

Lesson/Activity/Unit Plan Template	
Title: Melodramatic Pantomime	Name/Grade Level: Intro to theater
Approximate Length of Lesson: 2 85 minute class periods	
Subject/Topics Covered in this Lesson: Facial and body movement. Story writing. Character portrayal through physical movement.	
Indicator(s) addressed: (Multiple content area indicators are encouraged!)	
<p>identify and practice ways to show emotions on stage. define the vocabulary words. identify elements needed to write a play. write expanded dialog and action for a melodrama. in groups, rehearse the act using the melodramatic acting style. perform the act as a play including props, costumes and music.</p>	
Establish the learning objectives: (What is essential for students to know or understand? If they should remember one thing about this learning activity, what will it be?)	
The students will demonstrate fearlessness through physicality. They will create characters and a story line on paper and act it out physically.	
Develop curriculum-framing questions: (These questions should engage students - sparking interest and guiding learning. What content-specific questions will students answer by experiencing this lesson?):	
<p>Do you remember the silent film era? How did they show emotion? Have you ever seen a pantomime? Do you know what a melodrama is? Do you understand why movies always use classical music for a dramatic hook? What is it about a change in music that will change your mood?</p>	
Determine acceptable evidence of understanding and plan for assessment: (What should students be able to do or express when they understand the learning objectives? How will you and your students assess their understanding? Please submit any assessment tools along with this lesson plan. These may include rubrics, student checklists,)	
<p>The students will be put into the following groups to ensure successful monitoring:</p> <ul style="list-style-type: none"> the writer, who records the information; the director, who oversees the production and keeps the group on task; the composer, who writes/finds the background music or tune for any songs in the act; the spokesperson, who reports to the class about the group's activities;and acts as the narrator. the designer, who oversees costumes, props, and set pieces. <p>I will asses their performance with a performance based rubric. They will demonstrate strong body and facial movements to communicate their emotions.</p> <p>I will asses their writing with a creative writing rubric. They will imagine and create their story using a rubric to help guide their character development and beginning, middle and end.</p>	
Plan instructional procedures: (How will you introduce the activity? What sequence will	

students follow in completing the lesson/activity? How will the lesson support student-centered learning?)

We will watch some excerpts of silent films, they will be recreating a silent film in class, a story line of their choosing.

Plan for technology: (How will technology support learning in this activity? How will students collaborate, solve problems and share their learning with others?)

We will have music that helps heighten dramatic involvement.
We will watch excerpts of Melodrama

Materials/Resources needed to support this lesson: (May include URLs, literature, print materials, etc.)

The following worksheet will help guide them and make sure that they meet all the requirements.

http://artsedge.kennedy-center.org/content/2330/2330_melodramawomen_playwriting.pdf

Differentiation strategies for higher ability students:

Higher level kids can be the directors of the group and oversee the entire process and have more creative outlet.

Differentiation strategies for lower ability students:

Lower functioning students can help with music and writing, depending on their IEP, there will be allowance for a lower functioning student to act as an extra in the group and help a little bit in each area, and find the place he/she is the most comfortable.