

Daily Lesson Plan

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| Course Name: DRAMA | | Course Code: ADA20 |
| Grade Level: 10 | Duration: 3 hours | Lesson No: 1 |
| Unit 1: Trust and Awareness | Topic: Introduction | |

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| Overall Expectations | |
| Responsible Practices C3: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities. | |
| Specific Expectations | |
| - C3.1 identify and follow safe and ethical practices in drama activities. | |
| Learning Skills & Work Habits | |
| <input type="checkbox"/> Collaboration and self-regulation: to listen to each other, participate in class activities, respect each others' turn, ask questions when necessary, and contribute to the creation of classroom rules. | |
| Learning Goals | |
| Today you will: - Get to know basic concepts of drama: dramatic forms, conventions, and techniques. | |
| Success Criteria | |
| By the end of this lesson I can: - Contribute to the creation, identify and respect the class rules. - Participate in all the activities: "name with confidence", "where the wind blows", "would you rather". | |
| Materials and Resources | |
| - Worksheet: Drama survey - Handout: How am I evaluated in Drama class? - Projector. - Moodle. | |
| Lesson Structure and Activities | |
| Timing (minutes) | Lesson |

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| 45 | <p>ICEBREAKER “Name with confidence”</p> <ul style="list-style-type: none"> - Students stand in a circle facing in. - Each student starts by just saying their name and country of origin “with confidence.” - Brainstorming: what does “confidence” mean? Discuss what this would look like (feet grounded, voice projected, body relaxed, etc.) - Sts make up an alliteration with their name (Ex: “lucky” Lucy) Associated a dance move with their name. |
| 45 | <p>ACTIVITY 1: “Where the wind blows”</p> <ul style="list-style-type: none"> - Sts sit in a circle on chairs. - There are only enough chairs for everyone in the circle, and not for the one person in the middle who starts the activity. - The sts in the middle says: “WHEN THE WIND BLOWS, IT BLOWS EVERYONE WHO _____” and they fill in the blank. - Example: “is wearing nail polish”, “has their phone in their pocket”, “watched a movie last night”, etc. - The rest of the sts who have that or have done that get off their chair and run to another free chair. - If it doesn’t apply to them, they stay in their chair. - The person who doesn’t get to a chair in time is now in the middle and repeats “when the wind blows, it blows everyone who _____” with a new prompt. |
| 15 | <p><i>BREAK</i></p> |
| 30 | <p>LECTURE 1: How am I evaluated in Drama class?</p> <ul style="list-style-type: none"> - The T explains the contents of the handout. - Explains achievement chart categories and how they will apply to assessments in the Drama class. - KNOWLEDGE: applying the Rules of Theatre; use of movement, costume, lighting, sound. - THINKING: interpretation of script/ideas/feelings, planning during the rehearsal process. - COMMUNICATION: characterization (use of facial expression, vocal expression, body expression), relationship dynamics (how sts relate/re-act to other characters), focus and believability. - APPLICATION: overall effectiveness of presentation, works as integral part of the group scene. - The T emphasizes that sts are marked individually, but they always have to rely on their group for an overall effective presentation. |
| 30 | <p>ACTIVITY 2: “Would you rather”</p> <ul style="list-style-type: none"> - Sts stand in a line facing the T. - The T asks them various “would you rather” questions to get to know them - If their answer is the first choice, they take a big step forward. - If their answer is the second choice, they take a big step backward. - If they’re undecided, they stay where they are. - After they’ve answered, they turn to a person who thinks the opposite and they have a 30 second debate to prove their point. |

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| 30 | <p>ACTIVITY 3: Survey</p> <ul style="list-style-type: none"> - The T explains the contents of the handout. - The T emphasizes there are not right or wrong answers. - Sts individually complete the handout. - Think - pair - share: in groups of two to four students, they compare their answers. Then they share their answers with the rest of the class. |
| Assignment AS learning / Homework | |
| - Sts must find a warm-up or short acting activity related to Halloween to present. | |
| Exit Card | |
| Answer the surveys available on Moodle about today's lesson. | |
| Teacher's Reflections | |
| Pay attention to how students feel about their level of English and if they engage with the activities. Reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback. Encourage students to speak and make mistakes. They might be concerned about the difference in their English level in comparison to their classmates. Work on creating a classroom culture of diversity and collaboration. | |

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 1

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