

GRADE 9 MOVEMENT UNIT



Shannon Paulgaard
March 8–24 2016

Table of Contents

Rationale.....	3
Unit Objective.....	4
Unit Overview.....	5
Sample Lesson 1.....	7
Assessment.....	10
Materials.....	15
Bibliography.....	16

Rationale

Famous playwright, Oscar Wilde once said that he regarded theatre as the greatest of all art forms. He said it is the most immediate way in which a human being can share with another the sense of what it is to be a human being.

“The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills” (TRM).

Drama teaches students to feel, and helps them come into their own. It teaches students not only to feel comfortable with their autonomy, but also to understand others and the world around them. It gives them valuable school and life skills that they can carry with them however they so choose. Drama fosters empathy and helps to create whole people.

Movement is something that is at the core of the dramatic arts. We use movement to express out ideas and communicate with the audience. In learning about movement, we teach students the importance of their movement to communication not only on the stage, but in the world. We deal with things like posture, walking, and other daily movements.

What does a world wherein which we don't teach drama look like? It looks like students having to discover their passion alone. It looks like students not being able to connect to curriculum. It looks like a very mundane and dull world.

Unit Objective

And skills required in achieving the objective...

In this unit the students will create and perform movement based shadow plays to a story telling song in groups.

In order to do this, the students need to understand movement components, which they will demonstrate and understand how movement works and how it can affect different scenarios.

They will also have to work with creating shadow to understand how it works. They will learn to do this in a lesson and then apply it in the creation of their final project.

Lastly, they will need to trust their group members in order to create a successful final project. They will do this through our welcome circles and through several trust games and exercises.

Unit Overview

Lesson 1: Movement Characterization

TSW create and perform characterization movement pieces for their peers.

Welcome Circle, QOTD, Splat!, Principles of Movement Discussion, Pantomime in Partners (rehearsal), Pantomime Presentations, Dragon Tag.

Movement 27

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 2: Stage Directions

TSW showcase their stage direction knowledge with a worksheet.

Welcome Circle, QOTD, Stage Direction Discussion, Get There, Do What, Where?, Body Positions Discussion, Jelly Beans (with body positions), Worksheet Time.

Movement 26

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5. MARK ON WORKSHEET.

Lesson 3: Basic Movements

TSW create and perform a basic movement scene with a partner/group.

Welcome Circle, QOTD, Ninja, Character/Activity Suggestions, Dum Dum Song, Motivation Discussion, Performance/Justification, Handshake Murder.

Movement 26, 27, 28

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 4: Stage Problems

TSW create and perform a movement piece dealing with a “stage problem” with a partner/group.

Welcome Circle, QOTD, Trust Walks, Dum Dum Song, “Stage Problems” Discussion, Stage Problems Rehearsal, Stage Problems Performance, Rehearsal Time, Check In, Shape Shifter (time permitting).

Movement 27, 28

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 5: Rehearsal

TSW create and perform a successful rehearsal for their final project.

Welcome Circle, QOTD, Ships Ahoy, Rehearsal Time (rotating with curtain), Shazzam!

Movement 26, 27, 28

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 6: Rehearsal

TSW create and perform a successful shadow play rehearsal.

Welcome Circle, QOTD, Where Are We?, Create the Mood, Rehearsal (rotating with camera, screen, lights).

Movement 26, 27, 28

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Lesson 7: Performance

TSW create and perform a movement piece shadow play to music telling a story.

Welcome Circle, QOTD, Zip/Zap/Zoom, Rehearsal, Performance, Reflection, Any Game.

Movement 26, 27, 28

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

MARKED RUBRIC.

Teacher: Shannon Paulgaard Subject/Grade: Drama 9

Unit/Topic: Movement Date/Time: March 10 2016 12:28-1:53

Related SLO's:

Movement 27

Objective (What will the student's do?):

PEAK: The students will create and perform characterization movement pieces for their peers.

Assessment (How will you know the students have reached the objective?):

OBSERVATION AND PARTICIPATION CHECKLIST OUT OF 5.

Materials and Equipment:

Basic Drama Lovers Book
Phone for Music

Procedure: (Transitions in Brackets) *Teacher's Script in Italics*

Introduction (Done by 1:15)

Welcome back! I hope you all had a good break. Our QOTD today is: If you could have any pet, what would you get?

I am happy to see you all again! We are going to start working today on a movement unit. We are going to start with a game of Splat!, and then we will talk about what we are working towards in this unit.

Play Splat!, then circle back up. Give them their final project handout. Explain the project and answer any questions.

I am going to assign your groups for this assignment, and I want you to sit with your group. We are going to listen to snippets of all of the song choices. I want you to write idea notes for each song and then your group is going to decide which song you will be doing.

The most important principles in movement are that your movements are simple, big, and open to the audience. What does that mean? Talk in groups and I will ask each of you what you talked about.

Now we are going to talk about basic movements. I want you all to do these with me.

Showcase: STANDING, WALKING, TURNING, SITTING, RISING, ENTERING, OPENING AND CLOSING DOORS, WALKING UP AND DOWN STAIRS.

Body (Done by 1:35)

Now I am going to put you into pairs (one group of three) and give you scenarios. You will need to perform your scenario with only movement. You will also need to incorporate two of the movements we just worked. You both have to do two, though they don't have to be the same.

Give them rehearsal time.

Closure (Done by 1:53)

Get all of the groups to perform their scenarios.

Reflection:

Evaluation:

What would you do differently to improve this lesson for next time?

What went well that you should build on?

ASSESSMENTS

Participation Checklist: Speech Unit

Name	1	2	3	4	5	6

Shadow Music

Movement Final Assignment

In groups, you will create shadow plays to bring a song to life. I will give you time to choose a song from this list of choices:

Love Story – Taylor Swift

How to Save a Life – The Fray

Just a Dream – Carrie Underwood

River – Joni Mitchell

Every Rose Has Its Thorn – Poison

Dream On – Aerosmith

Sister Christian – Night Ranger

Hourglass – Mindy Gledhill

Fight Song – Rachel Platten

Skinny Love – Birdy

Gravity – Sara Bareilles

The Only Exception – Paramore

You can use props or create props to create different shadow effects in your movement piece. We will do some shadow work and a lot of rehearsal before you all present your shadow plays to one another. You will be marked on how well your movements create mood within your play and how they relate to the song you chose.

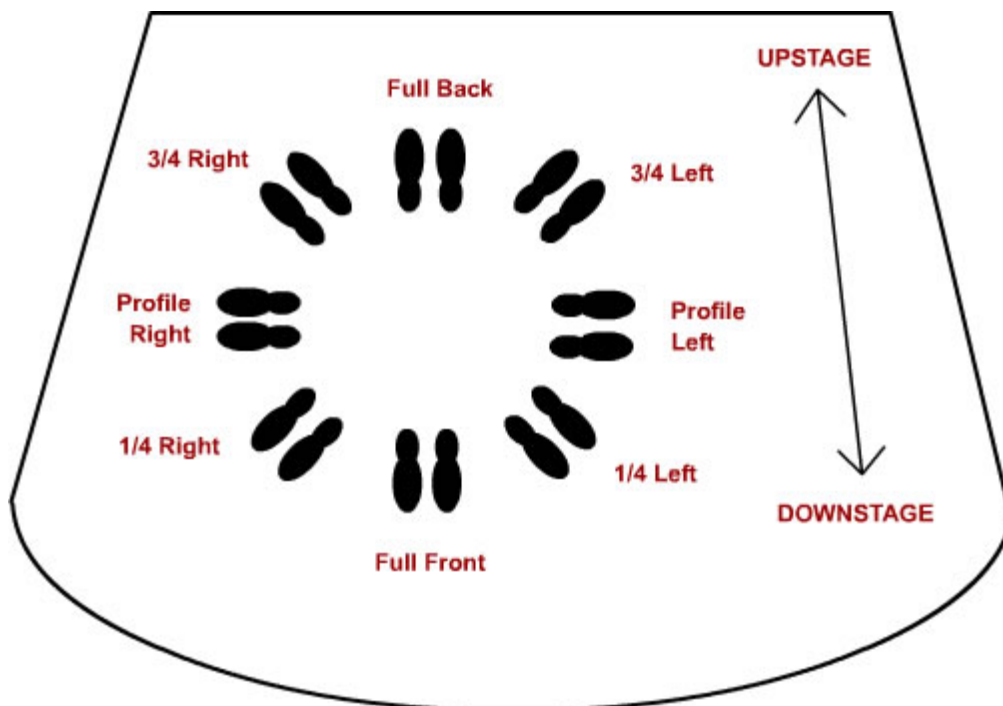
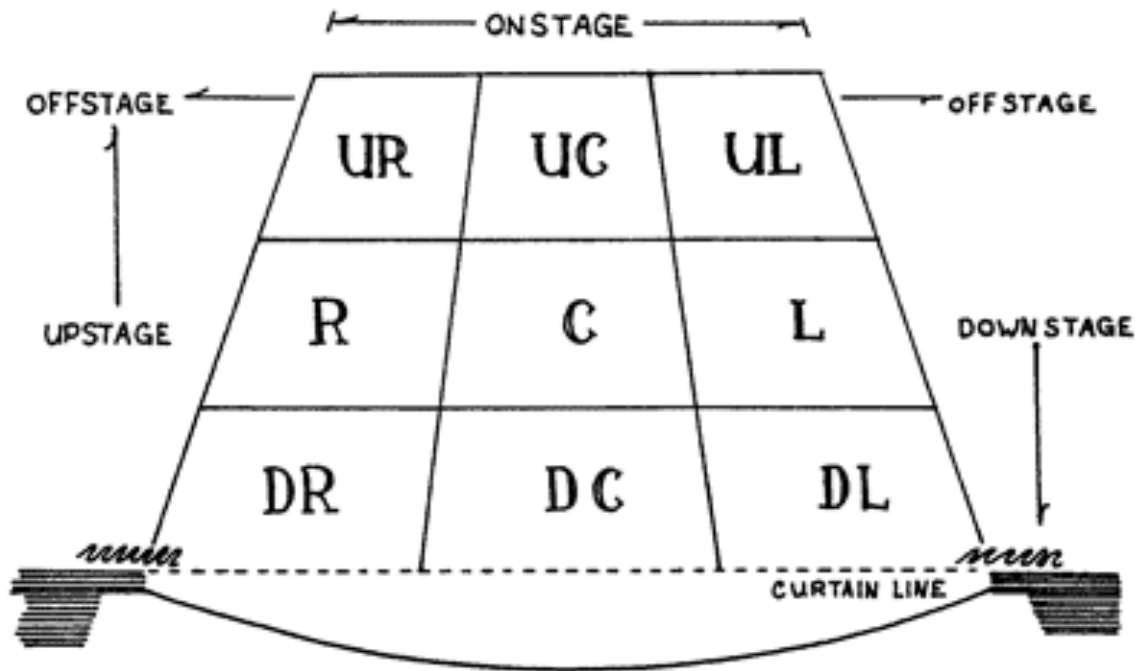
Shadow Play Movement Project

Group Members:

Movement Outcomes	Excellent (4)	Good (3)	Needs Work (2)	Insufficient (1)
Students use Contrast in Movement.	Students use many different types of movement throughout their play.	Students use a variety of movements, but several are repeated throughout.	Students use a few movements repeatedly throughout.	Students don't use any contrasting movements.
Students create and sustain mood through movement.	The mood is shown through movement, making sense with the song choice.	Mood is created, but at times is not sustained through the scene.	Mood is not sustained through the scene.	There is no real mood created during the scene.
Students coordinate movement and movement patterns with other students.	Students work effectively together.	There are times where the students aren't working together.	The students have frequent periods where they don't work together.	The students don't work together, and their final project suffers because of this.

Comments:

Stage Directions Study Sheet



Materials

- Stage Direction Worksheet
- Paper Slips
- Hats for Suggestions
- Tablet for Video
- White Curtain
- Light Board/Back Lighting
- Rubrics

Bibliography

Teacher Resource Manual DRAMA Junior High School. 1989
Alberta Education.