

Teacher: Rebecca Klein **Grade and Subject:** Grade 9 Drama **Unit:** Clowning

Lesson Topic: History/ Introduction to Clowning

Lesson Number: 1/6

Overall Expectations:

- C1. Concepts and Terminology: demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;
- C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies;

Specific Expectations:

- C1.2 use correct terminology to refer to the forms, elements, conventions, and techniques of drama
- C2.1 describe the origins and development of various drama forms, elements, conventions, and techniques

Learning Goals:

- Students will be able to use appropriate terminology when referring to the technique of clowning
- Students will be able to summarize the origins of clowning

Success Criteria:

-Students will be able to use the terms Jesters, Roman Clowns, Medieval Jesters, etc in the appropriate context.

-Students will be able to relay & summarize major historical periods of clowning such as during the Roman Empire, Medieval period all the way to the 21st century.

Resources:

- Student's Drama Notebooks
- Writing Utensil
- Blackboard
- Powerpoint (if preferred)

Open Activity. (Warm Up)

Students will walk around the room. This will create a neutral space through scheduled breathing. Once the neutral space is created the instructor will ask the students to visualize in their in mind a clown. At one step at a time, students will create this image through their body. *How does their clown walk? How was their clown act? How does this clown look? Etc.*

Lesson Application.

-The lesson will begin with a video of the beloved Charlie Chaplin.