

## 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: 18</b>
<b>Unit 3: Mime</b>	<b>Topic: Getting to Know Marcel Marceau and Charlie Chaplin</b>	

<b>Overall Expectations</b>
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> <li>- 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..</li> </ul> <p>C. FOUNDATIONS</p> <ul style="list-style-type: none"> <li>- C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies.</li> </ul>
<b>Specific Expectations</b>
<ul style="list-style-type: none"> <li>- A1.3 use role play and characterization to explore personal and social issues.</li> <li>- C2.1 identify ways in which dramatic expression and performance reflect communities and cultures, past and present.</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 perform for the Christmas event.</li> <li><input type="checkbox"/> Collaboration: students work in pairs and groups to answer inquiry questions about the Masters of Drama.</li> </ul>
<b>Learning Goals</b>
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Identify, evaluate and reflect on the techniques used by Mime Performers to enhance their own performance.</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>- Answer in pairs, groups, and make comments on the thinking questions from the Masters of Mime Worksheet.</li> <li>- Choose and read one of the suggestions for the Christmas presentation.</li> </ul>
<b>Materials and Resources</b>
<ul style="list-style-type: none"> <li>- “Masters of Mime” worksheet.</li> <li>-  Marcel Marceau - Sketch</li> <li>-  Charlie Chaplin - The Lion Cage - Full Scene (The Circus, 1928)</li> <li>-  SYTYCD S09E01 - Hampton Williams 'Exorcist Style' (Full Audition)</li> <li>- Projector.</li> <li>- Moodle.</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>
70	<p><b>LECTURE: MASTERS OF MIME</b></p> <ul style="list-style-type: none"> <li>- The T provides the sts the “Masters of Mime” Worksheet: groups discussion about Charlie Chaplin, Marcel Marceau and other mime performers.</li> <li>- Sts watch the videos and complete the worksheet in pairs.</li> <li>- They discuss the next questions: <ul style="list-style-type: none"> <li>- Marcel Marceau: <ul style="list-style-type: none"> <li>- What emotions did you see in the video? How are these shown?</li> <li>- Why do you think Marceau chose to wear the face makeup? Explain your reasoning.</li> </ul> </li> <li>- Charlie Chaplin: <ul style="list-style-type: none"> <li>- Conflict is key: list 2 things that “go wrong” to add an element of comedy to this film.</li> <li>- How are words shown in this film? Why do you think they used this technique in silent films?</li> <li>- Google Chaplin’s biography and record 3 important/interesting facts about his life.</li> </ul> </li> </ul> </li> <li>- The sts share their answers with the class.</li> <li>- Their classmates correct each others’ answers if necessary.</li> <li>- They comment what facial expressions and body gestures they may include in their performances, and try to imitate them and each other.</li> </ul>
15	<b>BREAK</b>
45	<p><b>LECTURE: MASTERS OF MIME part II</b></p> <ul style="list-style-type: none"> <li>- The sts continue working with the second part of the worksheet.</li> <li>- They watch a video with Hampton Williams’ performance and complete the second part of the worksheet. They discuss these questions: <ul style="list-style-type: none"> <li>- In your opinion, does the mixing of MIME techniques and dance work? How? Why?</li> <li>- On a scale of 1-10, how much did his performance affect you emotionally and why?</li> </ul> </li> <li>- They compare this video with the other two they watched before.</li> <li>- When talking about differences (comedy and drama), the T directs the discussion to the idea of performing with a purpose, evoking emotions in the audience (interpretation), and how to make the audience feel those emotions.</li> </ul>

45	<p><b>ACTIVITY: Christmas Scripts</b></p> <ul style="list-style-type: none"> <li>- The T shows the scripts the sts suggested to perform for the Christmas celebration in the school.</li> <li>- The sts read the scripts and choose the one they like the most.</li> <li>- When reading the final script, the sts have to identify what type of genre it is and what is the purpose of the script (comedy or drama; making laugh, think, feel sadness / joy / curiosity / thinking, etc.).</li> <li>- After the discussion, the students (guided by the teacher) assign roles and characters.</li> <li>- The sts read aloud the script.</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 must read the script at home and rehearse their parts in front of the mirror, at least, five times, in order to achieve a more effective interpretation, as well as creating confidence.</p> <p>They have to look for options of music to be played for the Christmas performance.</p>	
<b>Teacher's Reflections</b>	
<p>Encourage the students to practise their facial expressions at home, in front of a mirror.</p> <p>Sts with a lower level of English should always be accompanied by a student who speaks their language and that helps them to understand instructions. This will assure every student is involved in the class and reinforces the idea of team work.</p>	

## The Erindale Academy Daily Lesson Plan Unit 3 and Lesson Plan 18

<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>