

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 2
Unit 1: Trust and Awareness		Topic: Rules of Theatre + Halloween

Overall Expectations	
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> - 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. <p>C. FOUNDATIONS</p> <ul style="list-style-type: none"> - C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities. 	
Specific Expectations	
<ul style="list-style-type: none"> - A1.2 select and use appropriate forms to present identified issues from a variety of perspectives. - C3.2 identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works. 	
Learning Skills & Work Habits	
<ul style="list-style-type: none"> <input type="checkbox"/> Responsibility, organization, collaboration: the students listen to each other carefully, contribute positively to their group's rehearsal, respect turns, listen with attention and respect their classmates performances, and make constructive comments when providing feedback. 	
Learning Goals	
<p>Today you will:</p> <ul style="list-style-type: none"> - Identify and apply the Rules of Theatre. 	
Success Criteria	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Contribute to the discussion of questions related to the Rules of Theatre. - Follow instructions when participating in all the activities. 	
Materials and Resources	
<ul style="list-style-type: none"> - Canva presentation. - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

30	<p>ICEBREAKER + ATTENDANCE “Silence!”</p> <ul style="list-style-type: none"> - Students start off randomly in any order standing around the room. - They say “bla blah blah” out loud until the T tells them to “zip up their lips”. They can no longer speak a word. - After the T has told them to zip their lips, they have to line up in order, without talking, by height; during the second round, by birthday. - The T monitors the time sts take to complete the activity. They shouldn’t take more than 2 minutes. - The T asks them to unzip their lips and checks they have lined up correctly. - After the activity is finished, they form groups and discuss how they non-verbally communicated. - Sts provide examples of gestures and signs used to communicate in their cultures. - The T checks the attendance.
60	<p>ACTIVITY 1: CHECKING HOMEWORK</p> <ul style="list-style-type: none"> - Sts were asked to prepare a short warm up activity related to Halloween. - Sts lead the class. In pairs or individually, they explain and model the activities. - The T helps them to direct the class when necessary. - The sts follow instructions and perform what is asked by the leading classmates. - The T monitors the activities are performed by the sts according to the instructions given.
15	<p><i>BREAK</i></p>
45	<p>LECTURE 1: RULES OF THEATRE</p> <ul style="list-style-type: none"> - The T presents the rules of theatre: 1) No back to audience: sts answer the questions “why would it be a rule of theatre?”. They discuss the implications of doing this to expressing and communicating on stage. The T indicates this is the first rule, and the most important. The T shows a photo of a scene and asks sts: What is the actor with her back to the audience feeling? What’s one emotion she’s trying to convey? What is this scene about? Sts mention what the audience can’t see when an actor closes himself/herself. The T exposes occasions in which it is necessary to break this rule (<i>blocking</i>). The sts identify and give reasons to explain what the best position on stage besides full frontal is. - Sts make comments on the rule.
45	<p>ACTIVITY 2: “Pumpkin carving”</p> <ul style="list-style-type: none"> - Sts form groups. Choose a pumpkin. - Follow the T instructions. - The sts think and choose the design to carve. - After they have finished, they present their pumpkin and explain the design they choose.
<p>Assignment AS learning / Homework</p>	
<ul style="list-style-type: none"> - Sts complete the “Getting to know you” Handout with personal information, likes, dislikes and course expectations. 	
<p>Teacher’s Reflections</p>	

Monitor how students feel about their level of English and if they engage with the activities. Pay special attention to the students with a lower level of English and assign a partner to help them. Allow sts the use of their L1 if necessary. Reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback.

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 2

Assessment Strategies		
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