

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Strategies What the teacher will do to ensure the student meets the goals:	Activities The student will:	Homework & Assessment Student achievement will be measured by:
Monday		<ul style="list-style-type: none"> Review names Review basic stage directions Review warm ups Review trust exercises and work on building trust of classmates First Performance of “2x3 by Bradford” Identify forced connections Practice forced connections by creating “The Machine” 	<p>The teacher will:</p> <ul style="list-style-type: none"> Call on random student to identify names of all students. This will be repeated until students get all names correct. Call out random stage directions for the students to follow: walk downstage left; walk upstage center; etc. Guide students in blind cars and blind trust walk Give students directions on “2x3xBradford” and allow students to practice and then perform. Discuss and define “forced connections” Give students directions on “The Machine” Direct students in performance of “The Machine” 	<p>The Students will:</p> <ul style="list-style-type: none"> Identify classmates by name Follow teachers call outs by following stage directions Choose partners to participate in blind trust walk and blind cars to build trust Work with partner to practice and then perform “2x3xBradford” Listen as teacher gives definition and example of forced connections Students will participate in “The Machine” 	<ul style="list-style-type: none"> Teacher will assess through observation and asking students questions as we move from one activity to another. <p>Remind students that we will meet in the classroom Tuesday, Wednesday, Thursday, and Friday.</p>

Tuesday		<ul style="list-style-type: none"> Define and recognize and learn theater terms. Identify, recognize, and practice blocking and basic stage movements Identify “personal space, and “shared space” “necessary actions” and “interpretive actions” Identify “Shadow Scenes” and “ambiguous dialogue” Perform Shadow scene with partner for the class 	<p>The teacher will:</p> <ul style="list-style-type: none"> Put notes on Smart board and instruct students on definitions and usage. Discuss and ask questions about terms, practice blocking and basic stage movements, “personal space, and “shared space” “necessary actions” and “interpretive actions,” “Shadow Scenes” and “ambiguous dialogue give students handouts of shadow scenes and instruct students to identify scene and perform for class 	<p>The student will:</p> <ul style="list-style-type: none"> Take notes from Smart Board. Answer and ask questions when appropriate Choose a partner and perform shadow scene as per teacher’s instructions 	<p>Teacher will assess through observation and asking students questions.</p> <p>Class will have quiz on terms, and basic stage and theater movements on Friday, August 26.</p>
Wednesday		<ul style="list-style-type: none"> Review terms and notes from yesterday Practice Shadow scenes Identify, practice, and learn memorization techniques Identify performance rubric Perform “A Family Difference” first practice of memorization skills 	<p>Teacher will</p> <ul style="list-style-type: none"> Review terms with students Direct students in practicing/performing a 2nd shadow scene Share and discuss performance rubric Give handouts “A Family Difference” and allow students time to memorize lines and perform 	<p>Students will:</p> <ul style="list-style-type: none"> Answer review questions of yesterday’s terms Choose a partner and practice/perform 2nd shadow scene Read thru, practice, and perform “A Family Difference” 	<p>Teacher will use performance rubric to assess students first performance</p> <p>Remind students of quiz on Friday</p>
Thursday		<ul style="list-style-type: none"> Identify and practice Audience Etiquette Watch and critique a live performance. 	<p>Teacher will</p> <ul style="list-style-type: none"> Discuss Audience Etiquette Give performance critique handout to students. Go over critique directions Give background information on the live performance of <i>High School Musical</i> . 	<p>Students will:</p> <ul style="list-style-type: none"> Watch performance following audience etiquette guidelines. Critique performance based on handout questions. 	<p>Students will turn in critique tomorrow and teacher will grade.</p> <p>Remind students of quiz on Friday</p>

Friday		<ul style="list-style-type: none"> • Take quiz on terms • Continue watching & critiquing live performance 	Teacher will: <ul style="list-style-type: none"> • Handout quiz • Show performance dvd 	Students will: <ul style="list-style-type: none"> • Answer questions on quiz • Continue to critique performance based on handout questions. 	Students will turn in critique and teacher will grade.
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* All plans are subject to change. Student progress will be monitored and adjustments will be made.