**Class:**Year 9 Jubilee? **Date:** Nov. 13, 2017

**Title:** Making the Mundane Memorable: Morning routines, “American Haiku” and Specific Gestures

**Lesson Number** 1 **out of 3 Total in Unit**

**Objective of Lesson (in own words):** Students will reflect upon their mundane morning routines and explore them individually and in groups by creating and performing a series of specific gestures. Students will understand how the mundane can become interesting or memorable through listening to/reading “American Haiku”. Students will express the nuances of their understandings through choosing an “American Haiku,” and collaboratively creating a series of specific gestures to represent it.

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| **Learner Outcomes (Program of Studies)****ELA 9**2.1b, 2.2a, 2.2e, 2.2f, 5.2a, 5.2b**Drama 9**1.3, 1.6, 1.7, 1.13, 2.1 | **Plan for Diversity*** Students learn through multi-sensory teaching (auditory, visual, and kinesthetic learning preferences)
* Students work together in a collaborative team to engage all learners
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| **Prerequisite Knowledge, Skills, Strategies and Attitudes*** Collaboration and participation
* Prior knowledge of specific gestures and stylized movement
* Willingness to explore and take risks
 | **Preliminary Matters (Announcements, etc.)** |
|  | **Time**130 mins | **What the teacher does.** | **What the student does.** | **Resources** | **Assessment** |
| **Introduction** | (5) | Explain the first portion of the lesson. What will be expected of students and why we are doing this (ability to communicate non-verbally, attention to detail) | 1. Get settled into class. Listen to objectives of lesson and what’s to be done/expected. Ask any questions.  | **N/A** | **Thumbs up/down** |
| **Activity Sequence**May involve Presentation, Explanation, Guided Practice, Independent PracticeORApproaching, Encountering,NoticingInternalizingApplying,RefiningPersonalizing,Transforming,Assessing | (40)(30)(5)(5)(20) | 1. Describe the exercise, where students will play a version of *telephone* with acting the routine of their wake up this morning. 2. Get students into audience formation. After performances, get each student to extract movements from the previous exercise. Once complete, get them into groups of 3-4 to collaborate.5 MIN BREAK3. Intro to Kerouac’s American Haikus (brief history then play audio [YouTube clip](https://www.youtube.com/watch?v=xJdxJ5llh5A)). Ask students about their initial reactions to the Haiku.4. Break students into groups and let them choose 1 Haiku to develop specific gestures for. 5. Ask groups to share with the whole class.3. Switch groups, repeat and refine.4. Ask groups to share with the whole class. | 1.Get students to recall their wakeup routine from this morning. They will then demonstrate silently with a partner. Students will break into new partners, and will describe their **previous** partner’s wake up routine. This will happen once again, with the third group of partners learn the wake up routine from the first group of partners. It is a game of “telephone” in action.2. Students will perform their passed down version of waking up. Once complete, they will extract 6 small gestures or movements from the previous exercise. They will then take their strongest 3 movements, and combine them within groups of 3 to create a tableau of 9 movements per group.water/bathroom break3. Students will actively listen and share their initial reactions to the audio reading of Kerouac’s American Haiku.4. Students will self-select into groups of 4-5, choose 1 Haiku and develop a gestural routine to represent it.5. Groups will share their routines with the class. | 1. None Internet AccessDevice to play YouTube audioSound system“American Haiku” printed on strips of paper | **Formative**Observation andAnecdotal notes on process &Transmediation (transferring knowledge/understanding from one sign system to another) |
| **Closure** |  | 1. Summary of Learning through large group discussion.2. Link to upcoming learning | 1. Get into audience formation, ask any questions, and participate in discussion.  |  |  |

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| **Reflection**This was our first lesson run entirely by the student teachers, and it was adventurous to say the least. Christian led the first half of the lesson which went from 1:00 until about 2:25. Jane’s portion finished the class off and we, unfortunately, ran out of time before the ability to present the Haiku. However, the students will continue this part of the lesson next class, which is first thing tomorrow.**Christian**: At the beginning there seemed to be a lack of seriousness from the students. I mostly attribute this to my inexperience with the students and therefore the inability to establish relationships. About halfway through I spoke with my partner teacher and it calmed me down, encouraging me to involve myself more in each group’s artistic pieces. The grade 9’s approached the lesson more seriously as I became more involved by going group to group, which goes to show the importance of building relationships with students. Now that I have established that bond with them, I feel the strides I will be able to take as an educator will be frequent and successful.**Jane:** As Christian has reflected, students seemed unsure or unwilling to engage in the creative process at the beginning of the class, opting for some silliness and stalling; however, as Christian and I moved from group to group, prompting and offering support, the students became more motivated. In fact, they came up with some pretty interesting movement patterns and gestures that effectively “made strange” their mundane morning routines (2-D spiral patterns and factory-esque movements). In the second half of the class dealing with American Haiku, students seemed to be making more connections and were more invested in the creative process. I am very interested to see how they perform their Haiku next class. In order to challenge the year 9s more and help them become more familiar with abstraction and minimalism, it was suggested by a partner teacher to repeat the Haiku exercise but limit the movements to only 3 specific gestures. I think this is a great suggestion and will apply it to the next lesson. |

Adapted from Alberta Education, Canada, 2008