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| **Commedia Dell’Arte**  **Year: 9 (stage 5) Time: 50min x 2 Lesson: 1, 2 & 3** | | | |
| **Lesson Objectives** | | **Outcomes** | |
| Students will develop:   * An awareness of the basic notion of Commedia Dell’Arte as a historically significant performance style that utilizes stock characters and masks to create dramatic meaning * Their understanding of the differences between the 3 major types of stock character present in Commedia Dell’Arte | | A Student:  **Outcome 5.3.1:** A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.  **Outcome 5.2.2:** A student selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience. | |
| **Students Learn About** | | **Students Learn To:** | |
| * The different stock characters used in Commedia * The importance of masks in Commedia and how they were used to create dramatic meaning within the improvisations | | * Differentiate between the characteristics and features of the different stock characters * Portray stock characters with physical representations * Work collaboratively | |
| **Duration** | **Integrated Teaching, Learning and Assessment** | | **Resources for this lesson** |
| 5 min  5 min  10 min  5 min  10 min  10 min  5 min  5 min  5 min  15 min  10 min  20 min  10 min  20 min  10 min  5 min | **Lesson 1: A Brief Introduction – 50 minutes total**   * Teacher takes the roll while students open laptops and take out their workbooks * Introduction to the unit on ‘Commedia Dell’Arte’ and a recap of terms such as ‘performance style’ and ‘archetypes’ that students would have come across in stage 4. Explain the student directed nature of the lesson and direct students to the website * Students go to the page entitled *“A Brief Introduction”* and complete the activities after reading through the information. Activities include:   + Viewing the embedded YouTube clip   + Writing a summary of the clip in their workbooks   + Entering the ‘Commedia Dell’Arte’ site that is linked on the page, and reading through the information   + Taking the quiz * To conclude the lesson, ask 3 students to share with the class what they have learnt so far about Commedia Dell’Arte and it’s use of masks and stock characters, by reading their 5 sentence summaries.   **Lesson 2 & 3 – Stock Characters – 2 x 50 minute lessons**   * Teacher takes the roll while students open laptops and take out their workbooks * Re-cap of last lesson by undertaking a whole-class brainstorm on the whiteboard about what we know so far about ‘Commedia Dell’Arte’. Teacher should save a copy of the mind map for further use. * Students will look over the next 2 lessons at 3 specific ‘stock characters’ used in Commedia Dell’Arte’. Students work their way through the pages listed under *“Stock Characters”* and will complete the activities after reading the blurb on each character. Activities include:   + Creating the wordle   + Role play   + Creating a ‘Fakebook’   + A Pantalone monologue   + Completing a table on the ‘Innamorati’   + Performing the ‘Innamorati’ in pairs using gesture, voice and movement * Revise the last two lessons by adding to our mind map of Commedia Dell’Arte.   *Students are reminded that their homework activity on Arlechinno is due.* | | - Website  - Laptops  - Workbooks  - Newspaper |
| **Assessment of Student Learning** | | **Enrichment Activities** | |
| Student learning is assessed through teacher marking of worksheets, workbooks, and peer-feedback on performance. Loafing is discouraged as all students are in pairs or groups. | | **Lesson 4:** **MAKING MASKS – 50 minutes total**  This could occur as a third lesson in the series if the teacher so desires. The opportunity to create student masks will allow students to ensure that a commedia-style mask fits their face snugly for performance. This lesson will enrich their learning of the stock characters as it will engage students more fully in the processes and the creation of a character from the very beginning. | |