self-assessment, peer assessment and teacher assessment. What structures or rubrics will you use to evaluate student learning? Include the assessment tool used (e.g., Performance Standard Quick Scale).*

**FORMATIVE ASSESSMENT:**

- 1) Self assessment: Learners will create a journal entry in their drama journals detailing their experience creating and performing
- 2) Peer assessment: Peers will be respectful audience members during performance and provide feedback to performers after they perform
- 3) Teacher assessment: Observational, feedback given to rehearsing groups to apply to performance, and individual learners verbally after performance (we have built this into the class so it is comfortable for learners)
  - Learners will get a mark out of 5 for their process (Use of class time/work ethic/working well with others) and a mark out of 5 for their performance based on the criteria found below)
  - As a part of their drama journal they will also get a mark out of 5 for their journal entry (rubric attached)

**SUMMATIVE ASSESSMENT:** Dance Performance (although parts of this are formative and will be applied to coming units; for example, refining techniques, reflection process, peer feedback appropriateness, etc.)

\*Note: This is a very process-focused class, so the “marks given” are almost all based on HOW you work in class, not what the summative performance looks like

<p><b>The Learning Intention:</b> <i>What will students learn in this lesson? (i.e. Learning Standards)</i></p>	<ul style="list-style-type: none"> <li>→ Collaboratively create a theatrical dance routine, using ideas inspired by imagination, inquiry, and purposeful play</li> <li>→ Develop and refine these ideas and skills to improve the quality of the performance</li> <li>→ Receive, offer, and apply constructive feedback</li> <li>→ Reflect on the process to make connections to personal learning</li> <li>→ Demonstrate respect for themselves, others, and the audience</li> </ul>
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<p><b>Evidence of Learning:</b> How will students demonstrate their learning? What does it look like?</p>	<p>→ Rehearsing in a <i>professional capacity</i>  → Considering and/or applying feedback given by group members and teacher  → Performance  → Possible second performance</p>
<p><b>Criteria:</b> What do students need to do to meet or achieve the learning intention?</p>	<p><b>Rehearsing in a <i>professional capacity</i></b>  -Do the choreography “full-out” (at 100%)  -Work well with others in your group  -Use all of the rehearsal time given (ie. You are never “done”)  -Use refining techniques to continually make your piece stronger</p> <p><b>Considering and/or applying feedback given by group members and teacher</b>  *Some group members may sit out and give feedback to their group as to how it might be made better  *Teacher will observe from the audience, float from group to group providing feedback to groups and individuals  -AT LEAST <u>consider</u> the feedback given, but not necessarily apply it – this sort of creative venture can be subjective, and it is ultimately the group’s decision to take or leave what is offered to them (though it is strongly advised to take certain feedback...it really depends on the context)</p> <p><b>Performance</b>  -Perform to “Sherry” from <i>The Jersey Boys</i> with lights and costumes  -Style and choreograph your piece in the 1950s era  -Perform the dance steps given to you by the teacher, but <i>stage</i> it as you see fit  -Add on your own group choreography to complete the piece  -Perform the piece with 1) musicality, 2) commitment, 3) projection, 4) expression/characterization, 5) Using the staging techniques learned in class (example: focus, levels, formations, stage use, etc.)</p> <p><b>Possible second performance</b>  -Immediately apply peer and teacher feedback that has been given to a second performance</p>

**Planning for Diversity:**

<p><b>What is the Learning Target?</b> <i>In what ways does the lesson meet the needs of diverse learners?</i>  <i>How will you plan for students who have learning/behavior difficulties or require enrichment?</i></p>		
Students need to/must do	Students can do	Students could do/try to
<p>-Create, rehearse and perform their own choreography (preferably in a group) to a song chosen by them  -Dance steps must be musical  -Project this piece out to audience  -Reflect about the process verbally</p>	<p>-Rehearse in a professional capacity  -Consider and/or apply feedback from peers and teacher  -Perform the dance steps given to you by the teacher, but <i>stage</i> it as you see fit  -Add on your own group choreography to complete the piece in 1950s era  -Perform the piece with 1) musicality, 2) commitment, 3)</p>	<p>+ Be a group leader, especially if your group is not working well together  + Help those peers who are struggling in your group  +Perform with precision and over-the-top characterization  +Choose to perform the beginning lip-sync role</p>

Zs	Access/All	projection, 4) expression/characterization, 5) Using the staging techniques learned in class (example: focus, levels, formations, stage use, etc.)	Most	Few/Challenge
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**Resources, Materials, and Technology Preparation:** *What resources, materials and preparation are required?*

**PART 2: TEACHING**

Teacher Activities:	Student Activities:	Pacing
<p><b>Before Lesson:</b> <i>Post and/or explain agenda of class; post the Core Competencies or FPPL; post the learning intentions; etc.</i></p> <ul style="list-style-type: none"> <li>-Make sure sound system is set up</li> <li>-Chat with CT to make sure lights are working</li> <li>-Clear stage</li> <li>-Get MyEd up and running</li> <li>-Chat with learners before bell goes</li> </ul> <p>-Attendance/Question of the day</p> <p><b>Motivator/Start of Lesson:</b> . <i>How will you introduce this lesson in a manner that engages students and activates their thinking/connections to prior knowledge?</i></p> <ul style="list-style-type: none"> <li>-Today is the day we put all of our hard work into a performance</li> <li>-Continue to work in our groups</li> <li>-Remind learners of expectations and timeline of class</li> <li>-Looking for hard work in rehearsal</li> <li>-In performance, dance steps executed, creativity and staging techniques being used, expression, commitment and projection</li> </ul> <p><b>During Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Brief points about the content</i></li> <li>• <i>Sample questions</i></li> </ul> <p>What makes a performance effective? What do you enjoy about people performing on stage? Think back to past performances we have done in this class, videos we have watched, etc.</p>	<p>Learners come into theatre, make circle</p> <p>Learners share their answer</p> <p>Learners share comments or questions they may have</p> <p>Learners sharing, discussing, asking questions</p>	<p>15 mins</p> <p>5 mins</p>

<p><b>Activities to apply learning:</b></p> <p>Change music, encourage learners, remind them if going in wrong direction</p> <p>Observe rehearsal from audience, take notes on work ethic, help struggling groups, give feedback to groups and individuals</p> <p><b>BREAK</b></p> <p>Make sure everything is ready for performance, check in with learners – CT will set up lights and record performance</p> <p><b>PERFORMANCE</b></p> <p>Record comments, guide process, prompt learners for reflection, ask for peer assessment, stop and start music from apple watch</p> <p><b>Review/Summary:</b></p> <p>Prompt learners to write in journal, remind them of rubric</p> <p><b>Closure:</b></p> <p>Ask learners as a group about how they felt day one of dance classes, vs. how they are feeling after performance to prompt discussion – from the way rehearsals have been going, I have a feeling many learners will share – we have come a long way</p>	<p>Circuit cardio warm-up</p> <p>Collaborate to create, refine, adapt performance</p> <p>Take a break, eat, drink water, set up anything they need</p> <p>5 groups perform one at a time, receive feedback, reflect verbally on how they did, maybe have a second opportunity (equity vs. equality – learners know this)</p> <p>Learners write reflection in their journal, chat with each other about how it went</p> <p>Learners share their progress with group</p>	<p>10 mins</p> <p>45 mins</p> <p>15 mins</p> <p>45 mins</p> <p>15 mins</p> <p>10 mins</p>
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**PART 3: REFLECTION**

*How did the learning go? How do you know what to teach next? In what ways are the learners informing you about the next steps?*

## Lesson Planning Guide (adapted from Thompson Rivers University)

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

**Rationale:** Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by .....). Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).

### **Curricular Connections:**

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. **Big ideas** capture the “big picture” or general area of learning (e.g. inter-dependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND. **Curricular competencies** are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The **learning standards for content or concepts** are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.

**Learning Intentions:** How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.

**Prerequisite Concepts and Skills:** What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?

**Materials and Resources /References** List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g. read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.

**Differentiated Instruction (DI): (accommodations):** How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP's?

**Assessment and Evaluation:** Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.

**Organizational/Management Strategies:** Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.

**Aboriginal Connections / First Peoples Principles of Learning:** Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?

### Lesson Activities/Structure:

**Connect:** How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?

**Process:** What sequence of activities will the student's experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)

**Transform:** How will students apply and personalize the learning? What will they do or create to show you that they have learned?

**Closure:** How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”

**Reflections:** Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else?