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|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Monday, August 4** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | |  | |  |  | | Opener/Bell Ringer | **NO SCHOOL** | | | | Lesson | **PLANNING** | | | | Closer | **N/A** | | | | Assessment | **N/A** | | | | Notes: | | | | |  | | | | |

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|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Tuesday, August 5** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Materials | | Learning Target | | Success Criteria | | Name plate instructions  Sharpies/markers  5x8 Index cards  I Wish My Teacher Knew Instructions  Classroom location for Name Cards | | I can describe the three core values of our Theater class—Community, Courage, and Commitment | | I can identify and define the Three Cs of Theater, and I can participate respectfully in a group activity that reflects these values. | | Opener | Partner students with sticks as they enter. They must sit with their partner, and make Name Cards *for each other*.  Next, they must write on the back one “favorite thing” and one “hobby/activity”  ***Students hold their own name cards up during all the remaining activities.*** | | | | | Lesson | * Greet. * Lesson 1: Forming a Circle.   + Practice transition to circle. (“Single Circle!”)   + In circle, introduce your partner. * Lesson 2: Community, Courage, and Commitment   + Play Concentric Circle questions (“Double Circle”) ***This room runs// on trust***   + Play Blobs and Lines ***Every day//All in***   + *Assessment:* See if we can transition back into a circle * Hide your cards, how many names can Mr. Hubbard get? ***Be brave enough// to be bad at it*** | | | | | Closer | Sit with your current circle partner.  Address each pair: “Which C Was That?” Scenarios:   * Someone tries something weird and it totally flops * Someone doesn’t want to get up, but does the scene anyway, gives it their best, and stays present. * Someone claps for their scene partner even though their own performance felt off   Have students repeat the taglines.   * **EXIT:** Which word or tagline stuck with you the most today? | | **Assessment**  Group: Can the class reform the circle quickly and smoothly?  Pairs: Can they recall and apply the Three Cs?  Individual: Which C most connected with them? | | |

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|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Wednesday, August 6** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | | Three C’s on wall  Balloon | | I can participate fully, listen actively, and help create a safe and positive community for creative work. | I can follow group movement instructions and share physical space respectfully.  I can practice connection and trust by discussing and creating things with a partner | | Opener/Bell Ringer | *The Way We Do It*: Phone and Bags/ Nametags/ Form an Answer to the Question  *Today’s Question:* Which of the Three Cs is the most important? (Not a trick question) | | | | Lesson | Lesson 1: Conversation Circle   * Form a Circle (how many tries does it take?) * Form Concentric Circle * Discuss Today’s question with your partner. Rotate twice. * *Lesson: COMMUNITY/TRUST is MOST important. Commitment and Courage require Community.*   Lesson 2: Walk Around the Room   * *How to Walk*: Walking speed, no touching, silence; “Stop” and “Walk” * *Types of Walk* (Speed 1-10); heavy, light, smooth, stiff, sneaky, cocky * *Partnering Up—practice, then create a secret handshake with partner* * Return to Circle   Lesson 3: [If time} Play *Keepy Uppy*   * Rules: Keep the ball in the air; no double touching; only one person out of circle position at a time. Each touch is A, B, C, etc. Can they get to Z? | | | | Closer | Turn to your handshake partner and do your secret handshake.  Discuss with your partner: What rules could we add to Keepy Uppy to A.) Make sure everyone is involved and B.) We have the greatest chance of succeeding?  If time remaining, try making your handshake more complicated and unique. | | | | Assessment | Observe: Can the class form a circle? Can the class walk around the room?  Feedback: Immediate feedback in the classroom.  Observe: Which students are struggling to speak to their partners and engage in movement and handshakes? Take notes | | |  Praise: “I Saw Some people not want to do the handshake but did it anyway!” |
|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Thursday, August 7** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | | List of conflict scenes for Snapshot | | I can work with others to build real trust, teamwork, and support. | I will contribute focus and energy to ensemble games like Bang!, Body Hide, and Snapshot. | | Opener/Bell Ringer | **Circle Up! Walk Around the Room**  ***This room runs// on trust Every day//All in Be brave enough// to be bad*** | | | | Lesson | Lesson 1: Play *Bang!*   * Rules: 1.) Every round, *one* person says “bang” and shoots someone with their finger; 2.) if they hit, that person falls down dead 3.) If they missed, the shooter falls down dead 4.) Only *one* person falls dead. 5.) Mess up and we start over.   After two tries: *Post Mortem: Is the bullet real? What determines a hit or miss? Is the goal to win? What is the goal? How do we accomplish that?*   * Try *Bang!* again. **KEY POINT: *In theater, conflict is always an illusion. Teamwork is the reality.***   Activity 2:  Activity: Snap Shot   * Divide students into groups of 5-6. * They have 30 seconds to form themselves into frozen scene (tableau) of conflict   Body Hide (if time)   * Four students must try and hide the fifth person, using nothing but their bodies. The other students stand around the group and try and see pieces of the fifth`s clothes, shoes, skin. * It`s great fun for the other students to watch and try and find uncovered pieces of person. Don`t tell them they go next, with one person less. ***Are you trying to catch them or help them hide?*** | | | | Closer | With your partner:  *Which activity made you feel most connected to your group?*  *How do these games prepare us for real performance work?*  Invite 2–3 students to share takeaways with the class before closing. Finish by repeating the Courage or Community tagline as a touchstone. | | | |
|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Friday, August 8** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | | Grading/Feedback Forms | | I can demonstrate cooperation, teamwork, and awareness, | I will use awareness and teamwork to complete three theatrical tasks together with a group. | | Opener/Bell Ringer | Circle up! Finish the statements: *the three Cs, “conflict is always an \_\_\_\_\_.”*  *Assessment Day!* | | | | Lesson | Instructions for Assessment: You will be divided into groups of 5-6. Each group will sign their names on a feedback form.  Each group must:   * Walk Around the Room * Play a round of *Bang!* correctly * Form a *Snapshot*   Groups have 5 minutes to rehearse and prepare. Groups present and are scored (1-4) | | | | Closer | Who can say the name of everyone in class? | | | | Assessment | *Minor Assessment:* 1- Learning (75) 2- Inconsistent (85) 3- Proficient (90) 4 -Superlative (100)  Walk: 1-4  Bang! Cooperation: 1-4  Snapshot Cooperation: 1-4 | | | | Notes: | | | | |  | | | | |