



Australian International Academy of Education  
**Slapstick Comedy (Group 1)**



Collaboration

[Performing Arts 7](#) Year 7 | Arts | Middle Years Programme

**MYP unit planner**



**Unit Title** Slapstick Comedy (Group 1) - [Performing Arts 7](#)

**Teacher(s)** [El-Ashiry, Mohamed; Hotin, Serpil](#)

**Subject and Grade Level** [Performing Arts 7](#) - Arts, Year 7

**Time frame and Duration** (Week 11, 10 Weeks)

**Stage 1: Integrate significant concept, area of interaction and unit question**

<p><b>Area of Interaction Focus</b> Which area of interaction will be our focus? Why have we chosen this?</p>	<p><b>Significant concept(s)</b> What are the big ideas? What do we want our students to retain for years into the future?</p>
<ul style="list-style-type: none"> <li>Health and Social Education</li> </ul> <p>Making choices in terms of: looking after ourselves</p>	<p>↔</p> <p><b>Different people laugh at different things</b></p> <p><b>Key Concept(s)</b> humour mental and physical well-being</p>
<p><b>MYP Unit Question</b></p> <p>How is laughter 'the best medicine'?</p>	
<p><b>MYP Assessment Criteria</b> Which MYP assessment criteria will be used?</p>	<p><b>Assessment</b> What task(s) will allow students the opportunity to respond to the unit questions? What will constitute acceptable evidence of understanding? How will students show what they have understood?</p>
<p><b>MYP: Arts (For use from Jan. /Sept. 2009), MYP Year 5, Assessment Criteria</b> Criterion</p> <ul style="list-style-type: none"> <li>A. Knowledge and understanding</li> <li>B. Application</li> <li>C. Reflection and evaluation</li> <li>D. Personal engagement</li> </ul>	<p><b>Slapstick Comedy scenes (Cr. B)</b> <b>Summative: Performance: Dramatisation</b> Students will perform several slapstick comedy scenes during the unit to practice the structure and elements of slapstick learned.</p> <p><b>Reflection and Evaluation Booklet (Cr. A &amp; Cr. C)</b> <b>Summative: Written: Journal/Diary</b> Students will fill out reflection and evaluation logs, checklists and worksheets throughout the term.</p> <p>Self-assessments, self-evaluations and written reflections will be used to assess Criterion C (R&amp;E), while peer-assessments and peer-evaluations will be used to assess Criterion A (K&amp;U).</p> <p><b>Anecdotal records and checklists (Cr. D)</b> <b>Summative: Other: Teacher Observation</b> These will be used to assess the attitudes and behaviours in the drama classroom, specifically: group co-operation, audience skills, willingness to perform and take risks, neatness and completeness of drama journal, confidence, commitment to classroom rules and procedures.</p> <p><b>Research art-form and present to class</b> <b>Formative: Oral: Presentation</b> Students will be required to conduct some research about slapstick, its elements, and the ways of creating character in slapstick. They will then present their research either as an oral presentation or video/screencast to the class.</p> <p><b>Peer assessments and evaluations</b> <b>Formative: Other: Peer Assessment</b> The students will be required to give each other verbal and written feedback throughout the unit. Verbal feedback will happen after every performance and will be directed towards the group the performed; while written feedback will be given</p>

**MYP Objectives**

Which specific MYP objectives will be addressed during this unit?

**MYP: Arts (For use from Jan. /Sept. 2009), MYP Year 1, A Knowledge & Understanding**

At the end of the first year, students should be able to:

- demonstrate an awareness of the art form studied in relation to some of the contexts that influence their current work
- use some basic language, and have a simple understanding of some of the concepts and processes that support their current work
- express an opinion of the art form studied in the context of their own work.

**MYP: Arts (For use from Jan. /Sept. 2009), MYP Year 1, B Application**

At the end of the first year, students should be able to:

- use ideas and artistic conventions to create, perform and/or present art
- learn skills and develop the techniques and processes needed to create, perform and/or present art, with the teacher's guidance.

**MYP: Arts (For use from Jan. /Sept. 2009), MYP Year 1, C Reflection & evaluation**

At the end of the first year, students should be able to:

- describe the progress they have made so far and identify areas that have been particularly easy or challenging
- identify strengths and weaknesses in their work
- receive feedback constructively.

**MYP: Arts (For use from Jan. /Sept. 2009), MYP Year 1, D Personal engagement**

At the end of the first year, students should be able to:

- show commitment in using artistic processes
- demonstrate curiosity, selfmotivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- recognize that art practices and artworks vary from culture to culture.

**ACARA General Capabilities****ACARA: GC: Literacy Continuum (V 4.1), Level 4 (End of Year 6), Composing texts through speaking, writing and creating**

Use language to interact with others

- use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

Deliver presentations

- plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences

**ACARA: GC: Literacy Continuum (V 4.1), Level 4 (End of Year 6), Word Knowledge**

Understand learning area vocabulary

- use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning

**ACARA: GC: ICT Continuum (V 4.1), Level 4 (End of Year 6), Investigating with ICT**

Locate, generate and access data and information

- locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways

**ACARA: GC: ICT Continuum (V 4.1), Level 4 (End of Year 6), Creating with ICT**

Generate ideas, plans and processes

- use ICT effectively to record ideas, represent thinking and plan solutions

**ACARA: GC: ICT Continuum (V 4.1), Level 4 (End of Year 6), Communicating with ICT**

Collaborate, share and exchange

- select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others

**ACARA: GC: Critical and Creative Thinking Continuum (V 4.1), Level 4 (End of Year 6), Inquiring - identifying, exploring and organising information and ideas**

Identify and clarify information and ideas

- identify and clarify relevant information and prioritise ideas

**ACARA: GC: Critical and Creative Thinking Continuum (V 4.1), Level 4 (End of Year 6), Generating ideas, possibilities and actions**

Seek solutions and put ideas into action

- assess and test options to identify the most effective solution and to put ideas into action

Consider alternatives

- identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions

Imagine possibilities and connect ideas

- combine ideas in a variety of ways and from a range of sources to create new possibilities

**ACARA: GC: Critical and Creative Thinking Continuum (V 4.1), Level 4 (End of Year 6), Reflecting on thinking and processes**

Reflect on processes

- identify and justify the thinking behind choices they have made

**ACARA: GC: Critical and Creative Thinking Continuum (V 4.1), Level 4 (End of Year 6), Analysing, synthesising and evaluating reasoning and procedures**

Draw conclusions and design a course of action

- scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action

Evaluate procedures and outcomes

- evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria

**ACARA: GC: Personal & Social Capability Continuum (V 4.1), Level 4 (End of Year 6), Self-awareness**

Develop reflective practice

- monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

**ACARA: GC: Personal & Social Capability Continuum (V 4.1), Level 4 (End of Year 6), Self-management**

Develop self-discipline and set goals

- analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals

Become confident, resilient and adaptable

- devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety

**ACARA: GC: Personal & Social Capability Continuum (V 4.1), Level 4 (End of Year 6), Social awareness**

Appreciate diverse perspectives

- explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others

**ACARA: GC: Personal & Social Capability Continuum (V 4.1), Level 4 (End of Year 6), Social management**

Work collaboratively

- contribute to groups and teams, suggesting improvements in methods used for group investigations and projects

Develop leadership skills

- initiate or help to organise group activities that address a common need

Communicate effectively

- identify and explain factors that influence effective communication in a variety of situations

Make decisions

- identify factors that influence decision making and consider the usefulness of these in making their own decisions

**Stage 2: Backward planning: from assessment to the learning activities through inquiry.****Content**

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the guiding question?

What (if any) state, provincial, district, or local standards/skills are to be addressed?

How can they be unpacked to develop the significant concept(s) for stage 1?

**ACARA Content Descriptors****ACARA Achievement Standards****Knowledge:**

- define and describe slapstick as a style of comedy
- identify and apply some techniques used in slapstick comedy (the trip, the slip, lazzi, side-fall, collide, stuck, double-take)
- describe the process used to create character in slapstick comedy (the role of: personality traits, costume and status)

**Skills:**

- Apply improvisational skills and characterization skills
- Apply the skills, techniques and processes used to create slapstick comedy performances
- Create slapstick comedy performances
- Reflect on and evaluate their artworks (processes and products)
- Evaluate and express an opinion on their peers' artworks
- Receive feedback constructively
- Apply group cooperation skills and develop better collaborative learning attitudes
- Develop better self-confidence and a higher willingness to take risks
- Develop better appreciation of the arts and better audience etiquette

**IB Learner Profile**

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

- Inquirers
- Thinkers
- Communicators
- Risk-takers
- Reflective

**Approaches to Learning**

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

- Organization Organisation - Time Management: including using time effectively in class, keeping to deadlines
- Collaboration Organisation - Self Management: including personal goal setting, organisation of learning materials
- Communication Collaboration - Working in Groups: including analysing others, respecting others' points of view, using ideas critically
- Information literacy Collaboration - Accepting others: including analysing others' ideas, respecting others' points of view, using ideas critically
- Reflection Collaboration - Personal challenges: including respecting cultural differences, negotiating goals and limitations with peers and teachers
- Thinking Collaboration - Literacy: including reading strategies, using and interpreting a range of content specific terminology
- Transfer Communication - Being informed: including the use of a variety of media
- Communication - Informing others: including presentation skills using a variety of media
- Reflection - Self awareness: including the keeping of learning journals and portfolios, reflecting at different stages of the learning process
- Reflection - Self Evaluation: including the keeping of learning journals and portfolios, reflecting at different stages of the learning process
- Thinking - Generating ideas: including the use of brainstorming
- Thinking - Planning: including story boarding and outlining a plan
- Thinking - Inquiring: including questioning and challenging information and arguments, developing guiding questions, using the inquiry cycle
- Thinking - Applying knowledge and concepts: including logical progression of arguments
- Thinking - Identifying problems: including deductive reasoning, evaluation solutions to problems
- Thinking - Creating novel solutions: including the combination of critical and creative strategies, considering a problem from multiple perspectives
- Transfer - Making connections: including using knowledge, understanding and skills across subjects to create a product or solution, applying

skills and knowledge in unfamiliar situations  
Transfer - Inquiring different contexts: including changing the context of an inquiry to gain various perspectives

### Learning Experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?  
How will students acquire the knowledge and practise the skills required? How will they practise applying these?  
Do the students have enough prior knowledge? How will we know?

### Instructional Strategies & Activities

How will we use formative assessment to give students feedback during the unit?  
What different teaching methodologies will we employ?  
How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

#### Week 1 & 2

- Identify and explain features of slapstick comedy
- Identify some famous examples of slapstick comedy
- Describe the use of costumes, status relationships and personality traits to create character in slapstick comedy
- Assessment: Oral presentation and poster/slideshow/movie about slapstick comedy and its elements.

#### Week 3

- Apply the use of status relationships to create character in slapstick comedy
- Create a short slapstick scene using different status relationships
- Practice reflection and evaluation in drama

#### Week 4

- Apply the use of personality traits to create character in slapstick comedy
- Create a short slapstick scene highlighting different personality traits
- Practice reflection and evaluation in drama

#### Week 5

- Apply the use of costumes to create character in slapstick comedy
- Create a short slapstick scene using different costume pieces to create humour
- Practice reflection and evaluation in drama (peer and self)

#### Week 6

- Apply the slapstick comedy techniques to create humour in scenes (the trip, slip, collide, stuck, double-take, lazzi)
- Reflect on and evaluate our own artwork
- Practice peer assessment and peer evaluation in drama

#### Week 7

- Assessment: Teacher assessment of MYP criteria and feedback to students given in drama booklet/journal (for the purposes of report-writing)

#### Week 8 - 10

The final three weeks of the course (after report-writing) are mainly focused on practicing and building improvisation skills through playing TheatreSports and drama games.

#### Week 1 & 2

- Warm-ups and drama games
- Reflection/debrief
- Discuss UOW (significant concept, area of interaction, and MYP Unit Question)
- Set goals for term in drama journal
- Research task and group presentations (over two weeks)

#### Week 3

- Warm-ups
- Debriefing + Recap
- Slapstick scene (status relationships)
- Four-sentence reflection in drama journal

#### Week 4

- Warm-ups
- Debriefing + Recap
- Slapstick scene (personality traits)
- Four-sentence reflection in drama journal

#### Week 5

- Warm-ups
- Debriefing + Recap
- Slapstick scene (costumes)
- Peer-assessment in drama journal (during performances)
- Self-assessment in drama journal (after performances)

#### Week 6

- Warm-ups
- Debriefing + Recap
- Slapstick scene (techniques)
- Peer-evaluation in drama journal (during performances)
- Self-evaluation in drama journal (after performances)

#### Week 7

- Warm-ups
- Debriefing + Recap
- Assessment: Teacher assessment of MYP criteria and feedback to students given in drama booklet/journal (for the purposes of report-writing)

#### Week 8 - 10

The final three weeks of the course (after report-writing) are mainly focused on practicing and building improvisation skills through playing TheatreSports and drama games.

### Differentiated learning

- the tasks are designed to incorporate writing, oral delivery, reflection, group work and performance so already cater for all learning styles  
- clear outcomes-based teaching, focused learning-objectives and peer-support systems will support those with special education needs  
- in the drama process, some students who may find performing too daunting can step into the roles of writers or directors for their group/theatre-company

### Resource(s)

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

- iPad
- Burton, B., Making Drama, Longman House, 1995

- Overhead Projector Burton, B., Creating Drama, Longman House, 1996
- White Board Touelle, L., McNamara, M., Performance, Harcourt Education, 1998  
Clausen, M., Centre Stage, Harcourt Education, 2004  
Johansen, M., 101 Theatre Games, Classics With A Twist, 1994  
Chiert, J., Hunsberger, B., All you need to teach drama, Macmillan Teacher Resources, 2004  
Prince, N., Jackson, J., Exploring Theatre, Glencoe-McGraw Hill, 2004  
<http://www.dramanotebook.com>  
<http://www.teachit.co.uk/armoore/drama/drama.htm>

**Ongoing reflections and evaluation**

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**Unit Reflections**

In keeping an ongoing record, consider the following questions. There are further stimulus questions in the unit planning section of *MYP: From principles into practice*.

**Students and teachers**

What did we find compelling? Was our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect - both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

**Possible connections**

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

**Assessment**

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

**Data collection**

How did we decide on the data to collect? Was it useful?

2012:

This unit of work has been very engaging for the students, particularly the clips used at the beginning of the unit and the process of explaining what slapstick comedy is

The drama process task at the end was a huge success but needs to start earlier on during the unit as most of the process was after reports have been written

I much prefer getting criterion A out of the way at the beginning of the unit to allow for the more practical sides: application and reflection & evaluation

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