

Residency Sample Lesson Plan

Directions: Complete this lesson plan for a sample student residency. Fill out all the areas that apply to your lesson.

Teaching Artist Name	Olisa enrico johonson
Course Title	Archetypes for the actor
Course Type <i>(please check all that apply)</i>	<input checked="" type="checkbox"/> Cultural arts residency <input type="checkbox"/> Integrated arts residency Partnering Course: _____ <i>(For integrated residencies only, name the partnering subject area, i.e. – language arts, math, science, social studies, etc.)</i>
What grade(s) is the residency for?	9-12
Schedule Information	_6_ Number of sessions (6 – 8 total) _2_ Length of each individual session _12_ Total hours

Course Description:

[Share a 2-4 sentence description of the lesson plan summarizing what happens and the purpose of what is happening]

Using guided imagery activities, we will explore archetypes that can be used in to create characters.

Materials & Space:

[List art supplies and space requirements]

Open space suitable for movement, anchor charts, whiteboard, pens/journals for each student, my drum, music player, chime.

Big Idea:

["Big Idea" refers to topics that matter in the classroom and beyond. A big idea will still matter 20 years from now. When developing a big idea ask questions like: What's the point? Why am I doing this? What matters about this learning experience?]

Adding to the toolbox that actors use to create characters

Lesson Objectives and Student Learning Assessment

Provide **two** learning objectives and two assessments for your lesson plan. Be sure to include at least one **21st century learning skill in your objectives** (creative and critical thinking, communication, collaboration, persistence, and growth mindset). See [glossary](#) for more information on 21st century skills.

<p>Learning Objectives <i>What I want my students to know and be able to do.</i></p> <p><i>[This is the heart of teaching and learning. At the end of the day, “What do I want my students to understand? What do I want my students to be able to do?” Think backwards when planning. Start with these questions and let them guide the learning objectives that will inform instructional choices and learning experiences for students.</i></p> <p><i>Line up the “Student Learning Objectives” to the “Assessment Criteria” to create a one-to-one relationship that checks teaching and learning. IF I want my students to know... THEN what I will see and/or hear is...]</i></p>	<p>Assessment Criteria <i>What I will observe in my students – traits that can be seen and/or heard.</i></p> <p><i>[The Assessment Criteria lists the traits that show if a student understands and can apply what is being taught – where they are on the path to learning.</i></p> <p><i>Assessment Criteria is concrete for the instructor and student – it is observable through performance-based work and in written response to work e.g. reflections, graphic organizers, etc.</i></p> <p><i>Assessment criteria and objectives are based on individual students. When looking for the traits that tell you what students know and can do, look at each student as an individual.]</i></p>
<p>Example Objective:</p> <p>Communication – Students will actively listen and observe others.</p>	<p>Example Assessment:</p> <p>Students will make direct and clear eye contact with partner; Wait for partner to finish before speaking; Take time reading and speaking to partner.</p>
<p>1. Students will embody the explored archetypes</p>	<p>1. I will see a physical change and hear a vocal shift during the archetype journey</p>
<p>2. Students will gain confidence by using the mantra “I am who I am, I have the right to be here, I have nothing to prove”</p>	<p>2. I will see a shift in energy, those who are pushing their energy in a bravado will tone it down taking up less space, those who are keeping all of their energy to themselves will open up and take up more space</p>

Vocabulary (optional):

[List the vocabulary that students learn and use in the lesson plan]

Energy, Space, Archetype vs. Stereotype, Imagery, imagination,

Instructions:

[Record the instruction flow – what happens, when, and why with as much detail as needed to deliver the lesson plan and make adjustments based on the students. Do this for just DAY 1.]

Sample DAY 1:

- Opener _Physical and vocal warm up designed to get them ready to explore the benevolent leader archetype, begins with centering and breathing and moves into visualization, and vocal stretching
[Include a way to enter into the learning – transitioning from classroom space to art space. Could be an introduction statement of what will happen that day, an exercise, a ritual to start class, writing warm-up, etc.]
- Activity title and description
- Benevolent leader journey
- Begins with an exploration of individual space and activating imagination
- Students activate their imaginations following prompts and acting out given circumstances.
- They decide as a leader what will be the best choice for their people and for themselves
- They close the journey by writing from the perspective of the archetype
- They follow directions to “step out” of the archetype and stepping into them selves.
- share their writing
- discuss what characters they have seen in media that this archetype could be used for
- practice applying the character to a cold read
[Write bullets or numbers for what will be taught. This is your starting place, as things can and will change in the moment]
- Closer_ Students and reflect on the journey, what they did well and what they can improve upon. _____
[A way to exit the learning plan for the day – transitioning from art space back into end class, etc.]

Remaining Sample Sessions:

[Daily planning and notes about your class – adjust this section to reflect your timeframe, as necessary. For each session, write the daily goal of the day, and sample activities to support it.]

Day	Daily Goal	Supporting Activities
2	Today we add the layer of imaginging we are in a forest in the mountains. We will stretch the imagination by using climate to influence acting choices	Explore the huntress archetype
3	Today we will add the layer of discovery, focused on the innocent child we let go of our imposed perspectives and dive into curiosity and intense observation	Explore the child archetype

4	Today we explore the element of play. Of the unknown. How do we make people laugh?	Explore the trickster archetype
5	Today we explore the element of conviction, of the willingness to work for what you believe in, for your people. What does it mean to work with other warriors to strategize and save the day	Explore the warrior archetype
6	Today we revisit the archetypes we have learned, discuss archetypes we have not visited, how to recognize archetypes in story, how to mix two or more archetypes together to create interesting characters and apply those characters to auditions and cold reads.	Archetype review, mixes and twists