Conceptual Planning Framework

**Big Idea:** Drama communicates ideas, emotions, and perspectives through movement, sound, imagery, and language.

**Key Concepts:** Communication, Worldview and perspective

**Content:** Character development

**Essential Questions:** How do effective actors hook and hold their audience?

**Curricular Competencies:**

**Explore and Create**

* Develop performance skills in a variety of contexts
* Intentionally select and combine drama conventions

**Connect and Expand**

* Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance

**First People’s Principles of Learning**

* Learning is embedded in memory, history and story
* Learning requires exploration off one’s identity

**Ideas to promote Inquiry through E-learning:**

*Use FlipGrid or other apps to record students’ monologues or learning reflections*

*Use visible thinking routines to foster deeper critical thinking (Colour Symbol Image, Think Puzzle Explore, etc)*

*Use Microsoft Class Notebook, Microsoft Whiteboard, or Padlet for collaboration for visible thinking routines*

**Summative Performance Assessment:**

If the students understand the big idea, they will be able to…

* Perform a monologue that uses a variety of drama techniques to express a fully developed character

**Learning Plan:**

**40% model (4 learning engagements per week - cannot be sequential)**

Week 1

|  |  |  |  |
| --- | --- | --- | --- |
| Face to Face #1 - Lesson  | Face to Face #2 - Collab  | Online (whole group) | Independent (asynchronous learning)  |
| Engage - intro purpose  Facial expressions and body language   | Develop character traits (physical, personality, goals)  | Engage - intro purpose Vocal technique and choices | Pre-recorded explanation of learning intentions Character Analysis and/or compare and contrast (read and watched) on Class Notebook  |

Wednesday: Group A does Collab lesson while E does Lesson

Week 2

|  |  |  |  |
| --- | --- | --- | --- |
| Face to Face #1 - Lesson  | Face to Face #2 - Collab  | Online (whole group) | Independent (asynchronous learning)  |
|  Improv to develop character  | Demo of FlipGrid for next week What is a monologue | Draft of character sketch Think aloud video reflections using FlipGrid  |

Week 3

|  |  |
| --- | --- |
| Project / Task  | Presentation of Learning  |
| Develop and film and monologue  (Class times dedicated to developing this)  | Post performance to FlipGrid or Stream Reflection (may be picked up following cycle)  |

Questions to Consider:

* *What are the essential questions students need to answer?*
* *How are the essential questions connected to the performance/summative task?*
* *How can the summative task reflect authentic work connected to the areas of study/discipline?*
* *What problem will the students solve?*
* *Will the inquiry allow students to self-direct and have agency in their learning?*
* *How can you augment or redefine the use of technology to enhance student learning ?*
* *What will the students be able to transfer to their next inquiry?*

Online Instructional Models:

**Catlin Tucker**

* Engage, Explore, Explain, Apply
* Station Rotation Blended Learning Model

**The TRUDACOT Protocol (4 Shifts Protocol)** assists educators with the (re)design of lessons, units, and instructional activities and to think about:

* deeper learning
* greater student agency
* more authentic work
* rich technology infusion.

