

DRAMA - GRADE 9 - OPEN CREDIT	
Lesson Topic: Tableaux	
Length of Lesson: 75 Minutes	Day of Unit: Four

OVERALL EXPECTATION:	SPECIFIC EXPECTATIONS:
<p>A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;</p> <p>B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities;</p>	<p>A1.2 select and use appropriate forms to suit specific purposes in drama works</p> <p>B1.2 interpret short drama works and identify and explain their personal response to the works</p>

Learning Goal:	By the end of this lesson, the students will learn the importance of privilege in/through the art of tableaux.
Success Criteria:	<p style="text-align: center;">By the end of this lesson, the students will be able to say:</p> <ul style="list-style-type: none"> - I can utilize the elements of tableaux as a platform in which to discuss topics of equality and social justice. - I can identify the power/authority balances in tableaux work.

Assessments / Evaluations:

Because this is one of the introductory lessons in the Tableau Drama Unit, there are no summative evaluations, merely formative assessments to highlight Knowledge/Understanding and Ability. These assessments will be tracked on the attached assessment tool (Figure 1.1) and will focus on the following:

- Ability to Identify (Power Balances) AS
- Understanding (Implementing Changes / Solutions) AS
- Ability to Utilize Elements of Tableau OF

Material:

To ensure the success of this lesson, it is imperative that the following materials be cultivated prior to instruction:

- SMART Projector
- Chart Paper & Markers

Lesson Sequence
<p>5 Minutes: Setting the Space</p> <p>15 Minutes: YouTube Clips</p> <p>10 Minutes: Guided Discussion</p> <p>15 Minutes: Tableau Work</p> <p>20 Minutes: Spec-ACTOR Theatre</p> <p>5 Minutes: Goodbyes</p>

Setting the Space:

The students will take the first five minutes to settle themselves into their seats (or wherever appropriate for the working space) and await instruction. 5 Minutes.

YouTube Clips:

The students will be introduced to 2-3 YouTube videos in which they must discuss and discover what character (what speaker) has the power within the scene while identifying the reasons why the other characters possess a lack of (or void of) power. This section of the activity happens simultaneously with the Guided Discussion portion of the activity. The instructor should guide the discussion after every video. Note that students should take into account the following buzz words: power over, power under, power examples, social status, hierarchy. 15 Minutes.

Guided Discussion:

These guided discussions are had in an effort to support the student learning after having watched the videos. These discussions should revolve around the acceptable use of power - most notably how to rectify the power imbalance if there exists one. 10 Minutes.

Tableau Work:

The students will draw inspiration from the YouTube videos (or their personal experience) in an effort to guide their tableau work. They must complete one tableau scene and should be able to express and explain the reasoning behind their individual piece. 15 Minutes.

Spec-ACTOR Theatre:

Once the tableaux are complete, invite the students to perform a gallery walk (to view all pieces). Led by the instructor, the students are to become spec-actors who have a hand in changing, one movement at a time, the power imbalance that exists within the scene. 20 Minutes.

Goodbyes:

The instructor leads the students into their class transition. 5 Minutes.

Learning Diversities:

This Drama lesson has learning diversity gaps that could be rectified with the following, should they arise:

- Note that for any instructions, the instructor should use visual prompts (exemplar remainders of instructions) to support any visual learner that may benefit from this type of stimuli. In addition, all YouTube videos should be close captioned so as to provide text to the students who may need it.

- Note that all students who miss the lesson should have equal opportunity to have access to the lesson instruction. In this, the instructor should make an effort to virtually place all of the information on a community board, such as Google Classroom, EDSBY etc. This will allow the student to make up the work if they are not present to participate.

ODD (Oppositional Defiance Disorder)	ADHD (Attention Deficit Hyperactivity Disorder)
Note that throughout this lesson, the ODD student should have ample time to process the instruction. Make clear repetitive instructions and reiterate your expectations throughout the lesson so as to reinforce the required behavior.	Note that the ADHD student may need to continuously change the direction of the instruction. Make note of these learners and attempt to place them in leadership / transition positions so that they may focus their energy across all areas of the classroom and material therein.

Course Theory:

This lesson plan was modelled with EXPERIENTIAL LEARNING and POPULAR EDUCATION in mind. As agents of SOCIAL JUSTICE, it is important to recognize the power of community and relationships within our society and acknowledge that these can be vehicles for discussing world issues such as race, poverty, inequality and injustice. To that effect, the themes of the lesson plan were specifically chosen to illicit appropriate responses within the framework of dramatic tableaux. The students are immersed in activities that support the creative and critical process of art and are asked to participate towards systemic change.

Sources / References
<p>Pursuit of Happiness: https://www.youtube.com/watch?v=UZb2NOHPA2A</p> <p>Devil Wears Prada: https://www.youtube.com/watch?v=b2f2Kqt_KcE</p> <p>The Proposal: https://www.youtube.com/watch?v=SgBiUNTG4TM</p>

(Figure 1.1)

Assessment Tool:

Understanding	Low	Moderate	High
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			