Sample lessons from Drama years 5 -6 Band - *Are you ready for the Quest?*

1. **Introduction:**
2. **Main features of the unit**
3. **Contents**
   a. Teaching and Learning Sequence
   b. Resources: posters, instruction cards, slideshows; photos, fabric, costumes, crayons
   c. Lessons plans: key ideas, goals, sequence of learning
   d. Content descriptions
   e. Feedback notes
   f. Achievement standards

1. **Workshop outline:** 2020 is the year of the implementation of the Australian Curriculum in Queensland (ACIQ). It’s time to EMBRACE it NOW! In this practical workshop you will be engaged in a unit of work - making and responding to scenes from a Quest drama. The unit is based on a wordless picture book and uses and adapts a teaching and learning sequence developed by the C2C Drama Team for years 5 to 7. Participants will take away this exemplar, which they can adapt and implement, in their classroom.

2. **Main features of the unit**
   - Primary – junior secondary drama
   - Use ACARA content descriptors for drama for planning and sequencing the unit
   - Partner/ cross arts unit which integrates: DRAMA, DANCE, VISUAL ART, MUSIC, MEDIA STUDIES and ENGLISH
   - Using warm up games to introduce specific, related drama skills.
   - Using the elements of drama posters to teach and illustrate drama knowledge
   - Breaking up the action in the scene
   - Modeling and practising the movements and rehearsing the scenes
   - Recording the blocking and movements on a sheet
   - Enhancing the performance with costumes, props and music
   - Providing resources for the classroom teacher to use during school visits
   - Using the Feedback cycle: improvise, review, rehearse, share, record, give feedback (general and specific)
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<th>Key Idea/Content descriptions</th>
<th>Example Learning Opportunities</th>
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| The Pretext | Explore dramatic action empathy and space (ACADRM035) | **Lesson goals:**  
- Experiment with ideas to create freeze frames in response to illustrations in a picture book.  
- Use focus, movement, body language and facial expression to create the story.  
- Identify stages/features in a Quest story  

**Sequence of learning:**  
**Warm up:**  
- Follow the prompts to move in response to: STRETCH, CURL, JUMP, ELECTRIC SHOCK  
- Move as if your body is a crayon drawing on the walls, ceiling, and floor. Move in time to the music  

**Introducing the pretext**  
- Introduce the title page of *Quest*  
- Respond to the following questions about character, situation, relationships and focus: Who are the characters? Where are they going?  
- Show pages 2-3. In groups of 4 – 6. Create a freeze frame copy of one of the illustrations  
- Use *Tap and Talk* for the students to respond to the following questions: What is your obstacle? Where are you? What is | Slideshow: *Quest pretext*  
*Quest structure*  
*The Quest scenes*  
Book: *Quest* by Aaron Becker  
Posters:  
FOCUS  
AUDIENCE  
ROLE, CHARACTER AND SITUATION  
TENSION  
Crayons: purple and red  
Music: *Meij, De: Symphony No 1, “The Lord of the Rings”* |
behind the door? What is the king saying to you? What clues do you get from the symbols? Can you identify the main idea of the story?
- Show the story of the capture of the king (page 5) and direct the students to pay particular attention to the movement and effort of the soldiers pulling the king inside the door.
- Predict what happens next in the story by using the coloured crayons to draw how you can help the king.

**Experiential**
- View the slideshow *Quest Structure*
- Consider and discuss: How this story is a quest? How could the children be involved in the quest?
- In groups create three freeze frames of the children and the bird opening the door, entering the building and what is happening inside.
- Bring the frames to life using focus, levels and distance (check posters).
- Sit in a circle to create a performance space called *Performance Carousel*
- Perform the living freeze frame to the class moving smoothly between each frame.

**Reflection:** what have you learnt so far about the characters, their relationships and the story.
| Lesson 5 | Develop skills in creating character, mood and atmosphere (ACADRM036) | **Lesson goals:**  
Create and perform a challenge in the Quest.  
Use movements and gestures to show the efforts and feelings of the characters.  
Develop vocal skills to create character, mood and atmosphere.  
Work collaboratively to plan the challenge and how you overcome it.  
View the posters on ROLE, CHARACTER and SITUATION and explain how you have developed fictional characters and their worlds.  

**Sequence of learning:**  
**Warm up:** “HA” to develop projection, timing  
In a circle follow the teacher as she jumps, bends knees, puts hands up and exclaims “HA”. Everybody try to jump and say “HA” at the same time.  

*Specific movements* illustrated in the book. Use the following movement skills in pairs. You will need some of these skills to face your challenge. Direct the students to perform the following movements:  
- Swimming underwater  
- Surfacing on the beach  
- Riding on the back of an elephant  
- Climbing a tall tower  
- Balancing on a rope bridge  
- Swinging across a valley on a giant swing  
- Floating high in the sky  

**Experiential phase:**  
- View the pictures of the king being abducted from the castle.  
  Select a character or creature | Slideshow:  
*Quest Journey*  
*Quest challenges and movements*  
Posters: ROLE, CHARACTER and SITUATION  
LANGUAGE and IDEAS  
MUSIC: Meij, De: Symphony No 1, “The Lord of the Rings” |
- Look at the **map** for the clues of where you will go on your quest
- View the remainder of the book paying attention to the drawings used to create the rescue creatures
- In groups pick one location to perform the challenge in, e.g., under the sea
- Select a scene card, which explains the challenge. Use the pictures and the specific movements to devise your scene
- Mime the actions of the characters showing how they confront and overcome their challenge
- Add short lines of dialogue. *(Use Line at a Time and/or Tap and Talk to develop some dialogue and sound)*
- Rehearse the scenes using voice, movement, language and tension
- Use the IPad to film your devised scenes.

**Reflection:** Observe your scene and respond to teacher and peer feedback.

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<th>Lesson 7 Performance</th>
<th><strong>Share by rehearsing and performing drama that develops narrative and drives dramatic</strong></th>
<th><strong>Lesson goals:</strong> Polish and rehearse the performance by following the narrative sequence and using cues and blocking Enhance the performance by using music which creates mood, atmosphere and tension Share your performance with a peer audience Respond to teacher feedback to improve and polish your performance</th>
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| **tension (ACADM037)** | **Instructions:**  
- Use the image in the pageant scene picture to locate and plan and block your segment  
- Begin and end your performance with a freeze frame  
- Perform your movements in time to the music  
- Use slow motion to come alive and make smooth transitions between scenes  
- Practise using props and costumes  
- Maintain focus throughout the performance  
- View and enjoy the final performance |
| **Feedback** | **Explain how drama communicates meaning (ACADM038)**  
After the performance of the Quest scenes and the pageant, Year 5 students were questioned about their knowledge and skills of drama. This took place in front of an audience of their peers from another class who had just viewed their performance. |
| **Achievement Standard** | **By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.**  
Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences. |
| **Assessment instruments** | **C2C: Guide to Making Judgments**  
**ACiQ: Standard Elaborations (QCAA)** |