

Daily Lesson Plan

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| Course Name: DRAMA | | Course Code: ADA20 |
| Grade Level: 10 | Duration: 3 hours | Lesson No: 19 |
| Unit 3: Mime | Topic: Major Mime Project Rehearsal | |

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| 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 Mime. - Practise movements in slow motion. | |
| Success Criteria | |
| <p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Use smooth and precise movements. - Use facial expression and strong, expressive body language. | |
| Materials and Resources | |
| <ul style="list-style-type: none"> - “Physical Comedy: Slow Motion Instructions” handout. - “Physical Comedy: Slow Motion” Rubric. - Projector. - Moodle. | |
| Lesson Structure and Activities | |
| Timing (minutes) | Lesson |

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| 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. |
| 60 | <p>ACTIVITY: “PHYSICAL COMEDY: SLOW MOTION” PLAN</p> <ul style="list-style-type: none"> - The T shows the rubric of evaluation to be used for this Assessment of Learning. - The T answer all the questions the sts may have and add suggestions to the rubric if necessary. - The sts read the task below and create the story to be told in their performance: <ol style="list-style-type: none"> 1) In groups of 2-5 students, create a 1 - 3 minute silent scene based on the scenario options below. <ol style="list-style-type: none"> a) A teenager tries to sneak home past curfew without waking up his/her parents b) You are trying to cook pizza, but instead you start a fire c) The first men in space discovering alien life d) Customers receiving slow/awful service in a restaurant e) Police officer pulling someone over f) Person has re-decorated a home and the home-owners aren’t impressed g) Construction workers find buried treasure h) Three army officers deciding who to send on a dangerous raid i) Criminals on the run after committing a crime j) Gangster who has been shot visiting a doctor to remove the bullets 2) The scene must focus on the exaggeration of body and facial expressions and be void of any talking whatsoever. - After the T answers the questions the sts may have, they choose one of the scenarios and discuss the story they will create and perform. - The story must have a beginning, middle and end. |
| 15 | <p><i>BREAK</i></p> |
| 80 | <p>ACTIVITY: “PHYSICAL COMEDY: SLOW MOTION” REHEARSAL</p> <ul style="list-style-type: none"> - The T reminds the sts what separates a good and a great scene: <ul style="list-style-type: none"> - Following all the “rules of theatre” - Have a simple storyline with a beginning, middle, end. - Rehearse the way the sts will perform (with music, expression, and effort) - Use the elements of Physical Comedy: rule of three, breaking down the 4th wall etc. - Have opposing characters (opposites, foils) - The sts start rehearsing for this project. - The T monitors the rehearsals and provides instructions when necessary. |

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| 10 | <p>CLOSING</p> <ul style="list-style-type: none"> - The T answers the final questions that the sts may have. - The sts make comments about what has been difficult about the project so far and how they have solved it. - The T reminds them that they have to perform during the next lesson. |
| <p>Assessment AS Learning / Homework</p> | |
| <ul style="list-style-type: none"> - The sts complete the exit card available on Moodle. - They practise their parts in their scene at home. | |
| <p>Teacher's Reflections</p> | |
| <p>To model movements, 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 speed when using gestures. It's slow motion, it must be very slow and exaggerated. It is important to remind students of being aware of where they are looking at when moving.</p> | |

The Erindale Academy Daily Lesson Plan Unit 3 and Lesson Plan 19

| Assessment Strategies | | |
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| 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 |