

Language Arts Methodology

Teacher Candidates: Adrianna Bilinski, Ryan Stickney

Subject: Dramatic Arts, History

Grade Level: Grade 4

Duration: 75 minutes

Lesson Topic: Greek Drama

Curriculum Expectations: Drama

- Create and present a dramatic play using theatrical conventions to communicate ideas and feelings.
- Identify and make personal connections to the characters you develop.(B2.1)
- Engage in dramatic roleplay. Discovering new forms of communication and artistic expression. (B1.1)
- Explore the significance of various dramatic conventions such as time, setting, relationship etc. (B1.2)

Curriculum Expectations: History/ Social Science

- Examine the relationship between the early societies and the environment (A 2.2)
- Demonstrate the ability to extract information about daily life through art work from the time period (A3.2)
- Describe how the early societies were governed (A3.7)

Specific Expectations:

- Demonstrate an understanding of the different elements of Drama
- Analyze the importance of character, role, setting and time period
- Learn to write your own dramatic scene incorporating various theatrical elements
- Understand the connection between the arts and daily life in the Greek society
- Analyze the importance of various gods in the early Greek society

Learning Goals/ Success Criteria:

- Understand the importance of various dramatic elements/ conventions and how they affect the dramatic work.
- Understand how you can make personal connections with the characters you adapt
- Demonstrate an understanding of the different types of dramas and stories created for theatrical productions during different time periods(Ancient Greece) (B3.2)
 - For comedy include a chorus and a comic relief character
 - For tragedy include a theme of power and a crime committed
 - For satyr include a Satyr (half man/ half goat) character that brings comic relief to a serious theme like power

Learning/Teaching Resources:

- Puppets
- Stage
- The adapted script of Frogs by Aristophanes

- Short printout describing a Festival in a historical context
- Materials for constructing puppets
 - Popsicle sticks
 - Coloured clay
 - Construction paper

Lesson Sequence

A) Introductory Activity (20 minutes)

- To begin the lesson we are going to introduce the class to the play Frogs by Aristophanes in a modern retelling that appeal to their age and understanding.
- This will follow with a small think aloud reading of the first scene performed with the puppets. We will then discuss the forms of theatre present in ancient Greece (Comedy, Tragedy, and Satyr). Comparing classic plays to modern versions for a clear understand.
- Discuss as a group the different styles used in theatre, predominantly Greek drama
- What we like/ dislike about this form of theatre.

B) Development Strategies (30 minutes):

- Divide the class up into small groups. Evenly dividing stronger leader type students with those who require extra assistance
- Group will begin brainstorming elements of their plays such as characters, roles, themes, settings etc.
- Group members will divide responsibilities
- Begin the play writing process. Teacher will be available to facilitate and keep class on task.
- Groups will each be assigned to write up a scene reminiscent of Greek style drama

Differentiated Instructional Strategies (Accommodations/Modifications):

- For students with dysgraphia (have a writing difficulty), an EA can help scribe for the students or have someone in the group to help. The teacher will allow them more time to complete the task.
- Pairing strong writers or students with good leadership skills along with those who may require extra assistance
- For students who struggle to begin the writing aspect, the teacher could begin an open dialogue on what they are attempting to say and aid in the initiation of the work.
- For more visual based learners, the teacher could give them the option of expressing ideas through the use of colours/pictures to define how they feel (IEP, Special Needs).

C) Culminating Activity (25 minutes):

- The final class activity will involve students making the puppets for the scene they wrote during the previous activity.

Ongoing Assessment/Evaluation:

- Throughout the activities, the teacher will observe the students' work. The teacher will intervene if necessary to ensure that the students comprehend the tasks and understand what they are supposed to be completing.
- Teacher will assign the groups, being conscious of students' strengths and pairing them accordingly.
- A focus will be on co-operation and collaboration within a group setting
- Problem solving skills will be evaluated through observation of puppet making

Reflection & Self-Evaluation:

- The teacher will ask himself or herself the following questions: What went well? What did not go well? What engaged the students? What do I need to change? Did they enjoy these activities? Were the activities effective?
- Do they understand how the different elements of theatre are used in Greek Drama?

Follow-up Activities/Ideas or Next Steps:

- The activity will be divided into two full class days. Performance will occur during the second lesson.
- During the second lesson students will complete their puppets and perform using the designed puppet stage.