

Lesson Focus: Improvisation

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Target Group/Level: 6th grade

Approx. Length: 80 min.

Materials/Resources:

- Chromebooks
- Improvisation Google Slides
- Student Agenda
- Canvas
- Timer on Promethean Board

National/State Curriculum Standards: (format example is below)

T.CR IM.3.1 I can identify various acting techniques (i.e. sensory recall) used to make bold choices.

T.P IM.3.3 I can apply different acting techniques in improvised and scripted scenes.

Pre-Assessment:

Round Robin Activity: What is improvisation? (5 minutes)

Students will decide a leader and a speaker for their group, the person who is the speaker will also be recording what is said by each group member. The leader will go around the group asking each person for a word or phrase to respond to the answer of what is improvisation. Only one person should be talking at a time so that the recorder is able to share. Students will have two minutes to complete this and then each group will share their answer. As they are sharing, the leader from the group will write the words on the board. After, all of the words are on the board. Students will construct their own definition of improvisation.

Learning Objectives: (2-4 observable, measurable objectives)

- Students will be able to define improvisation and describe its rules.
- Students will be able to model the rules of improvisation in various improvised activities.

Instructional Procedures:

- **Essential Question/Warmup (15 Minutes)**
 - Students will come into the classroom and begin building purpose and pique interest for the lesson by writing their essential question. As students are writing, there will be a song from 25th Annual Putnam County Spelling Bee titled, “My Friend, the Dictionary”.
 - After all students have entered the classroom, the teacher will walk around the room and check that the essential question is written in each student’s agenda. While the teacher is checking agendas, the song will play again so students are able to listen to it if they came in later.
 - Before starting the lesson, the teacher will have a student read the essential question on the board. **Essential Question:** How do you create an improvised

scene? The teacher will inform students to remember the question because I'll ask it again.

- The teacher will then play a couple of scenes from the musical that are placed in the script to support improvisation by having audience participation. The teacher will choose someone to lead the warmup.
- Next, after the warmup, the teacher will lead the warmup activity, "Yes, lets". The students will go into the performance space in balanced space. Once they are there, students will begin walking around the space and when the teacher states an action, students will say "Yes, lets" and do the action. For example, the teacher could say, "High Five Your Neighbor" and the group would say, "Yes, lets" and then high five their neighbor. After the activity, the teacher will ask students why they believe the game is important.
- **Round Robin Activity (5 minutes, Procedures in Pre-Assessment section above)**
 - After Round Robin, the teacher will reveal the definition of improvisation to students and explain that we create improvised scenes by following rules.
- **Improv Mania (45 minutes)**
 - Students will learn about the rules of improvisation through various activities. Improv Mania will be a series of activities that they we will do together. Each student will go once. After the group has completed the activity which we will discuss the rule that we were playing and how it relates.
 - The activities will be as follows:
 - **"Yes, and" Story:** Students will be in a circle, and they will be given a line to start their story off with. When they start the story, they must say "yes, and" to continue the story. For example, the story's starting line is "There was a brown bear that loved to eat maple syrup." Then the next person in the group would say, "Yes, and the bear also liked to eat his maple syrup through a straw", and so on. In addition, they should try to create a beginning, middle, and end with their story.
 - **Making the Offer:** Students will have a chair for their group. One student will sit in a chair and one of the other students in the group will make an offer to the student in the chair. For example, a student who is not in the chair could come up to the student and state, "Hey darling! How would you like your hair cut today?" and the student in the chair can respond with "Yes, and let's do it like Madonna even though I have really short hair." Students will be wanting to establish the who, what, and where to the student in the chair for them to be able to respond to keep the scene going. Once the student responds to the offer, they will switch with other groups members.
 - **ABC Story:** Students are going to have to continue by responding using the first letter of the last word that is used in a sentence by their group members. For example, the first student says, "This morning I woke up and ate waffles" then the next student will say "Well, I woke up and ate bacon" and so on. Students will be wanting to listen to their group members to be able to continue the story.

- **Freeze:** One group member will begin a scene with an action. Then a group member must say “Freeze” and continue where their group member ended off based on the frozen position they are in. For example, a student begins sitting on the floor patting the floor as if they are playing in the sand. Another student can say “Freeze” and the student will freeze in their action and the student that said freeze will come up and continue the action but changing the story. The student could say, “Wow, I love patting the dirt to prepare for planting seeds.” Then the group will continue tapping others out when they have an idea to change the scene. There should be two actors in the scene at a time.
- **Word Zop:** Students will want to think of the first word that comes to mind. One student in the group will start with “carrot” and send the word to another person in the group. The person that the word is sent to will then respond with the first word that comes to their mind which could be “orange” and so on.

Closure:

To close out the lesson for the day, the teacher will ask students the essential question. Then the teacher will go around and ask students to say the improvisation rule that they believe is the most important. Then the teacher will complete the classes reward points and thank them for their work and participation in class.

Assessment of each objective:

- Students will turn in their Round Robin Activity Sheets that have their definition of improvisation. At the end of the lesson, students providing an improvisation rule that they believe is most important demonstrating them being able to identify the rules of improvisation.
- While students are participating in the activity with the students, the teacher will tally each time the students partakes in the activity. Students will need to participate in at least 4 of the 5 games for the day.