

Drama Improvisation Middle School Trimester Course

Drama Theater (Trimester Course) Improvisation Performance Unit Outline

Established Goals: Standards and Benchmarks

- Contribute and develop ideas in drama, using personal experience and imagination.
- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.
- Combine the elements of drama in improvisation to explore and develop issues, ideas and themes
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions
- Practice to develop and refine expressive skills in voice and movement to communicate language, ideas and dramatic action

STAGE 2 – ASSESSMENT EVIDENCE

Performance Task Marking Rubric criteria:

In Improvised scenes the student:

- 1) Utilizes offers effectively
- 2) Has an understanding of narrative structure to tell stories
- 3) Works effectively with others
- 4) Uses space and movement to communicate with the audience
- 5) Creates a range of characters endowed with emotion, status and relationships

Marking criteria for reflective tasks:

Demonstrates the knowledge understandings and skills from the course and how it applies to artists.

Assessment			
Task	Description	Due	Weighting
Performance Task 1	<p>A maestro format class where students will perform 3 scenes with random partners. Students will be assessed on how they utilize the different fundamental skills of Improvisation:</p> <ul style="list-style-type: none"> • Making, accepting, advancing and extending offers; • Maintaining focus; • Creating and sustaining a variety of roles and characters; • Yielding; • Fielding effectively; • Taking risks; and • Justifying offers. 	24 October	40%
Performance Task 2	<p>A team format where students will form teams of three or four. Each team will perform two open scenes which will be assessed on:</p> <ul style="list-style-type: none"> • Narrative Structure; • Physicality and Use of Space; • Use of Relationship and Status; <p>If available the team format will be repeated in front of a live audience of peers or family.</p>	30 October	40%
Performance Task 3	A written evaluation of the course where students answer questions to show understanding and learning.	Ongoing	20%

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Improvisation Basics (4 Lessons)

- 6) Removing the fear of failure/ The actor is always right
- 7) Making, accepting, advancing and extending offers
- 8) Becoming the expert
- 9) The qualities of a good improviser

Narrative Skills (6 Lessons)

- 1) Basic narrative structures
- 2) Starting a scene (who, where and what)
- 3) Characters and relationships
- 4) Finding the narrative
- 5) Alternative narrative structures
- 6) Finding the end

Movement and Physicality (4 Lessons)

- 1) Space and levels
- 2) Focus and Object work
- 3) Fielding and providing scenery
- 4) Using your environment

Justification (4 lessons)

- 1) Justifying physicality and verbally
- 2) Making large offers
- 3) Shelving
- 4) Listening, watching and reacting to your partners

Relationships, Emotions, Status and Characters (6 Lessons)

- 1) Stepping into character
- 2) Heightening emotion
- 3) Gibberish and non verbal communication
- 4) Status
- 5) Status transitions – the journey of a character
- 6) Playing for truth

Short Form Improvisation (8 Lessons)

- 1) Open Scenes
- 2) Open Scenes using mantras
- 3) Using physical improvisation games as the basis of scene work
- 4) Using narrative improvisation games as the basis of scene work
- 5) Using emotion improvisation games as the basis of scene work
- 6) Maestro Assessment task in class
- 7) Team based assessment task in class
- 8) Team based assessment task with audience