

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 16
Unit 3: Mime	Topic: Mime Time! Midterm Preparation	

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. <p>B. REFLECTING, RESPONDING, AND ANALYSING</p> <ul style="list-style-type: none"> - B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities.
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. - B1.3 identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes.
Learning Skills & Work Habits
<ul style="list-style-type: none"> <input type="checkbox"/> Initiative: students use creativity to suggest ideas on what and how to represent them through Mime. <input type="checkbox"/> Self-Regulation: students focus on the correct execution of their movements, as well as interacting with their classmates.
Learning Goals
<p>Today you will:</p> <ul style="list-style-type: none"> - Dramatise different scenarios through Mime. - Apply the concepts of Mime when acting: exaggerated facial expressions and gestures, telling a good story.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Follow instructions. - Perform activities in silence (main concepts of Mime) and stay in character as much as possible. - Interact with a partner (Action and re-action) - Put into practice the E/T/F/U strategie.
Materials and Resources
<ul style="list-style-type: none"> - “Midterm Drama Project: Instructions” handout. - “Midterm Drama Rubric” handout. - Projector. - Moodle.
Lesson Structure and Activities

Timing (minutes)	Lesson
30	<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.
60	<p>ACTIVITIES: MIME TIME</p> <ul style="list-style-type: none"> - In pairs, sts practise Mime exercises. - They have to clearly demonstrate what they are doing by ensuring the audience understands: <ul style="list-style-type: none"> - WHO they are - WHERE they are (the setting) - Their EMOTION - WHAT they are doing. - What their REACTION is. - Acting is reacting: the sts have to make sure: <ul style="list-style-type: none"> - their actions have a reason and are precise. - They exaggerate their face and body. - Exercises for scenarios: <ol style="list-style-type: none"> 1) Picking a piece of fruit off a tree, smelling it together, reacting to it 2) A store clerk handing a package to a customer 3) A small child taking a disgusting medicine from your parent 4) People catching a whiff of their favourite food 5) At an airport where they both accidentally spill their luggage everywhere 6) They are two seasick travellers trying to appear okay even though they don't feel well - Exercises for walking: <ol style="list-style-type: none"> 1) It is pouring rain and they are trying to walk quickly without stepping in puddles 2) Walking down a dark alley after midnight 3) Both sts winning an award at their high school graduation 4) Seeing their favourite movie star at the mall and waiting to get his/her autograph
15	BREAK
30	<p>MIDTERM PROJECT INSTRUCTIONS</p> <ul style="list-style-type: none"> - The T gives the sts instructions about what the Assessment of Learning (Midterm) will be about. - In groups (4 or 5 people), the sts will write their own pantomimes based on one of the scenarios below (if they have their own idea, they must get it approved by the T). - Their pantomime has to be 3 to 5 minutes in length and must have music in the background. They must know exactly what they will be doing, how, why, and where.

	<ul style="list-style-type: none"> - The sts must rehearse a minimum of 5 times. - They have to choose one of the following scenarios as a starting point for their scene: <ol style="list-style-type: none"> 1) A first grade class at the zoo (include students, teachers, animals) 2) Two teams are playing a game. It's the final minutes of the game (coaches, athletes, fans) 3) A chef is busy at a new restaurant trying to deal with customers 4) Many people are applying and interviewing for the same job, but only one will be chosen. 5) They are playing a board game (two vs. two) and one team is losing and getting angry - The key concepts to be evaluated are: <ul style="list-style-type: none"> - Emotion and facial action and re-action (face exaggerated) - Hand and body gestures (body exaggerated) - Effective portrayal of scenes (to tell a story that works).
50	<p>ACTIVITY: PLANNING AND REHEARSAL</p> <ul style="list-style-type: none"> - The sts form groups of 4 or 5 students. They have to form diverse groups (different nationalities, boys and girls). - They choose one of the scenarios enlisted in the instructions or provide the T a new idea to perform. They used the scenario as a starting point. - The sts draw a storyboard with the different scenes to be performed. - After finishing the storyboard and being approved by the T, the sts assign the roles of their story and begin their rehearsal.
10	<p>CLOSING</p> <ul style="list-style-type: none"> - The sts make comments about the difficulties they have faced during the rehearsal and how they have worked to solve them. - The T provides suggestions to the sts from what he observed during their rehearsal (exaggerated facial expression, gestures, etc.).
Assessment AS Learning / Homework	
At home, the sts have to continue rehearsing the project to perform the next lesson.	
Teacher's Reflections	
<p>Reinforce the use of exaggerated facial expressions, gestures and the basic concepts of Mime. Even though it is exaggerated, it has to be consistent. That requires lots of practice and time. The sus must know that it is necessary to practise one expression of movement, at least, three times before transitioning to a new one. Even though they are performing comedy, it is important to remind the sts to stay in character as much as possible.</p>	

The Erindale Academy Daily Lesson Plan Unit 3 and Lesson Plan 16

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 <input type="checkbox"/> Performance tasks <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 centres 	<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