**KTIP Lesson Plans for Lesson Sequence**

ID Code: Date: 2/3/14

# of Students: 19 Age/Grade Level: 9-12 Content Area: Theatre

Unit Title: Viewpoints

Lesson Title: Ensemble Building

**LESSON ALIGNMENT TO UNIT:**

A. Identify essential questions addressed by this lesson. Why is it essential to build an ensemble and safe environment before diving into viewpoints?

B. Connect the objective to the state curriculum documents, i.e., Kentucky Core Academic Standards OR Program of studies/Core Content. Follow each connection with a sentence describing how this is accomplished in your lesson.

KCAS AH1.15 Students make sense of and communicate ideas with movement.

KCAS AH2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

C. Describe students’ prior knowledge or the focus of the previous learning. Some students have taken acting class with me in the past where we have done a unit on viewpoints. Each time I teach it, I do it differently to experiment with the best method. Today they will learn some exercises that will help keep them safe in the future when performing viewpoints, and also will develop an ensemble with one another for trust, connectedness and safety reasons.

D. Describe the characteristics of your students who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson.

Today will be all physical, so I will keep an eye on students’ wellbeing, giving them many opportunities for water breaks. Other than that, there shouldn’t be any need for differentiation.

**LESSON OBJECTIVES/ ASSESSMENT INSTRUCTIONAL STRATEGIES/**

**LEARNING TARGETS ACTIVITIES**

**Objective/Target:** Students can use exercises to create a sense of ensemble.

**Assessment Description:** Students will use polleverywhere.com as an exit slip to explain the benefits of using a soft focus in viewpoints exercises. Answers will be texted in and shown in a word bubble that will be projected on the whiteboard. “What are the benefits of using soft focus during viewpoints exercises?”

**Strategy/Activity:** Students will warm up their bodies then participate in physical exercises while using a soft focus to promote safety and ensemble building. After, we will exit the stage and join back into the classroom to assess via exit slip.

**Assessment Accommodations:** If any student doesn’t have texting capabilities, I will let them use one of the classroom computers.

**Activity Adaptations:** Todays activities will be very physical so I will keep an eye on the students and provide water breaks and slow down on exercises when needed.

**Media/Technology:** I used a computer and projector to project my PowerPoint presentation.

**Resources:** *The Viewpoints Book* by Anne Bogart &Tina Landau, http://www.polleverywhere.com/free\_text\_polls/q4Ko0zIz06vTUkn

**PROCEDURES:**

**A. Opening:** Today we are going to learn some physical exercises that will help build trust and ensemble. This is the foundation that viewpoints in acting stand upon. It will be rigorous, and perhaps some won’t view it as “fun”, but I promise this is an essential step to take before we get to the creative part! Would anyone who has had viewpoints with me before care to share these exercises are important in creating an ensemble atmosphere before we dive into actual viewpoints?

**B. Strategies and Activities:**

* Form a circle on stage
* Teacher will lead stretches
* Introduce soft focus
* High Jumps exercise: Start and land at the same time quietly. Feet must be under bottom when jumping.
* Run to center exercise, begin by running in place, run to center as group then run out
* Exercise 12/6/4
	+ Soft Focus, run in circle and change directions together
	+ Run in circle and jump together
	+ Run in circle and stop together
* Once the 12/6/4 exercise has been introduced, the group will be challenged with of task of completing 12 changes of direction, 6 jumps, and 4 stops in any order.
* Remind students these are not initiated by a leader but must be of group consent. Teacher will keep count and call out how many are remaining if needed.
* This exercise is meant to help students learn how to listen with their body and be in sync with one another. It will be extremely difficult, so after the activity we will discuss as a group the following:
	+ What problems did we see with the 12/6/4 exercise?
	+ How can we solve these problems in the future?
	+ How do you see today’s exercises benefiting you and the group when we do viewpoints later, or if you were cast in a play?

**C. Modifications:** Usually this activity takes the whole class period, but if for some reason we are finished early, I plan on introducing the individual viewpoints. The starting point has already been marked in my book.

**D. Formative Assessment:** Students will use polleverywhere.com as an exit slip to explain the benefits of using a soft focus in viewpoints exercises. Answers will be texted in and shown in a word bubble that will be projected on the whiteboard. “What are the benefits of using soft focus during viewpoints exercises?”

**E. Closing:** Make sure to dress comfortably during this unit and be ready to start the individual viewpoints tomorrow!

**F. Summative Assessment:** At the end of the unit, students will apply learned terms and exercises I have taught them in an actual viewpoints performance with music and creativity.

**INSTRUCTIONAL IMPACT/ANALYSIS OF TEACHING AND LEARNING**

1. Analyze student assessment(s) and discuss the accomplishments of your students and the growth in learning that was achieved. I observed that all students had many appropriate ideas as to how using a soft focus in viewpoints in beneficial.

2. a. What worked well in your lesson? Why? I think having them out on the stage in a circle formation and keeping them active worked well in this lesson. I see that my students are more engaged in what I am teaching them when we are a circle formation because they all feel included and more inclined to participate.

 b. What did not work well in your lesson? Why? The running with added jumps was unsuccessful in the beginning when introducing the 12/6/4. That was probably the hardest task in the sequence because it required the most use of soft focus and concentration.

3. What changes in the delivery of your planned lesson did you have to make while you were teaching due to student needs, understanding, or behavior? After much failure with the running jumps, I decided to add that exercise to the end of the introduction of 12/6/4. Students were successful after this alteration was made.

4. Describe how you gave instructional feedback to the students. I would always observe students and redirect them if they were struggling, for example “Ian, make sure you turn your head into the circle in order to achieve that soft focus”.

**INSTRUCTIONAL REFINEMENT**

1. What changes would you make before you taught this lesson again? I would add a focus activity such as my 1-20 exercise I often do with my actors to help with concentration. Because the students were off for a week I experienced some lack of focus at times from them that normally wouldn’t happen.

2. How would you reteach your objective(s) if students did not make satisfactory progress? I would try more of a scaffolding approach for find some videos to show visual examples of what I’d like them to achieve.

3. How could you alter your classroom management choices to make this lesson better? Perhaps have all students who brought a water bottle to class leave it on the stage so I don’t have to heard them back into the classroom.

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