

INTEGRATING DRAMA INTO ENGLISH (LITERATURE)

PURPOSE:

In the literature strand of the Australian Curriculum students will be encouraged to describe and explore the events and characters in literary texts and develop personal responses to the texts, create their own narratives and draw on their experiences with literature. The following lessons have been designed to present practical ideas which may be adapted to suit a variety of lower primary year levels on how to use drama for this purpose. Note: all lessons may be taught by the primary classroom teacher alone or co-operatively with another teacher such as a drama specialist or Teacher-Librarian. They have been designed for Year 1 or 2 students with little or no prior experience with drama.

Most lessons should be approximately 30 minutes in length. Each of the ten lessons uses an award winning picture book as the pretext for exploring an issue or themes within the story. They are:

Possum Magic by Mem Fox, *Max* by Bob Graham, *Silly Billy* by Anthony Browne, *Ernie dances to the didgeridoo* by Alison Lester, *The important Things* by Peter Carnavas, *Tom Tom* by Rosemary Sullivan, *Pearl Barley and Charlie Parsley* by Aaron Blabey, *Old Magic* by Allan Baillie, *Shake a Leg* by Boori Pryor, and *A True Person* by Gabiann Marin

CONTEXT:

Setting the scene: deep understandings, background information, key questions

This unit will engage students in **story drama** using quality picture books by familiar well known authors and illustrators. As a whole class, in small groups and in pairs students will gradually partake in a non-threatening way through a series of 'games' designed to give them a deep understanding of the concept of story drama, dramatic elements and conventions.

How can we use drama to introduce concepts such as co-operation, friendship, families, feelings, immigration or cultural differences? What elements and conventions of drama will enable students to explore these concepts in a safe environment?

These lessons are designed to target the following **English Achievement Standards**: receptive modes (**listening, reading and viewing**) and productive modes (**speaking, writing and creating**). Each lesson has multiple opportunities to increase literacy and numeracy skills.

Drama Essential Learnings by the end of Year 3

Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

- Role can be established using movement, voice, performance space, cues and turn-taking
e.g. pretending to be someone else within a given or original story.
- Purpose and context are used to shape roles, language, place and space to express ideas
e.g. pretending to be a ringmaster within a circus scene.
- Dramatic action is structured by being in role and building storydramas
e.g. developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and sharks.

Lesson 1: <u>INTRODUCTION TO DRAMA</u>			
Content Description: a lesson designed to introduce beginning students to drama and group skills. The lesson may be used as an enhancing activity for a thematic unit on celebrations, friendship, values such as giving and sharing.			
Specific Learning Objectives for this Lesson: students will be: 1. introduced to elements of role, relationships, situations and place 2. participating and co-operating in group roleplay and acceptance of the fiction within the drama context 3. learning conventions of in and out of role and maintaining role 4. accepting performance space and being seen and heard in the space 5. accepting audience space and required manners 6. able to give oral reflections on drama when prompted by teacher			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Birthday celebrations Presents, party Audience space, performance space, drama circle, “freeze”, role play	
Resources: (Concrete) small stuffed toy, book – <i>Possum Magic</i> by Mem Fox			
Time in mins	Phases of sequenced activities	Group organisation / safety considerations	Gathering evidence

15 mins	<p><u>Orientate:</u> Read <i>Possum Magic</i> in storytelling mode (students gathered around teacher in <i>story chair</i>. Talk about birthday parties (food, drink, presents, games). Show students how to form a drama circle (all students sitting down on the carpet in a circle in a short amount of time – try to decrease time to 5 seconds). Use counting to make it a game. The stuffed toy is passed around the circle and students have to address the toy, eg; Hello Snoopy. My name is Explain concept of drama as pretending to be someone or something else. Split students into pairs. Student A to find a friend and invite them to a birthday party. Student B must accept. Go around the circle and say what food they will bring to the party. Then what present they will bring.</p>	Students seated on carpet in front of teacher	
10 mins	<p><u>Enhance:</u> Teacher to model what games could be played at the party. Form students into 6 groups. Each group decides on one party game and acts out playing that game (<i>simple role play</i>). Any groups who wish can show their game to the rest of the class. Explain concept of audience manners ie; watching, listening and not talking during performance. Explain concept of the performance space ; a cleared area in front of the audience space.</p>	Students moving around the space. Remind them of safety considerations.	
5 mins	<p><u>Synthesise:</u> Students give positive oral responses as audience to the scenes with prompting from the teacher. Eg; <i>Could we tell what the game was? What were the drama skills that the performers used that allowed us to see that?</i> Answers will allow teacher to see which students have an understanding of drama. Eg; <i>They used the right language for the game.</i> <i>They were using the performance space so that I could see and hear all of them.</i> <i>They didn't stand with their back to the audience or block each other.</i></p>	Students seated on carpet in front of teacher	Anecdotal notes
<p>Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.</p>			

Lesson 2: <u>FREEZE FRAMES</u>			
Content Description: a lesson designed to introduce beginning students to the dramatic convention of freeze frames to highlight strategic points in the drama. This lesson may be used as an enhancing activity for a thematic unit on the concept of differences in family living within Australia (cultural differences and environmental differences) and the concept of numeracy – following ordering directions, counting.			
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations and place 2. participating and co-operating in group roleplay, freeze frames, acceptance of the fiction within the drama context 3. learning conventions of in and out of role and maintaining role 4. accepting performance space and being seen and heard in the space 5. accepting audience space and required manners 6. able to give oral reflections on drama when prompted by teacher			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Aboriginal culture Outback Australia Following directions freeze frame	
Resources: (Concrete) book - <i>Tom Tom</i> by Rosemary Sullivan, pictures laminated from another copy of the book			
Time in mins	Phases of sequenced activities		Group organisation/ safety consideration
10 mins	<u>Orientate:</u> Read <i>Tom Tom</i> . in storytelling mode (students gathered around teacher in <i>story chair</i> . Remind students how to form a <i>drama</i>		Students seated on
			Gathering evidence

	<p>circle (all students sitting down on the carpet in a circle in a short amount of time – try to decrease time to 5 seconds). Use counting to make it a game. Whole class to take part in simple role play (walk to Lemonade Springs – through the long grass, over the big rocks, across the gully, down the sand bank, into the water).</p>	<p>carpet in front of teacher</p> <p>Students moving around the space. Remind them of safety considerations</p>	
15 mins	<p>Enhance: Drama Circle. Divide class into 4 groups. Each group to practice and present a freeze frame of a different scene from the book to the rest of the class as the audience. (1. swinging into water and swimming, 2. making damper and painting, 3. washing in the tub, 4. sitting in the bark cubby house and making a fire). Remind them of audience manners and use of performance space.</p>	<p>Students in groups throughout the space and then in performance space</p> <p>Remind them of safety considerations</p>	
5 mins	<p>Synthesise: Students give positive oral responses as audience to the freeze frames with prompting from the teacher. Eg; <i>Could we tell what the scene was? Did it look like the picture in the book?</i> <i>What were the drama skills that the performers used that allowed us to see that?</i> Answers will allow teacher to see which students have an understanding of drama. Eg; <i>They were using the performance space so that I could see all of them.</i> <i>They used different levels. They stayed still, didn't move or talk.</i></p>	<p>Students seated on carpet in front of teacher</p>	<p>Anecdotal notes</p>
<p>Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.</p>			

Lesson 3: <u>ROLE PLAY</u>			
Content Description: a lesson designed to introduce beginning students to the dramatic convention of simple role play in drama. This lesson also enables English – oral literacy– speaking to an audience and questioning and answering techniques to elicit information. Lesson may be used as an enhancing activity for a thematic unit on friendship and the concept of acceptance of differences and similarities in personalities.			
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations and place 2. participating and co-operating in paired roleplay, mime, acceptance of the fiction within the drama context 3. learning conventions of in and out of role and maintaining role 4. accepting performance space and being seen and heard in the space 5. accepting audience space and required manners 6. able to give oral reflections on drama when prompted by teacher			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Friendship Differences similarities role play mime	
Resources: (Concrete) book – <i>Pearl Barley and Charlie Parsley</i> by Aaron Blabey			
Time	Phases of sequenced activities	Group	Gathering

in mins		organisation/ safety consideration	evidence
10 mins	<p>Orientate: <i>Warm-up game: Mime:</i> explain that mime is exaggerated body language and facial expression with no sound. Each student finds a partner who must not be a friend or someone they know well. They have to mime an activity they can do well and see if their partner can guess. Then they swap. Read <i>Pearl Barley and Charlie Parsley</i> in storytelling mode (students gathered around teacher in story chair. Remind students how to form a drama circle. Question to find the theme. Discuss how they are different/ the same. <i>What if we were exactly the same? What does the story tell us about being friends? Theme?</i> Answers should include: Differences make being friends interesting and fun.</p>	<p>Students seated on carpet in front of teacher</p> <p>Students moving around the space. Remind them of safety considerations</p>	
15 mins	<p>Enhance: In Drama circle, split students into pairs – ask them to choose a classmate who is not usually their friend. They are to practice role playing a scene from the story. Ask for volunteers to show their simple role play with the rest of the class as audience. Prompt with Reflection questioning ie: <i>Could we see what was happening?</i> Find a different partner and ask what they like/ don't like to find things that are the same/ different to them. Choose volunteers to come to the front of the class and present simple role play that will show the audience something the same and something different about themselves.</p>	<p>Students in groups throughout the space and then in performance space</p> <p>Remind them of safety considerations</p>	
5 mins	<p>Synthesise: Students give positive oral responses as audience to the Simple role plays with prompting from the teacher. Eg; <i>Did they use clear loud voices to give us information?</i> <i>What were the drama skills that the performers used that allowed us to see their differences, similarities?</i> Answers will allow teacher to see which students have an understanding of drama. Eg; <i>They were using the performance space so that I could see them. They used a loud , clear voice.</i></p>	<p>Students seated on carpet in front of teacher</p>	<p>Anecdotal notes</p>
<p>Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.</p>			

Lesson 4: <u>MOVEMENT (using music and levels)</u>	
Content Description: a lesson designed to reinforce dramatic convention of freeze frame and elements of movement, characters and levels. To introduce the students to the concept of integration of <i>The Arts</i> (drama, dance and music). This lesson may be used as an enhancing activity for a thematic unit on cultural or intergenerational differences, immigration, acceptance of differences, comparisons of life in other countries, family relations or giving and sharing or feelings.	
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, character, relationships, situations, movement, place and levels. 2. participating and co-operating in freeze frames, acceptance of the fiction within the drama context 3. learning conventions of in and out of role, writing–in–role and maintaining role 4. accepting performance space and being seen and heard in the space 5. accepting audience space and required manners 6. able to give oral reflections on drama when prompted by teacher	
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.	Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.
Prior Knowledge: no drama knowledge required.	Vocabulary: Asian culture and environment Family relationships Feelings Grandparents Movement Writing-in-role
Resources: (Concrete): book - <i>Old Magic</i> by Allan Baillie, 4 Scenario Cards: 1. The Lions in the Sky, 2. Eating at the night market, 3. Chasing goats through the village streets, 4. Fishing on the river with Kakek. (Electronic) sample “flying” music on CD player or laptop or through interactive whiteboard.	

Time in mins	Phases of sequenced activities	Group organisation/ safety consideration	Gathering evidence
15 mins	<p>Orientate: Students to play <i>Dragon, tiger, snake levels statue game</i> (pretend to be a tall, fierce, fire-breathing dragon in the sky, a medium sized fierce tiger sneaking through the jungle, or a low snake slithering in the grass). Read <i>Old Magic</i>.in storytelling mode (students gathered around teacher in <i>story chair</i>. Remind students how to form a <i>drama circle</i>. Question to find the theme – cultural differences, intergenerational differences.</p> <p>In <i>Drama circle</i> split class into 5 groups. Each group is given a picture from the book to recreate in a <i>freeze frame</i> – a scene from the village – What the “top” remembers. Remind them of freeze frame convention. Teachers to rotate around groups to offer advice / suggestions. Remind them to make use of different levels. Each group to then present to the rest of the class as the audience. Students give positive oral responses as audience to the freeze frames with prompting from the teacher. Eg; <i>Could we tell what the scene was? Did it look like the picture in the book? What were the drama skills that the performers used that allowed us to see that? Answers will allow teacher to see which students have an understanding of drama. Eg; They were using the performance space so that I could see all of them. They used different levels. They stayed still, didn’t move or talk.</i></p>	<p>Students seated on carpet in front of teacher</p> <p>Students in groups throughout the space and then in performance space</p> <p>Remind them of safety considerations</p>	Collect writing in role sheets
10 mins	<p>Enhance: In Drama Circle, Ask students to choose which role they would like to become; Mum, Kakek or Omar in different scenarios. Students to choose one of the following questions to answer in written sentences as their character.</p> <ol style="list-style-type: none"> 1. <i>How is Mum feeling when Omar locks himself in his room.</i> 2. <i>How is Kakek feeling when Omar tells him, “nobody does that anymore”</i> 3. <i>How is Omar feeling when Kakek says “Let us swallow the sun”</i> 4. <i>How is Omar feeling when Kakek says, “What has happened to you”</i> 5. <i>How is Omar feeling when Kakek says, “You remember nothing”</i> 6. <i>How is Kakek feeling when Omar gives him the present.</i> <p>Ask volunteers to read out their character thoughts in the voice of their Character. What skills did the students show? Eg; <i>Speaking with different voice and tone for Kakek.</i></p>	Students at desks	
5 mins	<p>Synthesise: Split class into 2 groups. Teacher to play music. Each group to join together to become a large <i>Dragon Kite</i> flying through the space. Each group presents their kite to the other half of the class. Back in <i>drama circle</i>, students discuss use of music and movement to enhance drama and make it more interesting.</p>	<p>Students throughout the performance space</p> <p>Remind them</p>	Anecdotal notes

		of safety considerations	
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Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.

Lesson 5: <u>ROLE PLAY</u>			
Content Description: a lesson designed to reinforce dramatic convention of role play and develop skills of imagination and acceptance of the fiction. To reinforce the concept of integration of <i>The Arts</i> (drama, dance and music). This lesson may be used as an enhancing activity for a thematic unit on the concept of individuality in children and acceptance of differences and developmental issues, or the concept of heroes.			
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations, movement, place. 2. participating and co-operating in using imagination, acceptance of the fiction within the drama context and using props 3. learning conventions of in and out of role and maintaining role 4. accepting performance space and being seen and heard in the space			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Individual differences Developmental differences Family relationships Grandparents Superheroes	
Resources: (Concrete): book - <i>Max</i> by Bob Graham, Red Cape for Max to wear, variety of simple props or costumes as symbols ie; bunny ears, cat ears, aprons, ties, hats, handbags, caps, other super hero costumes, baby rattles etc. (Electronic) sample “flying” music on CD player or laptop or through interactive whiteboard.			
Time	Phases of sequenced activities		Group Gathering

in mins		organisation/ safety consideration	evidence
10 mins	<p>Orientate: Read <i>Max</i> in storytelling mode (students gathered around teacher in <i>story chair</i>. Remind students how to form a <i>drama circle</i>. Question to find the theme – <i>Why is Max a super hero? What are his special qualities?</i> Answers: everyone develops in their own time, everyone is good at different things. Choose a student to become Max. They wear the cape and move around the room to the flying music as if flying. They choose others to hold hands with them and become Max’s friends. Back in the Drama Circle, the teacher tells a story about a little bird that Max has saved. The imaginary bird is passed around the drama circle for each student to hold. Teacher to observe for assessment. How do they respond? Do they accept the fiction and use imagination?</p>	<p>Students seated on carpet in front of teacher</p> <p>Students moving around the space. Remind them of safety considerations</p>	Observation notes
15 mins	<p>Enhance: In <i>Drama circle</i> split class into 6 groups. Each group to work co-operatively to decide what animal Max is going to save. One student to become Max and the others to become an animal he saves or a family member. Teacher explains and shows the props. They each choose a costume or prop to symbolise their character. Explain that every character must say something in role to Max. Each group to show their scene to the rest of the class (who are the audience). Audience to respond. Teacher to lead discussion – Could we all be heroes? What special qualities would we like to have? Brainstorm suggestions. In small groups, each student has to choose a super human and a human quality and practice <i>simple role play</i> with themselves in role as a character with those attributes.</p>	<p>Students in groups throughout the space and then in performance space</p> <p>Remind them of safety considerations</p>	
5 mins	<p>Synthesise: Students give positive oral responses as audience to the Simple role plays with prompting from the teacher. Eg; <i>Did they use clear loud voices to give us information? Could we tell what their super human qualities were?</i></p> <p><i>What were the drama skills that the performers used that allowed us to see this?</i> Answers will allow teacher to see which students have an understanding of drama. Eg; <i>They were using the performance space so that I could see them. They used a loud, clear voice.</i></p> <p>Discuss positive qualities that we all possess ie; are we all heroes in our own way? Students hand back the props.</p>	<p>Students seated on carpet in front of teacher</p>	<p>Anecdotal notes</p> <p>On observation checklist</p>
<p>Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.</p>			

Lesson 6: <u>VOICE (using puppet theatre)</u>	
Content Description: a lesson designed to introduce the dramatic convention of puppet play and develop skills of imagination and acceptance of the fiction. This lesson may be used as an enhancing activity for a thematic unit on the concept of worries and fears or to introduce the concept of problems and strategies for positive solutions.	
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations, movement, place. 2. participating and co-operating in using imagination, acceptance of the fiction within the drama context 3. learning conventions of puppet play 4. accepting performance space and being seen and heard in the space 5. accepting audience space and required manners 6. able to give oral reflections on drama when prompted by teacher	
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.	Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.
Prior Knowledge: no drama knowledge required.	Vocabulary: Puppets puppet theatre puppet stage worries, fears performance
Resources: (Concrete): book - <i>Silly Billy</i> by Anthony Browne, collection of coloured pencils, stickers with stripes, dots, paddle pop sticks for each student, cardboard sheets with outline of doll shape for each student (ready-made puppets can be used instead if necessary). Glue guns for teacher to attach paddle pop sticks. Puppet theatre - ready-made or a desk or table with a long cloth over it to hide students crouched behind it.	

Time in mins	Phases of sequenced activities	Group organisation/ safety consideration	Gathering evidence
15 mins	<p>Orientate: Teacher to explain and demonstrate statue levels game: <i>Giant/ Wizard/ Elf.</i> (Giant – tall with hands up high in air, Wizard – slightly bent over with hands out in front, Elf- crouched down low with fingers to make pointy ears.) Students must stand still when making statue. Teacher to call out Giant/ Elf/Wizard at random and students to respond by making a statue as explained. Read <i>Silly Billy</i> in storytelling mode (students gathered around teacher in <i>story chair.</i></p> <p>Ask students what the theme is. (Everyone has worries and should find ways to deal with them). Hand out small card outlines of a person for each student.</p> <p>Ask students to turn them into Worry Dolls by adding some colours – stripes, dots etc. (allow only 5 minutes for this activity). Students to give their worry doll a name and think about a worry that they might have. Teacher to attach paddle pop sticks to the back of each doll using glue guns. Enlist help from Teacher Aide for this. Lesson may need a break so that puppets can dry. You can use ready-made puppets instead if necessary.</p>	<p>Students seated on carpet in front of teacher</p> <p>Students moving around the space. Remind them of safety considerations</p> <p>Teacher only to use glue gun</p>	Observation notes
10 mins	<p>Enhance: In <i>Drama circle</i> explain concept of a puppet play. Explain drama skills required for a puppet play – extra loud voice for character, puppet but not puppeteer being seen. Teacher to demonstrate puppet skills by becoming a character with a worry that they might have eg; Mum getting sick.</p> <p>Split students into groups of three, students to present their <i>puppet play</i> on the stage of the puppet theatre by talking as their puppet character as they crouch behind the puppet theatre. Their character states what their worry is. The rest of the students are the audience. Students can take home the puppet at the end of the lesson or they can be displayed in the classroom.</p>	<p>Students in groups throughout the space and then in performance space</p> <p>Remind them of safety considerations</p>	
5 mins	<p>Synthesise: Students give positive oral responses as audience to the Simple role plays with prompting from the teacher. Eg; <i>Did they use clear loud voices so that we could hear each character?</i></p> <p><i>What were the puppeteer skills used that allowed us to see the puppets?</i></p> <p>Answers will allow teacher to see which students have an understanding of drama. Eg; <i>They were using the puppet stage so that I could see the puppets. They used a loud, clear voice.</i></p> <p>Discuss worries that we all possess and strategies for dealing with them.</p>	<p>Students seated on carpet in front of teacher</p>	<p>Anecdotal notes</p> <p>On observation checklist</p>
<p>Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.</p>			

Lesson 7: <u>GETTING INTO CHARACTER (using <i>Role-on-the-Wall</i> and <i>Mime</i>)</u>			
Content Description: a lesson designed to introduce the dramatic conventions of role-on-the-wall and mime to strengthen characterisation. This activity focuses on group work and enhances oral literacy through sharing of information about characters and themselves. Lesson may be used as an enhancing activity for a thematic unit on the importance of objects as symbols in family culture.			
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations, place 2. learning conventions of mime and role-on-the-wall 3. able to give oral reflections on drama when prompted by teacher			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Mime Role-on-the-wall	
Resources: (Concrete): Book – <i>The Important Things</i> by Peter Carnavas. 6 Large outlines of a person on an A2 chart or butchers paper.			
Time in mins	Phases of sequenced activities	Group organisation/ safety consideration	Gathering evidence
15 mins	<u>Orientate:</u> Read <i>The Important Things</i> . in storytelling mode. Discuss <i>Mime</i> (exaggerated expression using body and face but no sound). Ask for 5 students to volunteer to <i>Mime</i> being Mum each doing one of her jobs. The rest of the students are the audience. Teacher questions audience. Students give positive oral responses as audience to the mimes with prompting from the teacher. Eg; <i>How did they use body language and facial expressions to show what they were doing? Can the audience guess what the jobs are? Do they seem believable? Why?</i>	Students seated on carpet in front of teacher Students moving around the space. Remind them	Observation notes

	Answers will allow teacher to see which students have an understanding of mime.	of safety considerations	
10 mins	<p>Enhance: Explain <i>Role-on-the-Wall</i> activity. Teacher models activity by completing a <i>Role-on the-Wall</i> chart for Mum using information supplied by students. Students in 5 groups complete a <i>role-on-the-wall</i> chart for Dad. This can be transposed onto one chart. Both charts can be displayed in room.</p> <p>Choose 4 volunteers to <i>Mime</i> Dad using one of his important things. Can the audience guess what the jobs are? The rest of the students are the audience. Reflecting on activity – do they seem believable? Why?</p> <p>Discuss important objects in the student’s lives. Teacher to lead discussion. Students to <i>Mime</i> using an important object.</p>	<p>Students in groups at desks and then in performance space</p> <p>Remind them of safety considerations</p>	Collect role on the wall charts
5 mins	<p>Synthesise: Students give positive oral responses as audience to the mimes with prompting from the teacher. Eg; <i>How did they use body language and facial expressions to show what they were doing?</i></p> <p>Answers will allow teacher to see which students have an understanding of mime.</p> <p>Discuss objects that we all possess and what they mean to us.</p> <p>Follow-up oral literacy activity: Students could bring in an object (or photo or written description) to share and discuss why it is important to them. Alternative could be an object that is important to their parents/ carers/ grandparents.</p>	Students seated on carpet in front of teacher	<p>Anecdotal notes</p> <p>On observation</p> <p>Checklist</p>
<p>Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.</p>			

Lesson 8: <u>MOVEMENT</u>			
Content Description: a lesson designed to introduce the dramatic conventions of movement to show characterisation. This lesson focuses on group work and enhances English literacy through oral discussions. Lesson may be used as an enhancing activity for a thematic unit on different cultural groups in Australia, cultural differences and similarities.			
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations, place and movement 2. learning conventions of role play 3. able to give oral reflections on drama when prompted by teacher			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Aboriginal Culture and language Movement Italian Culture and language	
Resources: (Concrete): Book – <i>Shake a leg</i> by Boori Pryor. Pictures of scenes from another copy of the book (Electronic): Indigenous sounding music on CD Player or laptop.			
Time in mins	Phases of sequenced activities	Group organisation/ safety consideration	Gathering evidence
10 mins	<u>Orientate:</u> Read <i>Shake a leg</i> in storytelling mode. Sort students into 5 groups. Each group to practice moving as a different animal (Eagle/ Kangaroo/ Kookaburra/ Snake/ Butterfly). Bring back the groups to each show their animals to the rest as audience. Question audience: <i>How did they use different movements to show their animal?</i>	Students seated on carpet in front of teacher Students moving	Observation notes

		around the space. Remind them of safety considerations	
15 mins	Enhance: Look at Crocodile and Boy scene. Sort students into pairs. A to be the crocodile and B to be the boy who is fishing. They are to role play that scene from the story. Choose volunteers to show the rest of the class. Discuss how they would show that scene as a <i>movement</i> instead. Half class to practice movements as crocodiles and half to practice movements as the boy then both halves join together. Look at Honeybee scene. In groups of 5 students practice hunting for honey and being stung. Some groups to show their scenes to the rest as audience. Then discuss how that could be turned into a <i>movement</i> instead. They practice and present the movement scenes to music.	Students in groups throughout the space and then in performance space Remind them of safety considerations	
5 mins	Synthesise: Students give positive oral responses as audience to the Movement scenes with prompting from the teacher. Eg; <i>How did they use body language and facial expressions to show what they were doing?</i> Answers will allow teacher to see which students have an understanding of movement. Discuss the differences between showing the scenes as role play and as movement. Can students compare and contrast by giving oral examples?	Students seated on carpet in front of teacher	Anecdotal notes On observation Checklist
Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.			

Lesson 9: <u>IMPROVISATION</u>			
Content Description: a lesson designed to introduce the dramatic convention of improvisation. This activity focuses on performing skills. This lesson may be used as an enhancing activity for a thematic unit on different cultural groups in Australia, a study on outback Australia (Northern Territory) or as a comparison study of rural/urban Australian life.			
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations, place and movement 2. learning conventions of improvisation 3. able to give oral reflections on drama when prompted by teacher			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Aboriginal Culture and language Improvisation Northern Territory outback Australian culture	
Resources: (Concrete): Book – <i>Ernie dances to the didgeridoo</i> by Alison Lester. 6 Animal pictures, cards with pictures of characters from another copy of the story, (Electronic): Indigenous sounding music on CD Player or laptop.			
Time in mins	Phases of sequenced activities	Group organisation/ safety consideration	Gathering evidence
10 mins	Orientate: Play <i>Follow the leader</i> game. Appoint 6 leaders and form teams behind each leader. Give each leader a card with a picture on it. They are to roleplay being that animal and the rest of the team must imitate them. Read <i>Ernie dances to the didgeridoo</i> in story mode.	Students seated on carpet in front of teacher Students	Observation notes

		moving around the space. Remind them of safety considerations	
15 mins	Enhance: Explain <i>Improvisation</i> . Students will take it in turns to act out a given scene without any preparation. They will talk and move as those characters. Form <i>Drama Circle</i> . Students in pairs to volunteer to come out to middle of circle, choose a card from the stack and act out the roles on the card. Teachers to help. Repeat until all students have had at least one turn.	Students in groups throughout the space and then in performance space Remind them of safety considerations	
5 mins	Synthesise: Students give positive oral responses as audience to the roleplays with prompting from the teacher. Eg; <i>How did they use their voice and body to show what they were doing? Were their voices clear and loud? Could they all be seen by the audience?</i> Answers will allow teacher to see which students have an understanding of performance skills. Discuss cultural differences / similarities between outback Aboriginal children and children from our school. What is the theme of the story? (There are similarities / differences in cultures within same country).	Students seated on carpet in front of teacher	Anecdotal notes On observation Checklist
Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.			

Lesson 10: <u>MIME</u>			
Content Description: a lesson designed to introduce the dramatic convention of mime. This activity focuses on recognition of different emotions and feelings. This lesson may be used as an enhancing activity for a thematic unit on acceptance of cultural differences, refugees, different cultural groups in Australia, immigration, families, feelings and emotions, senses or change.			
Specific Learning Objectives for this Lesson: students will be: 1. learning elements of role, relationships, situations, place 2. reinforce convention of mime 3. able to give oral reflections on drama when prompted by teacher			
Ways of working: Students are able to: • select ideas for drama using arts elements and languages • create and shape drama by combining elements to express personal ideas, feelings and experiences • practise drama using interpretive and technical skills • present drama to familiar audiences, using drama techniques, skills and processes • follow guidelines to apply safe practices • respond to drama and describe initial impressions and personal interpretations, using drama elements and languages • reflect on learning to identify new understandings.		Knowledge and Understanding Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.	
Prior Knowledge: no drama knowledge required.		Vocabulary: Mime Emotions Refugee Detention Centres Immigration Cultural Differences	
Resources: (Concrete): Book – <i>A True Person</i> by Gabiann Marin, Pictures of objects eg; (lemon, balloon, jewellery, chicken, seeds, flower, worm, cake, kitten, card etc.), set of emotions cards (pictures of faces with different expressions – happy, sad, excited, jealous, angry etc).			
Time in mins	Phases of sequenced activities	Group organisation/ safety consideration	Gathering evidence
10 mins	<u>Orientate:</u> Read <i>A True Person</i> in story mode. Refer to various parts of the story. Discuss <i>Emotions</i> . What would Zallah be feeling now? Ask students to choose the correct emotion response card. Question students	Students seated on carpet in front	Observation notes

	and remind them of techniques of mime. <i>What do we use to show this emotion?</i> – Body Language and facial expression.	of teacher	
15 mins	Enhance: Discuss <i>Mime</i> . Students as whole class to demonstrate the appropriate facial expression and body language for each marked page. <i>How does your body show feeling sad, lonely, angry? What do the mouth, eyes, arms do?</i> Point out students who are demonstrating the emotion well. Repeat with each marked page. Discuss what it would be like to be Zallah and leave behind your family and friends to travel to a new country. <i>Would it be easy to have all those different feelings?</i> Discuss <i>Senses</i> : Re-look at the book. Discuss the senses Zallah used – sight, hearing, touch, taste, smell. Show students the stack of pictures in the centre of the drama circle. Students are to volunteer to come into the centre and choose one picture. When they turn over the picture they are to react to the picture as if it was the real object. They are to use body language and facial expression to show an emotion.	Students in groups throughout the space and then in performance space Remind them of safety considerations	
5 mins	Synthesise: Can students give positive oral responses as audience to the mimes without prompting from the teacher? Reflect on the activities and how mime enhances drama. Respond to the activities by discussing what senses they would have been using if they were holding the real object.	Students seated on carpet in front of teacher	Anecdotal notes On observation Checklist
Assessment Techniques and Instruments: video or flip camera can be used each week to film students for evidence and later assessment.			

