**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: Performance

**LESSON ALIGNMENT TO UNIT:**

A. Identify essential questions addressed by this lesson. How can we ensure to incorporate all of the individual viewpoints into a performance?

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. Last week, they learned 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. I also have been teaching them the individual viewpoints and breaking them down into small parts, so my hope is for them to add all of the parts from the beginning of the unit in today’s performance.

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 combine all learned individual viewpoints into a performance.

**Assessment Description:** Students will perform a whole viewpoints performance in groups onstage. I will film their performance so I can make sure each group incorporated each viewpoint into their performance.

**Strategy/Activity:** Students will warm up their bodies then participate in several viewpoint performances with music.

**Assessment Accommodations:** If any student is physically unable to move a great deal, I will allow them to performance certain parts of viewpoints from a chair, or in a centralized location.

**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 will use an iPod with speakers for music as well as an iPad for filming.

**Resources:** *The Viewpoints Book* by Anne Bogart &Tina Landau

**PROCEDURES:**

**A. Opening:** We have done a lot of building to get to where we are today. We have built the foundation of the house of viewpoints via ensemble building, we have structured our house of viewpoints via breaking it down into small parts and now we have come to the point of the grand opening to our house of viewpoints. Today we will put it all together into a work of art. So, how can we ensure that we incorporate all of the individual viewpoints into a whole performance?

**B. Strategies and Activities:**

* Form a circle on stage
* Teacher will lead stretches
* 1-20 focus activity
* Opening remarks (see above)
* Review individual viewpoints we have learned
* Remind them to not “dance” to the music, but to let it simply inspire movement within.
* Students will perform viewpoints in groups to music
* After each performance, students who remained in the audience will recall things they noticed throughout the performance.

**C. Modifications:** If a certain piece of music doesn’t seem to inspire movement, I will change the song.

**D. Formative Assessment:** Students will perform a whole viewpoints performance in groups onstage. I will film their performance so I can make sure each group incorporated each viewpoint into their performance.

**E. Closing:** Thank you all for working so hard to get to this point. Thanks so much for sharing and expressing your art with the group!

**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 the students that were not as comfortable moving in an abstract way in the beginning of this process were now comfortable in their skin, not worrying about how they appear to their peers, but fully giving themselves to the art of viewpoints.

2. a. What worked well in your lesson? Why? The simple fact that my students feel safe in the space and comfortable around each other, as well as having respect for one another is a huge attribute to the success of this lesson.

b. What did not work well in your lesson? Why? I don’t think anything went awry in this particular lesson.

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? No adjustments were needed.

4. Describe how you gave instructional feedback to the students. This time, instead of me giving direct instructional feedback, I allowed the students to give constructive feedback to one another, naming three things they liked or found intriguing, and one thing to work on, or they were confused about. Then, I would make any follow-up comments necessary to keep students on track.

**INSTRUCTIONAL REFINEMENT**

1. What changes would you make before you taught this lesson again? I give the students more time to prepare for adding all of the individual viewpoints together. This time around, we had copious amounts of snow days and the trimester was coming to an end.

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? I don’t see any need of improving my management style for this lesson.

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