

## Daily Lesson Plan

<b>Course Name: DRAMA</b>		<b>Course Code: ADA20</b>
<b>Grade Level: 10</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 10</b>
<b>Unit 2: Tableau</b>		<b>Topic: Performance Yearbook Photo</b>

<b>Overall Expectations</b>	
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> <li>- A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.</li> </ul> <p>B. REFLECTING, RESPONDING, AND ANALYSING</p> <ul style="list-style-type: none"> <li>- B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities.</li> </ul>	
<b>Specific Expectations</b>	
<ul style="list-style-type: none"> <li>- A3.1 identify and use a variety of techniques to influence the audience in specific ways.</li> <li>- 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.</li> </ul>	
<b>Learning Skills &amp; Work Habits</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Organisation and collaboration: to participate in team work, suggest ideas, analyse and evaluate their classmates' and their own performance.</li> </ul>	
<b>Learning Goals</b>	
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Apply the concepts of level, depth and focus through representations of clubs.</li> <li>- Practise transitions and posing for Tableau.</li> </ul>	
<b>Success Criteria</b>	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Perform the Yearbook Project.</li> <li>- Make comments to analyse the correct execution of the elements of Tableau on others' performances.</li> <li>- Apply suggestions on how to pose and use of facial expressions to perform Tableau.</li> </ul>	
<b>Materials and Resources</b>	
<ul style="list-style-type: none"> <li>- "Family Vacation...GONE WRONG! Instructions" handout.</li> <li>- A soccer ball</li> <li>- Projector.</li> <li>- Moodle.</li> </ul>	
<b>Lesson Structure and Activities</b>	
<b>Timing (minutes)</b>	<b>Lesson</b>

30	<p><b>WARM UP ACTIVITY + ATTENDANCE</b></p> <p><b>Silent Ball</b></p> <ul style="list-style-type: none"> <li>- Sts sit around the room randomly.</li> <li>- They pass a ball to each other.</li> <li>- They cannot speak during the activity.</li> <li>- They have to remain seated, and pass the ball to each other.</li> <li>- Rules: <ul style="list-style-type: none"> <li>- They cannot speak or laugh.</li> <li>- If they drop the ball, they are out.</li> <li>- If they chuck the ball too hard, they are out.</li> <li>- If they are out, they <b>stay in</b> and keep pretending to be in</li> <li>- If someone passes to someone out, <b>they are out</b>, so students have to pay close attention.</li> </ul> </li> <li>- Variations: to complicate as the game continues, the sts only throw the ball with their left hand, or catch it with their right etc.</li> <li>- The T marks attendance.</li> </ul>
30	<p><b>LECTURE: REVIEW HOW TO DO TABLEAU</b></p> <ul style="list-style-type: none"> <li>- The T mentions the most common mistakes the sts had during their performances.</li> <li>- The T reviews how to do tableau: <ul style="list-style-type: none"> <li>- Move into the Tableau: making smooth transitions.</li> <li>- Freeze: the sts hold their positions for 8 to 10 seconds.</li> <li>- Someone must be in charge of “breaking” the tableau. Thus, all the sts unfreeze at the same time. <ul style="list-style-type: none"> <li>- The best way to do this is following the movement from the <b>person in the front</b>.</li> </ul> </li> <li>- After they all unfreeze, they move to the next Tableau.</li> </ul> </li> </ul>
30	<p><b>ACTIVITY: YEARBOOK PHOTO REHEARSAL</b></p> <ul style="list-style-type: none"> <li>- The T reminds the students of the instructions.</li> <li>- Sts ask final questions.</li> <li>- Sts rehearse their performances in groups.</li> <li>- The T monitors the activity and makes corrections to the sts’ performance.</li> </ul>
15	<p><b><i>BREAK</i></b></p>
60	<p><b>ACTIVITY: YEARBOOK PHOTO PERFORMANCES</b></p> <ul style="list-style-type: none"> <li>- In turns, sts perform their Tableau.</li> <li>- After each performance, their classmates make comments.</li> <li>- The sts make comments about how they shared ideas to agree how to perform, the difficulties they had, their contribution to the team and how they felt when performing.</li> <li>- The T provides feedback.</li> </ul>
20	<p><b>ASSIGNMENT: MAJOR TABLEAU PROJECT</b></p> <p><b>FAMILY VACATION... GONE WRONG!</b></p> <ul style="list-style-type: none"> <li>- The T explains the assignment and informs the sts this will be considered as an Assessment of Learning.</li> <li>- TASK: In groups of 4-6 students you will create a 4 scene series of tableau to tell the story of “A Family Vacation Gone Wrong.”</li> </ul>

	<ul style="list-style-type: none"> <li>- The goal is to tell a story using the frozen picture tableau. The sts have to imagine that the audience is flipping through a photo album of what happened on the trip.</li> <li>- The T provides the sts with the instructions and presents the rubric of evaluation.</li> <li>- The T presents the class time schedule to work on this assignment, and the parts in which this is divided. The sts are expected to complete specific activities: <ul style="list-style-type: none"> <li>- Day one: planning. <ul style="list-style-type: none"> <li>- Part 1, location (where the vacations take place); part 2, casting characters (what family member each student performs and their costumes); part 3, storyboard.</li> </ul> </li> <li>- Day two: rehearsing and performing.</li> </ul> </li> </ul>
10	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- Sts ask final questions about the assignment and the rubric.</li> </ul>
<p><b>Assessment AS Learning / Homework</b></p>	
<ul style="list-style-type: none"> <li>- Sts have to draw a storyboard proposal for their assignment.</li> <li>- The sts will share their storyboards with their teams during the next lesson.</li> </ul>	
<p><b>Teacher's Reflections</b></p>	
<p>Make sure the sts understand the instructions before doing an activity (use of CCQ's). Ask some sts to translate instructions for the sts with a lower level of English if necessary.  Be very explicit in terms of the time expected for posing and transitions.  Reinforce the use of the stage, focus, level and depth, and use of body and facial expressions.</p>	

## The Erindale Academy Daily Lesson Plan Unit 2 and Lesson Plan 10

<b>Assessment Strategies</b>		
<b>For Learning</b>	<b>As Learning</b>	<b>Of Learning</b>
<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic tests</li> <li><input type="checkbox"/> Practice quiz</li> <li><input type="checkbox"/> Pop quizzes</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> <b>Class notes</b></li> <li><input type="checkbox"/> <b>Peer feedback</b></li> <li><input type="checkbox"/> Practice questions</li> <li><input type="checkbox"/> Practice tests</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Class discussions</b></li> <li><input type="checkbox"/> <b>Peer feedback</b></li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> <b>Small group discussions</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Self-assessment sheet</li> <li><input type="checkbox"/> Homework</li> </ul> <p style="text-align: center;"><input type="checkbox"/> Self-analysis sheet</p> <p style="text-align: center;"><input type="checkbox"/> Peer-analysis sheet</p> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Whole class discussions</b></li> <li><input type="checkbox"/> <b>Group discussions</b></li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> <b>Small group discussions</b></li> <li><input type="checkbox"/> <b>Pair work</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Assignments</b></li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Exam</li> </ul> <p style="text-align: center;"><input type="checkbox"/> Case studies</p> <p style="text-align: center;"><input type="checkbox"/> Business report</p> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student-led discussion/debate</li> <li><input type="checkbox"/> Presentation</li> </ul> <p style="text-align: center;"><input type="checkbox"/> Performance tasks</p> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Question and answer session</li> </ul>
<b>Lesson Tools</b>		
<p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Compare &amp; contrast</li> <li><input type="checkbox"/> <b>Socratic method</b></li> <li><input type="checkbox"/> <b>Demonstrations</b></li> </ul>	<p><b>Indirect Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Reading for meaning</li> <li><input type="checkbox"/> <b>Inquiry</b></li> <li><input type="checkbox"/> <b>Reflective discussion</b></li> <li><input type="checkbox"/> Writing to inform</li> <li><input type="checkbox"/> <b>Concept formation</b></li> <li><input type="checkbox"/> Concept mapping</li> <li><input type="checkbox"/> Concept attainment</li> </ul>	<p style="text-align: center;"><b>Instructional Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Explaining</b></li> <li><input type="checkbox"/> <b>Demonstrating</b></li> <li><input type="checkbox"/> <b>Questioning</b></li> </ul>
<p style="text-align: center;"><b>Interactive Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> <b>Video clip</b></li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> <b>Role playing</b></li> <li><input type="checkbox"/> <b>Brainstorming</b></li> <li><input type="checkbox"/> <b>Peer partner</b></li> <li><input type="checkbox"/> Learning/analysis</li> <li><input type="checkbox"/> <b>Discussion</b></li> <li><input type="checkbox"/> Laboratory groups</li> <li><input type="checkbox"/> <b>Cooperative learning</b></li> <li><input type="checkbox"/> <b>Groups</b></li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Conferencing</li> </ul>	<p style="text-align: center;"><b>Independent Study</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> Computer assisted instruction</li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Reports</li> <li><input type="checkbox"/> Learning activity packages</li> <li><input type="checkbox"/> Correspondence lessons</li> <li><input type="checkbox"/> Learning contracts</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> Research projects</li> <li><input type="checkbox"/> <b>Assigned questions</b></li> <li><input type="checkbox"/> Learning centers</li> </ul>	<p style="text-align: center;"><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> <b>Conducting</b></li> <li><input type="checkbox"/> Experiments</li> <li><input type="checkbox"/> <b>Simulations</b></li> <li><input type="checkbox"/> <b>Games</b></li> <li><input type="checkbox"/> Story telling</li> <li><input type="checkbox"/> Focused imaging</li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> <b>Role-playing</b></li> <li><input type="checkbox"/> <b>Model building</b></li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>