

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 5
Unit 1: Trust and Awareness		Topic: Technical Theatre Terms

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"> - 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. 	
Specific Expectations	
<ul style="list-style-type: none"> - A1.3 use role play and characterization to explore personal and social issues. - C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works. 	
Learning Skills & Work Habits	
<ul style="list-style-type: none"> <input type="checkbox"/> Organization: write five questions and answers of the interview on the time provided. <input type="checkbox"/> Collaboration: in pairs or small groups, participate in the writing process of the interview. 	
Learning Goals	
<p>Today you will:</p> <ul style="list-style-type: none"> - Identify and apply Technical Theatre terms. - Write an interview to be presented in an unique format. 	
Success Criteria	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Use technical theatre terms when participating in acting activities. - Write five questions and answers to interview a famous character. 	
Materials and Resources	
<ul style="list-style-type: none"> - Canva presentation. - “Technical Theatre Terms” worksheet. - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

20	<p>ICEBREAKER + ATTENDANCE</p> <p>Eye Contact: You</p> <ul style="list-style-type: none"> - Sts stand in a circle facing each other. - The T tells them this game is about the importance of eye contact and communicating clearly with their on-stage partners. - One sts starts by saying “you” and making eye contact with any other student in the circle, who in turns says “YOU” to someone else randomly in the circle. - If it’s not clear, two people will respond, and the game starts over. <ul style="list-style-type: none"> - Variation 1: to start with “you” eye contact, plus hand pointing, then just eyes as they improve. This variation is important to consider, especially for the students with a lower level of English. - Variation 2: “zip, zap, zop” game, instead of “YOU”. Sts point and say, in order, ZIP, next student ZAP, next student ZOP. Repeat; speed and pronunciation are key for this variation. - The T marks attendance.
40	<p>LECTURE 1: THE STAGE (part II)</p> <ul style="list-style-type: none"> - The T elicits from the students what they remember from the previous lesson, related to the types and parts of a stage. - The T continues with the second part of The Stage presentation: <ul style="list-style-type: none"> - Parts of the stage: offstage/backstage, wings, pit, house, front of house; upstage, downstage, stage left and stage right. - Ways to stand on the stage (review).
30	<p>LECTURE 2: TECHNICAL THEATRE TERMS</p> <ul style="list-style-type: none"> - Sts share the definitions they found out with their partners. - Compare and correct definitions. - Share the definitions with the rest of the class. - The T checks the definitions. - Terms to define: <ul style="list-style-type: none"> - Set / stage: dressing the set, striking the set, backdrop, flat, set prop, hand prop, prop table, stage manager, backstage, house. - Lights: spotlight, fade to black, blackout. - Acting / directing: blocking, stage crew, cue, curtain call, script, prompt book, cheat.
15	<p><i>BREAK</i></p>
30	<p>ACTIVITY 1: Meet and Greet</p> <p>The main purpose of this activity is that sts get out of their comfort zone, moving in space and work different characters.</p> <ul style="list-style-type: none"> - Sts walk randomly around the room, not in groups (emphasize this). - When sts are aimlessly walking around the room by themselves, the T says “meet and greet like _____”. - They turn to the person closest to them and greet each other in that manner. - They stay in that character and keep walking aimlessly until the T gives the next prompt - It can even be in a group of 3, as long as nobody is ever left out. - The sts meet and greet like: cowboys, long lost twins, horrible enemies, gorillas, zombies, grade 3 kids, deep sea diver, best friends, school crush, lawyers, clowns, yoga instructors.

50	<p>ACTIVITY 2: THE INTERVIEW Assessment presentation, rubric</p> <ul style="list-style-type: none"> - The T explains the assessment and presents the rubric of evaluation to be used. He answers the sts' questions related to the rubric and adds suggestions from the students if necessary. - Sts pick their own pairs for this assessment. <ul style="list-style-type: none"> - Rehearsal begins after reviewing how they're being marked. - Sts form groups: two to three sts. - They write the questions and answers to be used in the assessment. - The T checks vocabulary, grammar and pronunciation
10	<p>CLOSING</p> <ul style="list-style-type: none"> - Sts make comments about the creative process, and questions and answers they wrote: difficulty, stage directions, context, etc. - The T makes comments about the sts' texts and mentions the most common mistakes, as well as how to correct them.
<p>Assignment AS learning / Homework</p>	
<ul style="list-style-type: none"> - Sts add stage directions to the interview they wrote. - Sts rehearse their scripts. 	
<p>Teacher's Reflections</p>	
<p>Provide sts a complete lesson to finish writing their scripts and rehearse. Even though they have the idea of what to do, it's been difficult for them to put the ideas into words, and write the questions, answers, and transform that into a script with dialogues and stage directions.</p>	

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 5

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