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| Theater 1 | **Hubbard**  | **Monday, August 18** |

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| Materials  | Learning Target  | Success Criteria  |
|  | I can participate in an onstage action activity and consider that theatre is always active. | I can peform a silent scene as an “extra” in the backgroud of a movie. |
| Opener/Bell Ringer | **Clap Wave:** The first person turns to the student on their right, makes eye contact, and tries to clap in unison with that person. The second person turns to the student on their right, makes eye contact, and tries to clap in unison with that person. Everyone has to be ready to make eye contact and clap, keeping the rhythm of the clap going. Start slow and aim to get all around the circle without breaking the rhythm. If there’s a break, start again at the beginning.  |
| Lesson | **Silent Performances:** Divide the class into two groups. . Tell the “onstage” group that they’re going to perform a simple scene where they are going to *watch the audience* and the audience is going to watch them. Now, in the next scene they’re going to be counting the seats in the theater. Switch groups. Have conversation about what students observed. *Main Point:* Theater is about ACTION. You experience less stage fright when you have something to *DO*. Students are “extras” in a movie or play. They must be in the background “doing something.” (In a coffee shop; at a store, etc.).  |
| Closer | Say our Class Norms together.  |
| Assessment  | Informal Observation.Student pole- What was your level of fear/discomfort (1-5) in the Extras scene?  |
| Notes:  |
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| Theater 1 | **Hubbard**  | **Tuesday, August 19** |

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| Materials  | Learning Target  | Success Criteria  |
| Blue tape on stage Stage locations signs | I can locate the main areas of a stage. | I can move to (or point to) a stage location when directed to do so.  |
| Opener | **Ships and Sailors:** Movement and Group-Up Game*Transition:* Like in this game, a director often has to tell actors what to do and where to move—so we need clear names for the different areas on a stage.  |
| Lesson | **The Parts of the Stage*** *Upstage vs Downstage* (Volunteers move)
* *Stage Left vs Stage Right* (Point and move)
* *The Nine Areas of the Stage:* Hand Location Signs (Up Left; Down Center, Center Right, etc.) to students. Have the group help them place it in the correct area. Include Wings, Flies, Apron, and Pit and make them guess/use prior knowledge.
* *Wings, Flies, Apron, and Pit (Move and Point Game*)
 |
| Closer | What is the “power spot” of the stage? Where is the “Grand Entrance spot” on the stage?” Where is the “hidden/weak spot” of the stage? |  |
| Assessment  | How well do students move to the correct areas of the stage.  |

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| Theater 1 | **Hubbard**  | **Wednesday, August 20** |

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| Materials  | Learning Target  | Success Criteria  |
|  | I can position my body in any of the eight stage positions.  | I can move to a stage location and position my body in whatever position is requested.  |
| Opener/Bell Ringer | **Stage Area Simon Says:** “If you like Chinese food, go to Stage Right. If you have ever been to the beach, go down stage. Etc.) |
| LESSON | Perform a bad scene with back turned to audience. Then another with actors facing each other. *Discussion: Why can’t we just move “naturally” on a stage?*Perform the scene again, cheating out toward audience. Introduce the eight stage positions (full front, quarter turn, profile, ¾ turn, and full back). Have them practice moving and facing.  |
| Closer | Tomorrow you will have an assessment I will give you a stage location and a body position. You must move to the location and face that way. Three times.  |
| Assessment  | How well do students move into the correct positions? Who needs more practice before the assessment.  |

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| Theater 1 | **Hubbard**  | **Thursday, August 21** |

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| Materials  | Learning Target  | Success Criteria  |
|  | I can position my body in any of the eight stage positions.  | I can move to a stage location and position my body in whatever position is requested.  |
| Opener/Bell Ringer | Reviewing Stage Locations and Positions.  |
| Lesson |  ***Minor Assessment:*** *Students are given a stage location and body position and must move there. Three times. (1-3 scale)* *Transition:* When speaking or making expressions, what are the body positions we always want? (Term: Line of sight)Lesson: Keeping open when doing actions: * Handing something to someone
* Turning around to change directions
* Joining a group

Stand in groups of 3-4 around the stage. Have students demonstrate each action (at the same time). |
| **CLOSER** | PROFILE! CHEAT OUT! |
| **ASSESSMENT**  |  ***Minor Assessment:*** *Students are given a stage location and body position and must move there. Three times. (1-3 scale)* |

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| Theater 1 | **Hubbard**  | **Friday, August 22** |

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| Materials  | Learning Target  | Success Criteria  |
|  | I can perform stage actions that keep my body “open” to the audience.  | I can prepare and perform a short scene with actions that keep all actors “open” to the audience |
| Opener/Bell Ringer | Walk Around the Room. Partner Up. Partners Partner Up (Make groups of 4) |
| Lesson | Each group is given a very basic scene with actions but minimal dialogue. They must plan out how to perform the scene’s actions while keeping all actors open to the audience (“line of sight”). Term: BLOCKING5 minutes to prepare. Students perform scenes. Teacher gives feedback on actions. Asks students how to fix it. Students “redo” as necessary.  |
| Closer | *Next week you will do this again with a slightly longer scene. You will need to plan your “BLOCKING,” so that everyone stays open and keeps line of sight with audience when speaking or showing expressions.*  |
| Assessment  |  *Formative.* Students perform scenes. Teacher gives feedback on actions. Asks students how to fix it. Students “redo” as necessary. |
| Notes:  |
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