Template - Lesson Plan – Backwards by Design

Subject/Grade: Drama Education 10	Lesson Title: Styles and Genres of Drama	Teacher: Brooke Sali

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s): CP10.2 Explore a variety of genres, styles and performance practices.

a)Examine a range of genres, styles and performance practices (e.g., Métis and First Nations stories and culturally-based performance traditions, comedy, tragedy, mime, naturalism, Francophone and Fransaskois performance and theatre history, expressionism, modernism) and, respecting cultural protocols that may exist for specific communities, use selected ideas as inspiration for own dramatic work.

b) Discuss and reflect on ways that selected genres, styles and performance practices can be adapted and incorporated in own work (e.g., using masks and story to examine a contemporary social issue, using mime and expressionist conventions to represent the protagonist's internal state).

Key Understandings: ('I Can' statements)	Essential or Key Questions:
I can define the different genres of performances *I can list different styles of performance* *I can begin to use this learning to inform my own and future performances*	*What do you already know about the styles and genres of drama?* *Can you trace the styles mentioned here to any other form of performance/media? What are some examples?* *How are the styles similar? How do they differ?* *How can you use these styles to convey meaning in performances? How could you use this in your own performance?*

Prerequisite Learning:

Students understand what theatre is.
Students must understand how to operate Zoom and Mentimeter.

Instructional Strategies:

Use of Menti to create a Word Cloud/ Graphic to visualize ideas

Stage 2: Determine Evidence for Assessing Learning

Formative - Beginning with a Menti that assess what students already know about styles and genres of drama. Exit slip on Google Forms. Multiple choice shows students' understanding of each genre of play and can list different styles of drama. Open answer question asks how they can apply it to their own and future performances.

Stage 3: Build Learning Plan

| **Set (Engagement):**　　　　　**Length of Time: 2 mins**
Create a Menti: What genres and styles of theatre do you know, or can you think of?
https://www.mentimeter.com/s/109c37007e9f1da53abca2f85eb1c6ed/04bf41999f13/edit

Development:　　　　　**Length of Time: 8 mins**
EDRA Lesson.pptx
A PowerPoint presentation that defines genres of drama; comedy, tragedy, melodrama, and farce. At the end of this section ask the big question

"Can you trace the styles mentioned here to any other form of performance/media? What are some examples?

Here I am looking for answers about movies and television. Students could bring examples of movies and television shows that fit into the genres we discussed. | **Materials/Resources:**
Mentimeter
Laptop
Zoom
Access to an Internet connection
Powerpoint
Google Form

Possible Adaptations/ Differentiation:
For in-person learning, paper exit tickets
Students who do not know how to use Menti can put their ideas in the chat

Management Strategies:
All students muted when they join the zoom
Use the raise hand function to ask questions |

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Introduction and a short overview of styles of drama such as postmodernism, modernism, expressionism, naturalism, mime, and theatre of the absurd. At the end of this section ask the big question *"How are the styles similar? How do they differ?"* *Here I am looking for examples of where students can find their own similarities and differences in style. For example, Naturalism has a heavy focus on set design, whereas Classical relies on imagination and limited props to convey the setting and atmosphere of the play.* *Posing the question of how to use these genres and styles in their own or future performances in the Google Form.* **Learning Closure:** **Length of Time: 2 mins** *Exit ticket from Google Forms. Multiple-choice to identify genres of theatre, and create their own list of styles of drama, and an extension question about using styles for future drama performances.* *https://forms.gle/2CmmxMg8YpRR4PZX7*	**Safety Considerations:** *Online safety, Zoom security - use passcode and waiting room*

Stage 4: Reflection

Next time I do this lesson, I would disconnect my second monitor. The layout of screen sharing via Zoom was different with my second monitor plugged in which resulted in confusion and trouble navigating between my PowerPoint and Menti. I would also need more time to effectively go through the notes. I think the Menti worked well to assess what students already knew, and allowed them to see that knowledge in a visual word cloud. In an in-person classroom, I would make the Exit ticket a physical piece of paper, because not everyone may have access to technology. Menti works well because students could use their own personal technology, and collaborate with students who may not have a cellphone.