

## 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: 14</b>
<b>Unit 3: Mime</b>		<b>Topic: Basic concepts of Mime</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> </ul> <p>B. REFLECTING, RESPONDING, AND ANALYSING</p> <ul style="list-style-type: none"> <li>- 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.</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>- B3.1 identify and describe skills, attitudes, and strategies they used in collaborative drama activities.</li> </ul>	
<b>Learning Skills &amp; Work Habits</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiative: students use creativity to suggest ideas on what and how to represent them through Mime.</li> <li><input type="checkbox"/> Self-Regulation: students focus on the correct execution of their movements, as well as imitating their classmates movements.</li> </ul>	
<b>Learning Goals</b>	
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Apply basic concepts of Mime: E/T/F/U.</li> <li>- Identify suggestions on how to tell a story.</li> </ul>	
<b>Success Criteria</b>	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Perform silent activities, focusing on body and facial expressions.</li> <li>- Make comments to analyse the correct execution of the elements of Mime.</li> <li>- Apply suggestions on exploration, touching, feeling and using, to perform Mime correctly.</li> </ul>	
<b>Materials and Resources</b>	
<ul style="list-style-type: none"> <li>- Handout “Intro to MIME”.</li> <li>- Projector.</li> <li>- Moodle.</li> <li>- Chairs.</li> </ul>	
<b>Lesson Structure and Activities</b>	
<b>Timing (minutes)</b>	<b>Lesson</b>

20	<p><b>WARM UP ACTIVITY + ATTENDANCE</b></p> <p><b>Student led warm-up</b></p> <ul style="list-style-type: none"> <li>- The T introduces the students who will be in charge of today’s warm up activity.</li> <li>- He reminds the students to follow his/her classmate's instructions.</li> <li>- The student(s) provides instructions and models the activity. The T helps modelling if necessary.</li> <li>- The sts perform the activity.</li> <li>- After the activity has ended, the sts make comments about the activity.</li> <li>- Finally, the student(s) that led the activity explains why he/she chose that activity and mentions if the purpose was achieved.</li> <li>- The T marks attendance.</li> </ul>
30	<p><b>ACTIVITY 1: For your eyes only</b></p> <ul style="list-style-type: none"> <li>- Sts sit on the ground, spread out, all facing the T. The sts must be in silence.</li> <li>- The sts are slowly being frozen from the ground up: the legs, their torso, their neck, their face; everything but their eyes.</li> <li>- Using just their eyes, the T asks them to show the following: <ul style="list-style-type: none"> <li>- Watching a scary movie.</li> <li>- A bee landing on their nose.</li> <li>- Bored in class.</li> <li>- Watching a tennis match.</li> <li>- Falling asleep.</li> <li>- Looking at their enemy.</li> <li>- Watching a kite fly.</li> <li>- Falling in love.</li> <li>- Relaxed and calm.</li> </ul> </li> </ul>
40	<p><b>LECTURE: INTRO TO MIME</b></p> <ul style="list-style-type: none"> <li>- The T explains the main concepts of Mime: its History, E/T/F/U (Explore, Touch, Feel, Use).</li> <li>- Basic concepts of a good pantomime: <ul style="list-style-type: none"> <li>- CONSISTENCY: objects that are mimed must remain the same size. Ex: a steering wheel can’t shrink, a drinking glass can’t float into air, etc.</li> <li>- EXAGGERATED RESISTANCE: the resistance <i>must</i> be exaggerated and “bigger” than real life. Ex: pushing against a door, lifting a suitcase, pushing a button, picking a flower, etc.</li> <li>- EXAGGERATED EXPRESSION/GESTURE: <i>must</i> be bigger than real life. Ex: pointing to someone, crying, laughing, becoming angry, etc.</li> </ul> </li> <li>- How to tell a good story: <ul style="list-style-type: none"> <li>- Keep it simple.</li> <li>- Tell a complete story. <ul style="list-style-type: none"> <li>- Needs: a beginning (intro), complications and problems that arise from that problem (middle), and a solution to these problems (ending).</li> </ul> </li> <li>- It must be fantastic. <ul style="list-style-type: none"> <li>- Complications and solutions can be less realistic, and <i>more creative</i>.</li> </ul> </li> <li>- Contrasting characters.</li> <li>- Exaggerated scenarios.</li> <li>- Breaking down the fourth wall.</li> <li>- The rule of three.</li> </ul> </li> </ul>

15	<b>BREAK</b>
30	<p><b>ACTIVITY 2: Pick a Posey</b>  <b>ETFU Step by step</b></p> <ul style="list-style-type: none"> <li>- Sts sit on the ground, stay in silence. They spread out, all facing the T.</li> <li>- The T asks them to imagine they are sitting in a field of flowers. They: <ul style="list-style-type: none"> <li>- EXPLORE: show they are surrounded by flowers.</li> <li>- TOUCH: touch the most perfect flower in the bunch.</li> <li>- FEEL: show the T what the flower looks like</li> <li>- USE: pick it, smell it, pull petals off.</li> </ul> </li> <li>- The sts can continue, to keep practising</li> <li>- They have to hand the flower to someone else, and pick another one. <ul style="list-style-type: none"> <li>- Variation: the follow the same instructions, but this time they pick a rose. They have to be very careful with the thorns.</li> </ul> </li> </ul>
20	<p><b>ACTIVITY 3: At The Shoe Store</b></p> <ul style="list-style-type: none"> <li>- The sts sit on chairs, spread out, all facing the T (silent activity).</li> <li>- The sts are going to be guided through finding shoe boxes under their chairs that they have to try on.</li> <li>- They have to show the T WEIGHT/SIZE of the shoes beginning by: <ol style="list-style-type: none"> <li>1) grabbing the box from under the chair,</li> <li>2) taking the shoe out of the box,</li> <li>3) trying it on / re-acting / taking it off,</li> <li>4) place back under their chair</li> </ol> </li> <li>- It is important to remind them to exaggerate their facial expressions.</li> <li>- They're trying on a shoe that's: <ul style="list-style-type: none"> <li>- too tight</li> <li>- a rubber boot</li> <li>- has lots of laces</li> <li>- a high heel</li> <li>- just right but expensive</li> <li>- running shoes</li> <li>- has velcro</li> <li>- the heel hurts</li> <li>- sandals</li> </ul> </li> </ul>
20	<p><b>ACTIVITY 4: Bundling Up</b></p> <ul style="list-style-type: none"> <li>- A volunteer sts demonstrates this mime in front of the class as the T walks them through the following:</li> <li>- It's wintertime so the sts have to bundle up before going outside. The T gives the next instructions to the volunteer st: <ul style="list-style-type: none"> <li>- Go to the closet</li> <li>- Take out your winter snow pants and put them on</li> <li>- Put on the warmest socks you've got</li> <li>- Put on your winter boots</li> <li>- Put on your bulky winter jacket</li> <li>- Put on your scarf</li> <li>- Put on your hat</li> <li>- Put on your gloves</li> <li>- Say goodbye to your family and get out of the house.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- The activity is repeated with every student.</li> <li>- Sts make comments about their own performances and their classmates'.</li> </ul>
20	<p><b>CLOSING</b></p> <p><b>Cool down activity: Mirror Mirror</b></p> <ul style="list-style-type: none"> <li>- Sts sit in pairs, facing each other (silent game).</li> <li>- They pick a leader/follower.</li> <li>- They start with just the hands.</li> <li>- The leader makes small slow-motion movements(the slower the better) as the follower mirrors, or copies their movements.</li> <li>- The T rotates around the room and tries to guess which one is leading. This helps them focus on mastering it.</li> <li>- If they're going too fast, the T tells them to imagine they're stuck in a vat of honey. <ul style="list-style-type: none"> <li>- Variation: once the sts have done this a few times, they can stand and add in other body parts.</li> <li>- They can also try with just mirroring the face. It's much harder, but they will have fun.</li> </ul> </li> </ul>
<b>Assessment AS Learning / Homework</b>	
<p>The sts have to find out about Mr. Bean. They have to watch videos on YouTube about this character and choose the video they like the most.</p> <p>They will share this video on Moodle as an assignment. The next day, the sts will explain why they chose the video and complete a worksheet on the topic.</p>	
<b>Teacher's Reflections</b>	
<p>Reinforce the use of the stage, focus, level and depth, and use of body and facial expressions.</p> <p>It is important to emphasise that Mime is similar to Tableau in terms of performing in silence, as well as using exaggerated facial expressions and gestures. The main difference is that Mime involves movement. They have to be careful when performing, since movement sometimes makes noise, and Mime is completely silent.</p>	

## The Erindale Academy Daily Lesson Plan Unit 3 and Lesson Plan 14

<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 centres</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>