

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 12
Unit 2: Tableau	Topic: Major Tableau Project 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>B. REFLECTING, RESPONDING, AND ANALYSING</p> <ul style="list-style-type: none"> - B3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts. <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. - B3.1 identify and describe skills, attitudes, and strategies they used in collaborative drama activities. - 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"/> Responsibility: completes and submits classwork and assignments. <input type="checkbox"/> Collaboration: accepts roles and an equitable share of the work within a group.
Learning Goals
<p>Today you will:</p> <ul style="list-style-type: none"> - Tell a story using the frozen picture Tableau. - Apply the Rules of Theatre, transitions and poses for Tableau.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Use smooth transitions between scenes. - Use facial expression and strong, expressive body language.
Materials and Resources
<ul style="list-style-type: none"> - “Family Vacation...GONE WRONG!” Rubric. - Projector. - Moodle.
Lesson Structure and Activities

Timing (minutes)	Lesson
30	<p>WARM UP ACTIVITY + ATTENDANCE</p> <p>Laser Beam Ninja</p> <ul style="list-style-type: none"> - Sts pair up . - One student is the ninja and doesn't have a partner. - Sts have to stand, sit or kneel around the room and make clear eye contact with each other. Their eyes form imaginary lasers. - The ninja, who is waiting outside until everything is ready, enters the room, and has to navigate through all of the lasers to the other side of the room without hitting the lasers. - If a laser is interrupted, the pair have to make a sound to indicate this.
60	<p>ACTIVITY: "FAMILY VACATION GONE WRONG" FINAL REHEARSAL</p> <ul style="list-style-type: none"> - The T shows the rubric of evaluation to be used for this Assessment of Learning, giving emphasis to the "look for's" of the rubric. - The sts complete steps 4, 5, 6 and 7 of the instructions for this project: <ul style="list-style-type: none"> 1) Begin rehearsal. 2) Practice transitions. 3) Choose and use costumes and props. 4) Rehearse the four scenes that will tell the story. - The T monitors the rehearsals and gives suggestions to the sts about the time and smoothness of their transitions.
15	BREAK
60	<p>ASSESSMENT OF LEARNING PERFORMANCE</p> <ul style="list-style-type: none"> - Sts perform their Tableaus. - Classmates observe and make comments. - The T provides feedback.
30	<p>CLOSING</p> <ul style="list-style-type: none"> - After the sts present, they discuss with their partners on their performance and contribution to the final product. - They mention their point of view on their partners' strengths and weaknesses , and make suggestions on how to improve the latter. - The T answers the final questions that the sts may have.
Assessment AS Learning / Homework	
- The sts complete the self evaluation available on Moodle (Exit Card).	
Teacher's Reflections	
<p>Remind the students that their performances are evaluated according to what is mentioned in the rubric, and encourage them to ask questions about the instrument.</p> <p>Emphasise that the rubric can be adapted, according to the students' suggestions. Their ideas are valid and important.</p> <p>Monitor completion of activities on time.</p>	

The Erindale Academy Daily Lesson Plan Unit 2 and Lesson Plan 12

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;">Performance tasks</p> <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <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