

## 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: 20</b>
<b>Unit 3: Mime</b>	<b>Topic: Mime Assessment of Learning: “Physical Comedy, Slow Motion”</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>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> <p>C. FOUNDATIONS</p> <ul style="list-style-type: none"> <li>- C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components.</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>- B3.1 identify and describe skills, attitudes, and strategies they used in collaborative drama activities.</li> <li>- C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works.</li> </ul>
<b>Learning Skills &amp; Work Habits</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Responsibility: completes and submits classwork and assignments.</li> <li><input type="checkbox"/> Collaboration: accepts roles and an equitable share of the work within a group.</li> </ul>
<b>Learning Goals</b>
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Tell a story in slow motion through mime.</li> <li>- Apply the Rules of Theatre and the elements of Physical Comedy.</li> </ul>
<b>Success Criteria</b>
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Use smooth and precise movements.</li> <li>- Use facial expression and strong, expressive body language.</li> </ul>
<b>Materials and Resources</b>
<ul style="list-style-type: none"> <li>- “Physical Comedy: Stop Motion” Rubric.</li> <li>- Projector.</li> <li>- Moodle.</li> </ul>
<b>Lesson Structure and Activities</b>

<b>Timing (minutes)</b>	<b>Lesson</b>
30	<p><b>WARM UP ACTIVITY + ATTENDANCE</b>  <b>Throw Anything You Want At</b> ____</p> <ul style="list-style-type: none"> <li>- A volunteer sts participates to demo this mime in front of the class.</li> <li>- The class can throw any imaginary object at the demo student.</li> <li>- They'll have to react to whatever the students throw at him/her. <ul style="list-style-type: none"> <li>- Examples: a pizza, earphones, a pen...</li> </ul> </li> <li>- They have to tell the person what object they're throwing before they throw it.</li> <li>- The demo student reacts with facial expressions and gestures, but in complete silence.</li> <li>- Finally, the teacher marks attendance.</li> </ul>
60	<p><b>ACTIVITY: "PHYSICAL COMEDY: SLOW MOTION" FINAL REHEARSAL</b></p> <ul style="list-style-type: none"> <li>- The T shows the rubric of evaluation to be used for this Assessment of Learning, giving emphasis to the "look for's" of the rubric.</li> <li>- The sts complete the final rehearsals, including the use of props and costumes, and paying attention to the correct use of the lights in the classroom.</li> <li>- The T monitors the rehearsals and gives suggestions to the sts.</li> </ul>
15	<b>BREAK</b>
60	<p><b>ASSESSMENT OF LEARNING PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>- Sts perform.</li> <li>- Classmates observe and make comments.</li> <li>- The T provides feedback.</li> </ul>
30	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- After the sts present, they discuss with their partners on their performance and contribution to the final product.</li> <li>- They mention their point of view on their partners' strengths and weaknesses , and make suggestions on how to improve the latter.</li> <li>- The T answers the final questions that the sts may have.</li> </ul>
<b>Assessment AS Learning / Homework</b>	
- The sts complete the self evaluation available on Moodle (Exit Card).	
<b>Teacher's Reflections</b>	
Remind the students that their performances are evaluated according to what is mentioned in the rubric, and encourage them to ask questions about the instrument. Emphasise that the rubric can be adapted, according to the students' suggestions. Their ideas are valid and important. Monitor completion of activities on time.	

## The Erindale Academy Daily Lesson Plan Unit 3 and Lesson Plan 20

<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"/> Class notes</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"/> Class discussions</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> <li><input type="checkbox"/> Self-analysis sheet</li> <li><input type="checkbox"/> Peer-analysis sheet</li> </ul> <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"/> <b>Student teacher conferences</b></li> <li><input type="checkbox"/> Small group discussions</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"/> Assignments</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Business report</li> </ul> <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"/> <b>Presentation</b></li> </ul> <p style="text-align: center;"><b>Performance tasks</b></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"/> <b>Lecture</b></li> <li><input type="checkbox"/> <b>Compare &amp; contrast</b></li> <li><input type="checkbox"/> Socratic method</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"/> Video clip</li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> <b>Role playing</b></li> <li><input type="checkbox"/> Brainstorming</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 centers</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"/> <b>Story telling</b></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"/> Model building</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>