**DESIGNER:** Martha Grace B. Moore **TITLE:** Devising for the Community

**SUBJEC1T:** *Performing Arts I* (50 minutes) **GRADE:** 6th & 7th (Age 11-12)

**WEEK:** 1 of 5 **DAY:** 3 of 5 **TOPIC:** Building Ensemble/Devising

**ESTABLISHED GOALS:**

1. Students will contribute to the artistic engagement of the community by sharing their original work with peers and younger students.
2. Students will use devising tools to responsibly craft work that is original and intentional.
3. **MA Current Frameworks:**
	1. **Theatre:** 1.7, 1.9, 1.10, 1.11, 1.13, 3.5, 3.6, 5.5, 5.7, 5.8, 5.9, 5.10, 5.11
	2. **English Language Arts & Literacy:** Writing 10, Speaking & Listening 1

**ENDURING UNDERSTANDINGS:**

1. Participating in group-goal oriented activities, trust building activities, and explorations of shared experience directly establishes the expectations for respect and teamwork within the classroom community.
2. Practicing the basic rules of improv with an ensemble emphasizes the importance of collaboration during the devising process, and forms a shared group vocabulary.

*Students will know:*

* That the objective of improvising their group scene is to focus on the basic rules of improv.
* How to behave respectfully as members of the community and audience.
* How to give positive critique based on the established objectives of the improvised scenes.

**ESSENTIAL QUESTIONS:**

1. How will practicing the basic rules of improv (“Yes, and…”, making your partner look good, solving the problem, etc.) positively contribute to building an ensemble?
2. How does exploration of community and shared experience contribute to a collaborative devising process?

*Students will be able to:*

* Identify the basic rules of improv (“Yes, and…”/listening, making your partner look good, and solving the problem).
* Practice improvised scenes in groups, using their classmates as a test audience.
* Work as a group to achieve the objectives of the improvised scene, focusing on practicing the basic rules of improv.

**PERFORMANCE TASK(S)**

*Students will:*

* Participate in a group-goal oriented warm up.
* Practice identifying the group objective of focusing on the basic rules of improv by performing with a group in an improvised scene, and providing critique after watching other improvised scenes.
* Participate in a classroom debrief discussion.

**OTHER EVIDENCE**

*Students will:*

* Use their journal to respond to the daily prompt, expand on pre-existing journal entries, and/or record thoughts and ideas from the lesson.

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**PARTICPANTS:** 15-20

**LEARNING PLAN**

*Warm Up (10 minutes)*

* Magic Carpet
	+ The class will be split into two big groups. Each group will stand on a large blanket or tarp. The group objective is to completely flip the blanket over without anyone’s feet touching the floor.

*Listening & Yes, and…Practice Improv (5 minutes)*

* What Comes Next?
	+ Participants will be split into pairs and find their own space in the room. They will decide who will be the first Storyteller and who will be the first Actor.
	+ The Storyteller will ask the Actor where they want to start in their story and where they want to end up. The Storyteller’s goal is to get the Actor where they want to go in a story.
	+ The Storyteller will begin by starting with a little section of the beginning of their improvised story. The Actor will act out the story as it is told and then ask “What comes next?” to receive the next section of the story. This will repeat until the story ends in the final location.
	+ About halfway through the activity time, the facilitator will let the Storyteller know it is time to wrap up the story. When the first story concludes, the participants will switch roles and begin a new story.

*Make Your Partner Look Good Practice Improv (10 minutes)*

* In pairs, participants will perform in front of the class. The actors will pretend to be humble experts (actor/scientist/writer/etc.) receiving an award for their work. Each actor will try to downplay their own involvement in the accomplishment to be as humble as possible, while coming up with steadily more elaborate reasons why the other person deserves all the credit for the accomplishment.
	+ Facilitator might side coach to remind the experts to be polite to each other, even while disagreeing that the other expert made the most awesome contribution to the project.

*Group Improv: Solve the Problem (15 minutes)*

* In groups of 3-4, participants will be given a location and a problem that they must solve as group (finding a reason to end the scene with a specific line). Participants will pretend to be a character that would reasonably be in that location, and improvise a scene, working together to end the scene with the line in a way that makes sense.
	+ Locations: Beach, Disney World, Ice cream shop, the middle of a forest, a circus/carnival, a public pool, on a bus/train, on a plane, on a road trip, library, grocery store, movie theatre, toy store, park/playground, in a cave, in a corn maze
	+ Lines to End the Scene:
		- That’s the way the cookie crumbles.
		- Hey! That’s my pizza!
		- Happy Birthday everyone!
		- I think it’s going to snow.
		- Plants don’t talk.
		- Time for this dinosaur to take a walk.
		- Lay off my Skittles.
		- What a good deal!
		- Oh fiddlesticks! Not again!
		- Do you have any spare change?
		- Watch it! I’m walking here!
		- Big facts.

*Debrief Discussion (5 minutes)*

* *Was the problem solved? How? How did the actors show the location? How did they show their character, and relationship to other characters? What are some of the ways the actors tried to solve the problem?*

*Journal (5 minutes)*

* What similarities do you notice between the three basic rules of improv (Listening/Yes, and…, Making your partner look good, and solving the problem) and your real life? In what other activities, relationships, or classes could these rules also apply?