

UNIT PLANNING TEMPLATE

	<p>Unit Topic / Guiding Question: <i>Responsibility and Awareness in drama</i></p>
	<p>Rationale: <i>The theatre is an ancient place where people could (and still do!) gather to connect, discuss, think critically, create, and entertain. Collaboration and respect are key, and there is a specific and learned etiquette that must be adhered to. This first unit will focus on establishing a positive classroom climate, setting guidelines, boundaries and emphasizing both physical and emotional safety in the drama classroom. We must build trust with one another in a special capacity through purposeful play. We must learn to be safe AND to take risks. What is this balance?</i></p> <p><i>As we explore different characters and emotions through the quarter, we must also explore self. This makes us vulnerable but also may lead to beautiful growth and learning. We will therefore also begin to explore our identities in an effort to better understand self, our characters and the human condition. This will carry through the entire quarter, fostering empathy in learners.</i></p>

STAGE 1: Desired Results

		Big Ideas →	Essential Questions
UNDERSTAND		<p>Collaborative drama experiences can build community and nurture relationships with others.</p> <p>Identity is explored, expressed, and impacted through drama experiences.</p>	<ul style="list-style-type: none"> ➤ <i>What is theatre etiquette and how can I demonstrate it?</i> ➤ <i>How can I be safe in drama class?</i> ➤ <i>What does it mean to “take risks” in drama class?</i> ➤ <i>How can I show respect to myself and others?</i> ➤ <i>How does my identity impact how I learn and experience things?</i>
DO		<p>Core Competencies:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p> Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicating <input type="checkbox"/> Collaborating </div> <div style="width: 30%;"> <p> Thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Critical & Reflective Thinking </div> <div style="width: 30%;"> <p> Personal & Social</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Awareness & Responsibility <input type="checkbox"/> Positive Personal & Cultural Identity <input type="checkbox"/> Social Awareness & Responsibility </div> </div> <p style="text-align: right; margin-top: 10px;"><u>I take responsibility for my physical and emotional well-being:</u></p>	

		<ul style="list-style-type: none"> ➤ Through discussions, exercises, and reflecting we will explore what it means to be physically and emotionally safe in the drama classroom. <p><u>I can build relationships and work and play cooperatively.</u></p> <ul style="list-style-type: none"> ➤ Building relationships is crucial for success in drama, considering its collaborative nature. Learners need to feel safe and build trust with one another and myself in order to achieve this. In this first week, we will spend lots of time getting to become comfortable with one another and the space. <p><u>I can identify my individual characteristics and explain what interests me.</u></p> <ul style="list-style-type: none"> ➤ All knowing is really self-knowing. In order for us to explore other characters and their feelings and situations, we must explore our own identities. This will be done via games, exercises, reflection,
		<p>Learning Standards – Curricular Competencies:</p> <ul style="list-style-type: none"> ➤ Demonstrate respect for themselves, others, and the audience ➤ Reflect on creative processes to make connections to personal learning and experiences ➤ Compose, interpret, and expand ideas using <u>symbolism</u>, imagery, and elements
	KNOW	<p>Learning Standards - Content:</p> <p>Personal and social responsibility associated with creating, performing, and responding in drama</p> <p>the ethics of <u>cultural appropriation</u> and plagiarism</p> <p>the roles of performers and audiences in a variety of contexts</p> <p>drama techniques (voice and body safety)</p>

First Peoples Principles of Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>Comments on how you will address the FPPL:</p> <ul style="list-style-type: none"> ➤ What I love so much about drama is that it truly embodies FPPL all of the time. Certain lessons will focus on certain FPPLs throughout the quarter. ➤ In this first unit, we will focus on exploring identity through discussion, play and reflection, in addition to discussing what is <u>appropriate</u> to “bring to life” in drama. This is difficult and there is a fine line sometimes... what is cultural appropriation? what is plagiarism when creating? Is there knowledge that is not ours to explore or share?
---	---	---

STAGE 2: Assessment Plan

Formative Assessment (Assessment as Learning and Assessment for Learning):

Identity worksheet (attached)

Journal – ongoing (mostly) written reflections prompted by teacher

-Forgiveness for self and others; risk-taking; safety (observational)

-Respect demonstrated (criteria created by class)

Summative Assessment (Assessment of Learning):

*Group scene at end of week: **Self-assessment (attached)***

Stage 3: Learning Plan

Date/Lesson	Learning Intentions	Instructional Activities (brief description here – lesson plans will be used to flesh out each lesson)
-------------	---------------------	---

<p>Feb. 8</p>	<p>-I can be safe and respectful in the drama classroom</p> <ul style="list-style-type: none"> ➤ Practice physical and emotional safety ➤ COVID safety <p>-I can take risks</p> <ul style="list-style-type: none"> ➤ Participate in class games and discussions ➤ It's okay to look and feel silly 	<p>-Question of the day</p> <p>-Expectations, course overview, what is appropriate and what isn't, questions</p> <p>-What does respect look like? Class brainstorm; Brainstorm personal/class responsibilities</p> <p>**Safety (boundaries, physical and emotional safety)</p> <p>-YOU</p> <p>-Noodle game</p> <p>-Student info sheet – “anybody who”</p> <p>-Journal prompt</p>
<p>Feb. 9</p>	<p>SAFETY CONTD</p> <p>-I can explain why we warm up in drama class</p> <p>-I can take risks</p> <p>-I can demonstrate forgiveness for self and others</p>	<p>-Question of the day</p> <p>-Safety + warm up (body and voice) – posture, arms not crossed</p> <p>--Brainstorm health??</p> <p>-Theatre vocabulary – game? (crosswords)</p> <p>-Stage directions</p> <p>-Games (p.180) TRAPDOOR</p> <p>-Journal prompt</p> <p>-Forgiveness, and game (1-10); popcorn extension</p>
<p>Feb. 10</p>	<p>-I can use eye contact, body language and a clear voice to communicate</p> <p>-I can be a supportive peer</p> <p>-My creations are appropriate (because theatre often puts a magnifying glass up to society, and people are flawed, this is can be difficult to discern)</p> <ul style="list-style-type: none"> ➤ Not copied from someone else ➤ Not making fun of someone else or someone else's culture ➤ Not making reference to drugs, sex, violence (there is a fine line sometimes), etc 	<p>-Question of the day</p> <p>-Warm-up - clapping</p> <p>-Rock, paper, cheerleader</p> <p>-Game – zoom schwartz</p> <p>-Appropriation and plagiarism? – what is <u>not</u> appropriate? WHY? Discussion and handout</p> <p>-Brainstorm</p> <p>-Game: atom ball</p> <p>--Activity -groups will make tableaux to present to class</p> <p>Journal prompt:</p>

<p>Feb. 11</p>	<p><i>-I can begin to explore the relationships between identity, place, culture, society, and belonging through dramatic experiences</i></p> <p><i>-I can begin to take creative risks to experience and express thoughts, emotions, and meaning</i></p>	<p><i>-Question of the day</i> <i>-Identity/Who am I? social identity? – worksheet and visual representation of self</i></p> <p><i>-Important event in life – this will be used to create personal tableaux</i></p> <p><i>-Mini lesson on peer evaluation</i></p> <p><i>-Journal prompt?</i></p>
<p>Feb.12</p>	<p><i>-I can differentiate between different types of drama</i> <i>-I can explain why drama is important</i></p> <p><i>-I can take risks</i> <i>-I can collaborate</i> <i>-I can respectfully give feedback to myself and my peers</i></p>	<p><i>--What is drama? Discussion and brainstorm (think, pair, share?)</i> <i>-handout</i> <i>-Video?</i></p> <p><i>-Rehearse scenes from day before</i></p> <p><i>-Present scenes from day before? (Get your feet wet)</i> <i>-Self-assessment</i> <i>-Journal hand in?</i></p>
<p>(insert more rows as needed)</p>		
<p>Resources needed:</p>		
<p>-Course outlines -Student info sheet -filming consent -Journal prompts -self-assessment</p>		
<p>Interdisciplinary connections: (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)</p>		
<p>ELA (written reflective practice), PE (movement, connection), Fine Arts (visual representation of self)</p>		
<p>Reflection</p>		

	How did the unit go? How do I know?
	Where to next?