

A. Title of activity

- Ensemble building

B. Context of the activity

- The class has been working on what it means to be an ensemble and how to effectively communicate and collaborate together as a unit. This will be the next step in that unit.

C. Concepts to be covered

- Students will learn how to collaborate as a group and work together in an ensemble.

D. Lesson Objectives

- Students will be able to work as a cohesive unit to creatively solve problems and/or achieve objectives.

E. SOLs

6.1 The student will build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities. 6.2 The student will describe the use of concentration, discipline, and imagination necessary for theatrical performance. 6.3 The student will use a problem-solving process to create solo and collaborative presentations, using body, voice, and imagination.

F. Materials needed

- For this lesson, I simply need a classroom. Aside from that, students will use their bodies as their tools.

G. Procedure

- **Introduction/Warm up (15 minutes)** – At the start of the lesson, I will begin with a discussion recapping some of the games and activities we have done in the past few weeks that have led up to this class. We will review what an ensemble is and how we work together. I will then give students a choice as to which warm up game they would like to play. If they choose the snaps game, I will focus primarily on eye contact and giving full attention to the other people around the circle. If they choose a sound circle, we will focus primarily on creative noises and working together to build a cohesive soundscape as a group.
- **Implementation of Lesson (30 minutes)** – I will split the class into two different groups and have them do a human knot. They will have to work together to untangle themselves, and I will switch when they are able to speak and when they must be quiet. If they complete this quickly, I will switch the groups up and have them try again with new people, helping to continue building a full ensemble with the entire class. We will then discuss the challenges with untangling.
- **Wrap-up (15 minutes)** – We will end the day with another new game – Links. The students will have a small space to link themselves together in and

then will need to get out one by one without touching anyone. This game helps them get comfortable being physically close to each other and helps them find comfort and safety with each other. It also helps work on special awareness.

H. Modifications for students with special needs

- Although I have no exceptional education students in this specific class, this lesson would be easily adaptable to all sorts of populations. Human knot can be done with elastics that they grab onto instead of hands. Links does not require touching, but I could also extend the space if needed. Students that need prompting can be guided by me, and I can help them find a place towards the outside of the shape where they would feel less enclosed.

I. What could go wrong?

- Some students may not want to jump in right away in the sound circle, and often times they all do the same noises. This class has worked through that before, so with a bit of a push from me I believe they can do it again. Human knot can be dangerous if they do not move slowly enough. Links can also be dangerous if they contort themselves too much or lose their balance.

J. Assessing learning

- My main assessment will be watching the students as they are participating in each activity to see who is grasping the concepts. I will provide side-coaching when needed. We also will have several discussions about the goals of these games/activities in order to reinforce the concepts of working together and listening/accepting everyone's ideas.