Lesson : Starting with a script - Emotions

| Subject:  Drama 9 | Period:  2 |
| --- | --- |
| Date:  Nov 10 | Duration:  40 min |

Progression of Activities:

| Time | Activities |
| --- | --- |
| 5 min | Welcome and Attendance  Question of the day: If you could live in any time period, which one would it be? |
| 5-10 min | Discuss: what are objectives? - OVERALL GOAL: TO WIN THE SCENE  OBJECTIVE >> What do I want? - A goal  OBSTACLE >> What is in the way of that want?  ACTION >> What am I going to DO?  How do we show this through acting? How do we show them through emotions? Why is it more interesting for an audience if we use them? (use example of capture the flag - goal is to get the flag, obstacle is the other team, so what strategies do you use to still achieve your goal if people are in the way? - ACTIVE! \*\*Beats - where your action/emotion might change within a scene |
| 20 | “This is a Fork” x Objective Charades - an action or strategy carefully planned to achieve a specific end   * Give each student a “tactic” word - they have to act out the verb through the words “this is a fork”, while showing their “fork” to a few people in the circle (taking turns) and students can guess the tactic/emotion given   + Consider using other sentences (ask their opinion)   + “Hello” or “Pass the salt” * Provide feedback/second chance (redirect them) * Emotion/Tactic examples: to hurt, to inspire, to frighten, to charm |
| If time: | “This is a Fork” but with lines from their scenes in their groups   * Mix up tactic cards so they receive a new emotion to portray |
| Conclusion | Explain how this exercise will be applied to the continuation of marking beats next class (must be able to express a tactic change, rather than just identify one) |

POS Acting/Improv: 2. Respond to directions without breaking concentration

12. Make logical choices within the boundaries of situation and character.

Reflections:

-good connection with question of the day

-redirected the bossy side coach student (explained how actors in real life cannot direct each other, so don’t give unwanted feedback to your peers)

-Some awesome student buy in, what about those that don't want to actively participate. Small group, ask for presenters maybe.

-pick up the pace of activity so they don’t get too bored of the repetitiveness

-no time for applying to scenes/lines of text, start with that next class ? (or move on)