

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 13
Unit 2: Tableau	Topic: Assignment - The 5 Stages of Life	

Overall Expectations	
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> - 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. - 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. 	
Specific Expectations	
<ul style="list-style-type: none"> - A2.1 select and combine the elements of drama to achieve a variety of purposes in ensemble presentations. - A3.2 use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal. 	
Learning Skills & Work Habits	
<ul style="list-style-type: none"> <input type="checkbox"/> Initiative: to approach new tasks with a positive attitude. <input type="checkbox"/> Organisation: to devise and follow a plan and process for completing tasks.. 	
Learning Goals	
<p>Today you will:</p> <ul style="list-style-type: none"> - Tell a story using the frozen picture Tableau. - Practise transitions and posing for Tableau. - Review and reinforce the main concepts of 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"> - “Drama Tableau Assignment - The 5 Stages of Life” handout. - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

20	<p>WARM UP ACTIVITY + ATTENDANCE</p> <p>Student led warm-up</p> <ul style="list-style-type: none"> - The T introduces the students who will be in charge of today’s warm up activity. - He reminds the students to follow his/her classmate's instructions. - The student(s) provides instructions and models the activity. The T helps modelling if necessary. - The sts perform the activity. - After the activity has ended, the sts make comments about the activity. - Finally, the student(s) that led the activity explains why he/she chose that activity and mentions if the purpose was achieved. - The T marks attendance.
70	<p>ASSIGNMENT: “THE 5 STAGES OF LIFE” PLAN</p> <ul style="list-style-type: none"> - The T presents the assignment. He explains that this will be the last team-work activity to be done during this unit. - The T provides the sts with the handout “The 5 Stages of Life”. - Task: in groups of 4-5 people, the sts have to create 5 freezes around the idea of “The 5 Stages of Life”. It’s up to the sts what stages they want to focus on. They have to think of major milestones in people’s lives, and how those can depict this through just the sts’ bodies, without talking. - The assignment must have: <ul style="list-style-type: none"> - 5 or freezes total, with smooth transitions in between. - Levels and depth - Focus in freezes and exaggerated facial and body expression. - A clear beginning / middle / end. - Tell a story that works. - One key costume OR prop per character (example – a grandma may hold a cane in each scene). - OPTIONAL: it could have music playing as an added element to the presentation - The sts complete the first part of the assignment. - Part 1: planning (storyboarding) <ul style="list-style-type: none"> - The sts will sit in a circle and brainstorm the 5 stages of life they want to depict. - Each person must fill out a storyboard. - Once the storyboard is completed, sts should begin rehearsing on their feet.
15	<p>BREAK</p>
70	<p>ASSIGNMENT: “THE 5 STAGES OF LIFE” REHEARSAL AND PERFORMANCE</p> <ul style="list-style-type: none"> - Part 2: rehearsing and presenting. - Sts begin figuring out the 5 freezes, and transitions. - Discuss costume/prop choices. - Discuss optional musical element - Sts rehearse the final presentation at least three times (start to finish). - The T monitors the rehearsals and gives suggestions to the sts about the time and smoothness of their transitions.
20	<p>CLOSING</p> <ul style="list-style-type: none"> - The sts make comments about what was difficult about the assignment and how they solved it.

	<ul style="list-style-type: none"> - They compare the planning and rehearsing of the Assessment of Learning and the assignment they just presented. - The T asks the sts if they considered the feedback given for the assessment of Learning, and how they applied the corrections to this assignment.
<p>Assessment AS Learning / Homework</p>	
<ul style="list-style-type: none"> - The sts complete the exit card (self-evaluation) available on Moodle. 	
<p>Teacher’s Reflections</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. 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 13

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