

## Daily Lesson Plan

<b>Course Name: DRAMA</b>		<b>Course Code: ADA20</b>
<b>Grade Level: 10</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 17</b>
<b>Unit 3: Mime</b>	<b>Topic: Midterm Exam</b>	

<b>Overall Expectations</b>
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> <li>- A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works.</li> </ul> <p>B. REFLECTING, RESPONDING, AND ANALYSING</p> <ul style="list-style-type: none"> <li>- B3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.</li> </ul> <p>C. FOUNDATIONS</p> <ul style="list-style-type: none"> <li>- C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components.</li> </ul>
<b>Specific Expectations</b>
<ul style="list-style-type: none"> <li>- A1.3 use role play and characterization to explore personal and social issues.</li> <li>- B3.1 identify and describe skills, attitudes, and strategies they used in collaborative drama activities.</li> <li>- C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works.</li> </ul>
<b>Learning Skills &amp; Work Habits</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Responsibility: completes and submits classwork and assignments.</li> <li><input type="checkbox"/> Collaboration: accepts roles and an equitable share of the work within a group.</li> </ul>
<b>Learning Goals</b>
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Tell a story through Mime.</li> <li>- Apply the Rules of Theatre, exaggerated facial expressions and gestures, telling a good story.</li> </ul>
<b>Success Criteria</b>
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Perform activities in silence (main concepts of Mime) and stay in character as much as possible.</li> <li>- Use facial expression and strong, expressive body language.</li> <li>- Interact with a partner (action and re-action)</li> <li>- Put into practice the E/T/F/U strategies</li> </ul>
<b>Materials and Resources</b>
<ul style="list-style-type: none"> <li>- “Midterm” Rubric.</li> <li>- Moodle.</li> </ul>
<b>Lesson Structure and Activities</b>

<b>Timing (minutes)</b>	<b>Lesson</b>
20	<p><b>WARM UP ACTIVITY + ATTENDANCE</b></p> <p><b>Student led warm-up</b></p> <ul style="list-style-type: none"> <li>- The T introduces the students who will be in charge of today’s warm up activity.</li> <li>- He reminds the students to follow his/her classmate's instructions.</li> <li>- The student(s) provides instructions and models the activity. The T helps modelling if necessary.</li> <li>- The sts perform the activity.</li> <li>- After the activity has ended, the sts make comments about the activity.</li> <li>- Finally, the student(s) that led the activity explains why he/she chose that activity and mentions if the purpose was achieved.</li> <li>- The T marks attendance.</li> </ul>
70	<p><b>MIDTERM PROJECT FINAL REHEARSAL</b></p> <ul style="list-style-type: none"> <li>- The T reminds the sts to observe the rubric of evaluation to be used for this Assessment of Learning, giving emphasis to the “look for’s” of the rubric.</li> <li>- The sts complete the final rehearsal of the Midterm project.</li> <li>- The T monitors the rehearsals and gives suggestions to the sts about the time and smoothness of their transitions.</li> </ul>
15	<p><b><i>BREAK</i></b></p>
60	<p><b>ASSESSMENT OF LEARNING PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>- Sts perform their Tableaus.</li> <li>- Classmates observe and make comments.</li> <li>- The T provides feedback.</li> </ul>
30	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- After the sts present, they discuss with their partners on their performance and contribution to the final product.</li> <li>- They mention their point of view on their partners’ strengths and weaknesses , and make suggestions on how to improve the latter.</li> <li>- The T answers the final questions that the sts may have.</li> </ul>
<p><b>Assessment AS Learning / Homework</b></p>	
<ul style="list-style-type: none"> <li>- The sts complete the self evaluation available on Moodle (Exit Card).</li> </ul>	
<p><b>Teacher’s Reflections</b></p>	
<p>Remind the students that their performances are evaluated according to what is mentioned in the rubric, and encourage them to ask questions about the instrument of evaluation. Emphasise that the rubric can be adapted, according to the students’ suggestions. Their ideas are valid and important. Monitor completion of activities on time.</p>	

## The Erindale Academy Daily Lesson Plan Unit 3 and Lesson Plan 17

<b>Assessment Strategies</b>		
<b>For Learning</b>	<b>As Learning</b>	<b>Of Learning</b>
<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic tests</li> <li><input type="checkbox"/> Practice quiz</li> <li><input type="checkbox"/> Pop quizzes</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Class notes</li> <li><input type="checkbox"/> <b>Peer feedback</b></li> <li><input type="checkbox"/> Practice questions</li> <li><input type="checkbox"/> Practice tests</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions</li> <li><input type="checkbox"/> <b>Peer feedback</b></li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> <b>Small group discussions</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Self-assessment sheet</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Self-analysis sheet</li> <li><input type="checkbox"/> Peer-analysis sheet</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Whole class discussions</b></li> <li><input type="checkbox"/> <b>Group discussions</b></li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Student teacher conferences</b></li> <li><input type="checkbox"/> Small group discussions</li> <li><input type="checkbox"/> <b>Pair work</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Business report</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student-led discussion/debate</li> <li><input type="checkbox"/> <b>Presentation</b></li> </ul> <p style="text-align: center;"><b>Performance tasks</b></p> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Question and answer session</li> </ul>
<b>Lesson Tools</b>		
<p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> <b>Lecture</b></li> <li><input type="checkbox"/> <b>Compare &amp; contrast</b></li> <li><input type="checkbox"/> Socratic method</li> <li><input type="checkbox"/> <b>Demonstrations</b></li> </ul>	<p><b>Indirect Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Reading for meaning</li> <li><input type="checkbox"/> <b>Inquiry</b></li> <li><input type="checkbox"/> <b>Reflective discussion</b></li> <li><input type="checkbox"/> Writing to inform</li> <li><input type="checkbox"/> <b>Concept formation</b></li> <li><input type="checkbox"/> Concept mapping</li> <li><input type="checkbox"/> Concept attainment</li> </ul>	<p style="text-align: center;"><b>Instructional Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Explaining</b></li> <li><input type="checkbox"/> <b>Demonstrating</b></li> <li><input type="checkbox"/> <b>Questioning</b></li> </ul>
<p style="text-align: center;"><b>Interactive Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Video clip</li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> <b>Role playing</b></li> <li><input type="checkbox"/> Brainstorming</li> <li><input type="checkbox"/> <b>Peer partner</b></li> <li><input type="checkbox"/> Learning/analysis</li> <li><input type="checkbox"/> <b>Discussion</b></li> <li><input type="checkbox"/> Laboratory groups</li> <li><input type="checkbox"/> <b>Cooperative learning</b></li> <li><input type="checkbox"/> <b>Groups</b></li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Conferencing</li> </ul>	<p style="text-align: center;"><b>Independent Study</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> Computer assisted instruction</li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Reports</li> <li><input type="checkbox"/> Learning activity packages</li> <li><input type="checkbox"/> Correspondence lessons</li> <li><input type="checkbox"/> Learning contracts</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> Research projects</li> <li><input type="checkbox"/> <b>Assigned questions</b></li> <li><input type="checkbox"/> Learning centers</li> </ul>	<p style="text-align: center;"><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> <b>Conducting</b></li> <li><input type="checkbox"/> Experiments</li> <li><input type="checkbox"/> <b>Simulations</b></li> <li><input type="checkbox"/> <b>Games</b></li> <li><input type="checkbox"/> <b>Story telling</b></li> <li><input type="checkbox"/> Focused imaging</li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> <b>Role-playing</b></li> <li><input type="checkbox"/> Model building</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>