

Daily Lesson Plan

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

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. - Create the Rules of the Drama class collaboratively. - Perform a version of the classic fairytale <i>The Little Red Riding Hood</i>
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 and Classroom Rules. - Follow instructions when participating in all the activities. - Actively participate in the performance of the story <i>The Little Red Riding Hood</i>.
Materials and Resources
<ul style="list-style-type: none"> - Canva presentation. - “Rules of Theatre” handout. - “Class Rules” worksheet. - <i>The Little Red Riding Hood</i> script. - Projector. - Moodle.

Lesson Structure and Activities	
Timing (minutes)	Lesson
20	<p>ICEBREAKER + ATTENDANCE</p> <p>Jump</p> <ul style="list-style-type: none"> - Sts stand in a circle facing each other. - The T says “3, 2, 1, JUMP” and the goal is for everyone to land at the exact same time. - It will take practice, and many attempts. It is important to explain that this exercise reflects what happens with rehearsals spent together: it takes a lot of time, patience, and working together to get it right. - Variation: Rotating Circle. Sts must look at each other’s feet, and rotate in sync, at an even pace, around in the circle with the T indicating changes (faster, slower, change direction etc.).
70	<p>LECTURE: RULES OF THEATRE</p> <ul style="list-style-type: none"> - The T asks the sts what they remember about the first rule of Theatre seen in the previous class. - The T elicit from the sts to emphasize when the rule can be broken. - The T continues presenting the rules of theatre: <ul style="list-style-type: none"> 2) Cheat: keep body to the audience (use $\frac{3}{4}$ frontal body stance). The T explains the concept of “being open” to the audience. The T shows a photo of a stage and the sts identify which actors are adopting a $\frac{3}{4}$ frontal position (<i>cheating</i>). Sts identify more examples from other images. 3) Use stage hands and feet: a technique for staying open to the audience. The T shows a photo of a person and object and asks: which hand and foot should the actor use to approach the object? Sts answer with movement and action. Sts practice approaching different objects and people, and using objects in their hands. 4) Don’t break the fourth wall: the fourth wall is an imaginary barrier between the audience and the actors. The T explains the concept and shows images to illustrate. Sts answer: what are some ways that an actor could break the 4th wall? Why would an actor break the fourth wall? How? Sts discuss in groups and share their answers. - Other rules to consider: don’t chew gum, music and sound cues before the lights go on, bow at the end of a performance (or saying “scene” when it’s finished), and be quiet when waiting backstage. - Sts make comments on the rules. The T invites the sts to suggest other rules.
15	BREAK
30	<p>ACTIVITY 1: Rules of Theatre (Handout)</p> <ul style="list-style-type: none"> - The T provides the sts the handout and gives instructions. - Think - pair - share: sts complete the worksheet individually, then compare their answers with their groups, and finally share their answers with the class.
30	<p>ACTIVITY 2: Our Drama class rules</p> <ul style="list-style-type: none"> - The T gives the sts the material to be used. - Sts read and complete the rules with their own words. The T asks the sts to use a pencil, in case they need to change their answers afterwards.

	<ul style="list-style-type: none"> - Compare their answers with their groups. Make comments about their answers and change what they think is necessary. - Sts share their answers with the class. The T writes the rules on the whiteboard and, with the sts' help, write the final rules of the class. - Sts sign the rules and give the handout back to the T.
20	<p>ACTIVITY 3: The Little Red Riding Hood</p> <ul style="list-style-type: none"> - The T provides the sts with a copy of an adaptation of the fairytale <i>The Little Red Riding Hood</i>. - The T and the sts read the script aloud. The T corrects pronunciation and explains vocabulary. - Sts form groups. - They study the script, assign roles and rehearse. - The T monitors rehearse. - The sts perform.
10	<p>ACTIVITY 4: The Little Red Riding Hood, Halloween Version</p> <ul style="list-style-type: none"> - Brainstorming: what are some characteristics that identify Halloween as a celebration and makes it different from others? - The T explains the sts they have to re-write the script, and adapt it to a Halloween version. - It can be any version they want: comedy, interview, mime, etc., but it must contain characteristics of Halloween. - In the same groups, sts start brainstorming on how they will re-write the version provided by the T previously. - Sts choose the topic. - The T indicates they will finish re-writing and perform the adaptation the next lesson.
Assignment AS learning / Homework	
<ul style="list-style-type: none"> - Sts complete at home the Technical Theatre Terms Worksheet. - Sts find the definitions on the internet and write a definition using their own words. 	
Teacher's Reflections	
<p>Monitor completion of activities on time. Reinforce teamwork and elicit sts interaction and control among themselves. Remind them of the importance of completing their work and being available to help others, as well as let others help them (teamwork and cooperation).</p>	

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 3

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