

Sample Lesson Plan

CNIB (Canadian National Institute for the Blind)

March Break Camp Young People's Theatre | Erica May

General:

I'd like to use the language of performance piece or theatrical story for our sharing rather than play, given the time we have.

This plan is a map (drawn in pencil) to guide our work together, that will shift, and morph based on the group of kids and their interests, and any feedback you have.

When numbers are confirmed, I will add layers of pair/group work etc. where possible.

Day 1: At the Theatre

1.5 hours

15 min

Welcome + introductions* Describe ourselves, and everyone share name and one of your favourite stories)

Janelle – Head of Wardrobe will join for the first ten minutes.

Does anyone have questions for our special guest – about costumes?

Describe the space – and what happens here: workshops, rehearsals, shows (Molly, maybe you can name some specific ones?)

Molly: Land acknowledgement

Erica (and Christina and Walter) Shape of the week: what we're going to do this week!

Agreements for today + safety/describing the space

10. min

Icebreaker/warm up – Molly

10 min

Molly: what we do at YPT (who has been here before? Can ask Walter/Christina if there is any overlap from summer program)

50 min

Chat: (opportunities to move/sing/play, make tableaux will be woven throughout these conversations, to make being in this space special as student performers)
theatre roles, etc. on-stage performers, writers, directors, choreographer, technicians, costume designers

Different types of theatre venues. YPT is a full stage/auditorium. Theatre can also happen anywhere! And be immersive (perhaps like our piece will be on Friday?)

Different types of plays: radio plays, immersive plays, musicals...

Experience (wear) costumes
Touch costumes
(wood blocks on hand ...)

What characters would wear these costumes, can we improvise a scene? Can we make it into a musical?
Lights on for the last five minutes of this section...(so let's say at 11:50 am Zack could join for lights, Molly?)

5 min

Check out – ? what do you find interesting about theatre? What are you curious about about theatre?

**find out how many YPT folk will be in the welcome circle and think up best strategy for descriptions.*

Building the relationship

Invite to shows

Invite to drama school

Cristina has a contact who could do a overview to artist educators

I have been working on some tools in my work on the Global Working Group on Accessibility for ITAC.

Enhanced accessibility days at Drama School? As invitation, and then can be more integrated once more students sign up?

Day 2: At the Community Hub

(Music in aft- how could music or singing be added to foley and instruments - maybe?)

10 min Check-in + daily warm up (body, voice, imagination) + ensemble building games/activity

10 min Creation agreements – how we will work together/what is needed from the group so that the space feels safe to play and create

10 min:

1. One word at a time improv exercise- pairs, then pairs join, then three words etc.

30 min:

2. Sensory stations into story: at each station, while touching the item, we will talk about what this makes us think of: i.e. kinetic sand (beach days, maybe castles are built with the molds and story evolves from there), water – swimming, whales...??

10 min:

3. Talk about what our story could be about (touch gently on idea of using sensory experiences to tell parts of the story to our audience.)

10 min: BREAK

10 min

4. Soundscape warm up – voice and body percussion

20 min:

5. Bring out the shakers etc. Go through different items...what could this sound be? (i.e. popcorn? horses hooves?) Share/try some foley like aluminum foil to sound like a crackling fire:
<https://www.jonnakina.com/works/foleyobjects/#:~:text=They%20can%20make%20a%20bicycle,Kina's%20enthralling%20photographic%20series%20Foley>

20 min:

6. How can we use sound to tell parts of our story?

More ensemble games/activities

10 min: Check out: something you enjoyed today + something you are looking forward to for our performance piece

Day 3: (Dance in aft)

10 min Check-in + daily warm up (body, voice, imagination)

10 min Review yesterday's ideas, stories and sounds for our performance piece.

10 min Who are the characters in the story?

30 min:

How could/would the characters in the story move? Try two-parted characters...attached by a body part (hip, elbow)? Many parted creatures: snakes, caterpillars etc. Maybe we can start as two-parted, grow to many parted? Could we add our audience as a part?

This is where our sighted kids can support movement.

BREAK: 10 min

20 min:

Voice acting: what do the characters we've been talking about sound like?

How can we change our voices to sound like different characters?

Each trying different ranges, timbres, resonances – what character could that be? How old do we think they are? Etc.

20 min

Finalize the story, the characters (and who wants to play which character) and where the story takes place.

20 min

In pairs, create a scene. Think of soundscapes/foley that could be added. Think of sensory items that could be added. Movement. (This can be a scene for your two characters or for the whole group.

10 min: SHARE back

10min

Check out: something that surprised you today

Day 4:

10 min Check-in + daily warm up (body, voice, imagination)

55 min:

Continue writing/creating
And
Rehearsing

BREAK: 10 min

10 min: game TBD

55 min:
Continue writing/creating
And
Rehearsing

10min
Check out: something excited about for our performance

Day 5: Rehearsals and sharing

Notes:

For sharing day, we could have audience

- a. visit a touch/sound station prior to sharing
 - b. incorporate those elements into an immersive piece
- (Erica prefers the latter, but TBD by kids:-)

Sensory items:

Kinetic sand + molds...building
Water
Feather boas
Scent: TBD – cinnamon sticks, rose oil on cardboard