

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 4
Unit 1: Trust and Awareness	Topic: The Stage	

Overall Expectations	
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> - A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources. <p>B. REFLECTING, RESPONDING, AND ANALYSING</p> <ul style="list-style-type: none"> - B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities. 	
Specific Expectations	
<ul style="list-style-type: none"> - A2.1 select and combine the elements of drama to achieve a variety of purposes in ensemble presentations. - B1.1 use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works. 	
Learning Skills & Work Habits	
<input type="checkbox"/> Independent work: the students use the time provided effectively to read the script and rehearse, as well as solve their pronunciation doubts.	
Learning Goals	
<p>Today you will:</p> <ul style="list-style-type: none"> - Identify concepts related to the stage: types of stage, parts of the stage and ways to stand on stage. - Adapt and 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"> - Identify terms related to the stage, lights, acting and directing.. - Participate in the performance of the Halloween version of <i>The Little Red Riding Hood</i>. 	
Materials and Resources	
<ul style="list-style-type: none"> - Canva presentation. - <i>The Little Red Riding Hood</i> script. - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

20	<p>RECYCLING PREVIOUS KNOWLEDGE + ATTENDANCE</p> <ul style="list-style-type: none"> - Brainstorming: sts mention the different positions an actor must adopt on stage. - Some sts stand up and show the positions: full frontal, 3/4 frontal. - They mention what positions are not recommended and why. - Sts mention the four Rules of Theatre: 1) no back to the audience, 2) cheat, 3) hands and feet stage, and 4) don't break the fourth wall. - They mention when it is possible to break those rules and why. They give examples. - The T elicit from the students other rules, such as not chewing gum, be in silence when others perform, etc.
70	<p>ACTIVITY 1: The Little Red Riding Hood, Halloween version</p> <ul style="list-style-type: none"> - Sts form groups. - Share their ideas about how to adapt the script given by the teacher in the previous lesson. - Add final changes to the script, according to what they agreed. - The T checks the script. - Sts rehearse and perform the script. - Sts make comments about their classmates' performance.
15	<i>BREAK</i>
60	QUEEN'S UNIVERSITY VISIT
30	<p>LECTURE 1: THE STAGE (part I)</p> <ul style="list-style-type: none"> - The T projects a picture of a stage on the whiteboard. The sts mention the parts of the stage they know. The T writes the parts on the picture. - The T continues with The Stage presentation: <ul style="list-style-type: none"> - Types of stages: 1) open air theatres (from the Greek times to Shakespeare), 2) thrust theatres, 3) theatres in the round, 4) blackbox or studio theatres, 5) proscenium stages.
Assignment AS learning / Homework	
<ul style="list-style-type: none"> - The interview: sts write five questions for a potential interview to a famous actor/actress. - Sts provide the context in which this interview might happen: a red carpet, a TV show, a podcast, etc. - Those questions will be used for this week's assessment. 	
Teacher's Reflections	
<p>Make sure to review the information taught in the lectures. These concepts are crucial for the sts to know in order to have good performances and use time effectively.</p> <p>Check homework. Providing enough time to check the homework in class helps to create the habit of working at home and practicing the contents seen in class.</p> <p>Emphasize the idea of practicing the script and asking the T about pronunciation before the rehearsal.</p>	

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 4

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