

## 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: 11</b>
<b>Unit 2: Tableau</b>		<b>Topic: Major Tableau Project Rehearsal</b>

<b>Overall Expectations</b>	
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> <li>- 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.</li> <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>	
<b>Specific Expectations</b>	
<ul style="list-style-type: none"> <li>- A2.1 select and combine the elements of drama to achieve a variety of purposes in ensemble presentations.</li> <li>- A3.2 use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal.</li> </ul>	
<b>Learning Skills &amp; Work Habits</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiative: to approach new tasks with a positive attitude.</li> <li><input type="checkbox"/> Organisation: to devise and follow a plan and process for completing tasks..</li> </ul>	
<b>Learning Goals</b>	
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Tell a story using the frozen picture Tableau.</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>- Use smooth transitions between scenes.</li> <li>- Use facial expression and strong, expressive body language.</li> </ul>	
<b>Materials and Resources</b>	
<ul style="list-style-type: none"> <li>- “Family Vacation...GONE WRONG! Instructions” handout.</li> <li>- “Family Vacation...GONE WRONG!” Rubric.</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>Pass the Movement</b></p> <ul style="list-style-type: none"> <li>- Sts stand in a circle facing each other.</li> <li>- One student makes a movement, making eye contact with the person they're "sending" it to.</li> <li>- That person imitates the movement the previous person made, and passes a new one to someone else.</li> <li>- Variation: after some attempts just repeating the movement sent, they can repeat the first movement and add another one. <ul style="list-style-type: none"> <li>- The person that "receives" the movement has to repeat all the movements and add a new one.</li> <li>- The student that forgets a movement or changes one of them, is out.</li> </ul> </li> </ul>
60	<p><b>ACTIVITY: "FAMILY VACATION GONE WRONG" PLAN</b></p> <ul style="list-style-type: none"> <li>- The T shows the rubric of evaluation to be used for this Assessment of Learning.</li> <li>- The T answer all the questions the sts may have and add suggestions to the rubric if necessary.</li> <li>- The sts complete steps 1, 2 and 3 of the instructions for this project: <ol style="list-style-type: none"> <li>1) Where does the family vacation take place? What went wrong?</li> <li>2) Casting characters, choosing costumes and props.</li> <li>3) Draw a storyboard telling the story.</li> </ol> </li> </ul>
15	<p><b><i>BREAK</i></b></p>
80	<p><b>ACTIVITY: "FAMILY VACATION GONE WRONG" REHEARSAL</b></p> <ul style="list-style-type: none"> <li>- The sts complete steps 4, 5, 6 and 7 of the instructions for this project: <ol style="list-style-type: none"> <li>4) Begin rehearsal.</li> <li>5) Practice transitions.</li> <li>6) Choose and use costumes and props.</li> <li>7) Rehearse the four scenes that will tell the story.</li> </ol> </li> <li>- The T monitors the rehearsals and gives suggestions to the sts about the time and smoothness of their transitions.</li> </ul>
10	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- The T answers the final questions that the sts may have.</li> <li>- The sts make comments about what has been difficult about the project so far and how they have solved it.</li> <li>- The T reminds them that they have to perform during the next lesson.</li> </ul>
<p><b>Assessment AS Learning / Homework</b></p>	
<ul style="list-style-type: none"> <li>- The sts complete the exit card available on Moodle.</li> <li>- They practise transitions and pose at home..</li> </ul>	
<p><b>Teacher's Reflections</b></p>	
<p>To model transitions, body and facial expressions when giving suggestions to the sts, or when explaining what to do. To emphasise the use of exaggerated facial expressions to achieve the purpose, and be careful with keeping the pose for 8 seconds.</p> <p>It is important to remind students of being aware of where they are looking at when posing. The audience tends to look at the place they are staring and that should be used to achieve the purpose of the Tableau, or to provide a clearer focus.</p>	

## The Erindale Academy Daily Lesson Plan Unit 2 and Lesson Plan 11

<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> <li><input type="checkbox"/> Self-analysis sheet</li> <li><input type="checkbox"/> Peer-analysis sheet</li> </ul> <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> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Business report</li> </ul> <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;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance tasks</li> <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>