

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 6
Unit 1: Trust and Awareness		Topic: The Interview: script and rehearsal

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 and rehearsal of the interview. 	
Learning Goals	
<p>Today you will:</p> <ul style="list-style-type: none"> - Apply the Rules of Theatre and Technical Theatre terms. - Write and rehearse the script of an interview with a famous character. 	
Success Criteria	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Write the script of a short interview consisting of five questions and answers. - Include and apply stage directions. - Follow stage directions and apply correct positioning on a stage. 	
Materials and Resources	
<ul style="list-style-type: none"> - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

20	<p>ICEBREAKER + ATTENDANCE Act Natural</p> <ul style="list-style-type: none"> - Sts sit in a circle facing each other - The T tells them to close their eyes, and says he is going to be picking one person to be “it”. - After the T has tapped the “it” person silently on their back, everyone opens their eyes - and looks around closely at everyone else’s body and facial language - Everyone has to act natural, especially the “it” person who is trying to keep it a secret. - Countdown 3, 2, 1 and everyone has to point at the person who they think is “it” - The actual person reveals themselves. <ul style="list-style-type: none"> - Variation: the T pickles everyone for one round. - The T marks attendance.
70	<p>ACTIVITY 1: Writing a script</p> <ul style="list-style-type: none"> - Sts finish writing the questions and answers to be used in the interview. - The T checks correct use of vocabulary, grammar and punctuation. - Sts write the interview using a script format. They include stage directions. - The T checks the sts’ script. If everything is correct, the sts can start rehearsing. - The T provides suggestions related to stage directions and use of space (stage).
15	<p><i>BREAK</i></p>
20	<p>ACTIVITY 2: Word Ball Association</p> <ul style="list-style-type: none"> - The sts stand in a circle facing inwards. The T shows the sts a small ball. - The T starts by giving sts a prompt to begin. For example: candy. The sts pass the ball randomly to anyone in the circle, as quickly as possible. - The person who catches the ball says any word associated with the prompt, and throws again - Prompt example: candy. Words the sts may say: chocolate, colourful, yummy, sour, KitKat, lollipop etc. - Prompt suggestions: the beach, school cafeteria, Tim Hortons - The sts cannot repeat a word that was previously said. If they do so, they are “out.”
60	<p>ACTIVITY 3: INTERVIEW REHEARSAL</p> <ul style="list-style-type: none"> - After the T has checked the sts scripts, the sts start their rehearsal. - Sts work on the position and movement on the stage, use of voice, and body and facial expressions. - The T monitors the rehearsal and meanings the sts to follow the Rules of Theatre.
10	<p>CLOSING</p> <ul style="list-style-type: none"> - Sts make comments about their rehearsal. - They also express how they felt during both the creative process (writing) and the rehearsal. - The T makes comments about the sts’ performance and mentions the most common mistakes, as well as how to correct them.
<p>Teacher’s Reflections</p>	
<p>Emphasize that their performances will not be perfect, that mistakes are allowed and to read the rubric again to focus on those elements at the moment of presenting. 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</p>	

let others help them (teamwork and cooperation).

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 6

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