**CONCEPT-BASED LESSON PLANNING PROCESS GUIDE**

**Middle School Drama**

**Using Improvisation to Devise a Scripted Scene**

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| ***Shift in***  ***Instructional Design*** | ***Lesson Elements and Design*** | ***Metacognitive Reflection*** |
| ***The Unit Generalization and Focusing Lens asks students to …*** | **Lesson Focus:**  Observation of cultural events, social circumstances, and personal life experiences can often result in collaborative art making.  Participation in improvisation and group collaborated devising of original plays demands personal reflection and group problem solving techniques  Improvisation can reveal and aid in the discovery of dramatic structure and ways to enhance structure | *How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?* |
| ***This lesson objective / learning target is critical to student understanding because…*** | **Objectives / Learning Targets:**  The teacher may introduce short form improv games (ABC Stories) so that students understand how to collaborate and create dramatic/ plot structure through conflict and character development.  The teacher may provide a structured outline to help faciilate the script writing process to create a well-structured scene. | *In what ways does the learning target support the generalization?* |
| ***Instructional strategies*** | **Instructional Strategy Menu (not exhaustive):**   * *Side coaching* * *Think- aloud to reflect* * *Teacher modeling* * *Hands-on/experiential* * *Direct instruction* * *Collaborative groups* * *Improvisation and play* * *Problem-solving and Decision making* | *Which instructional strategies will foster learning the lesson’s skills, processes, or content?* |
| ***In the first 3-7 minutes of the lesson,*** | ***Opening (hook / anticipatory set / lesson launch)***  **Instructional Strategy chosen:**  Improvisation and play  **Why is this strategy impactful:**  This game emphasizing improvisation and play focuses on the big picture of dramatic structure and gives individual students a chance to “dive in” without formal planning.  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?**  This strategy meets the “just-right challenge” because it allows students to participate at a level they are confortable with, but will expose students not working hard enough.  This strategy also “builds relationships” by allowing participants to collaborate and rely on one another in a performance setting. | *In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?*  *In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?*  *In what ways does the chosen strategy cement the learning?*  *What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?* |
| ***The Learning Experience will*** | ***Learning Experience / Lesson***  Collaborative Scripted Scene  Teacher guides a whole class debrief after opening activity; then directs students to reflect individually and brainstorm scenarios using previous student journal work.  Teacher assigns students to create a scripted scene that aligns to the dramatic structure they explored in the lesson opening activity (ABC Story) in small collaborative groups. (See resources for the ABC planning page to help guide the writing process.) Students may play with improvisation as they create scripted scenes  **Instructional Strategy chosen:**  Teacher Modeling, Collaborative Groups, Problem Solving and Decision Making  **Why is this strategy impactful:**  Teacher Modeling is impactful because students need to see specific examples of script writing.  Collaborative Grouping is important for this process because students will work together in order to solve problems and make decisions on the collaborative script.  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?**  These strategies support “building relationships” by providing a collaborative activity for students. |
| ***The closing activity reinforces the learning.*** | ***Closure***  Students highlight the first moment of conflict and the action that ends the conflict in the script.  Students share their favorite line using their character voice as they exit the room.  **Instructional Strategy chosen:**  Think-aloud and reflect  **Why is this strategy impactful:**  The think-aloud and reflect strategy was impactful for this closing activity because it allowed students to reflect on what they di throughout the lesson and do something fun, that will get them excited about the next step.  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?** This strategy creates relevancy by having students reflect on their favorite line of the day. |
| ***Technological resources that will support student learning and move students toward the learning target.*** | ***Technological Resource and application:***  **Script writing resources:** www.Playwrighting101.com (Provides models of written scripts and how to create an original script)  -https://itunes.apple.com/us/app/writers-hat/id449796394?mt=8 (Writers hat (app), building the elements of a play for writers)  - Rory’s story cubes http://www.storycubes.com/ (game), story building game  **How: In what ways does this chosen resource support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?**  These resources help foster literacy in the area of creating a script by giving examples to teachers | *How will my students and I strategically use technology resources to enhance the learning experience (and support “meetingthe just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?* |
| ***Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.*** | ***Formative Assessment***  Reflective evaluation  **Formative Assessment tool/method:**  Use of journal work and the students saying their closing remarks and the highlighting in the scripts  **Learning indicators of success:**  Student written script will be the learning indicator | *What “indicators of success” will show that the students are gaining mastery?*  *How will I use that evidence in a feedback loop?* |

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| **Reflection**:  The strengths of this lesson include the ability for students to work independently but be focused on sequential tasks. There is a good feeling of organized chaos in the drama/social studies/or language arts classroom. The class that was used was confortable with drama and improv and could jump in easily. Other classes may need additional warm up activities to become confortable. |
| **Connection to Performance Goal**:  However for students to connect this to a specific class context students need to be pretty far along in their study of that unit. Without depth of knowledge into historical characters there is a risk that students will create scenes that do not flesh out the historical background but instead invent scenarios that are false. |
| **Student Feedback**:  Students enjoyed the lesson. Although there was a bit of “organized chaos”, they found it engaging and liked the fact that the warm up activity let them be creative and “do anything”. They found the most challenging part to be agreeing on an idea to put on the abc script and not having enough time to do it. They liked the idea of using improve to show what they had learned about explorers. |

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| ***Time Suggested*** | One 45-50 min. class periods or one 90 min. period |
| ***Materials Needed*** | Script Planning sheet or scratch paper, Overview of Lesson |
| ***Co-teaching Opportunity*** | Could pair with other teachers of many other subject areas |
| ***Cross-Content Connections*** | Could work in many other disciplines, examples include history and bullying |