

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 21
Unit 4: Voice	Topic: Elements of Voice	

Overall Expectations	
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> - 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.. <p>C. FOUNDATIONS</p> <ul style="list-style-type: none"> - 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. 	
Specific Expectations	
<ul style="list-style-type: none"> - A1.3 use role play and characterization to explore personal and social issues. - C1.2 demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works. 	
Learning Skills & Work Habits	
<input type="checkbox"/> Self regulation: to respect turns and listen to others' participation.	
Learning Goals	
<p>Today you will:</p> <ul style="list-style-type: none"> - Identify and apply the elements of voice (tempo/ pace, projection, pitch, silences/ pauses, etc.). 	
Success Criteria	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Pronounce a single sentence using all the elements of voice seen. - Pronounce a variety of sentences, using the elements of voice to assign different emotions (anger, sadness, regret, sarcasm, uncertainty, etc.). 	
Materials and Resources	
<ul style="list-style-type: none"> - "Elements of Voice" worksheet. - Speakers and microphone. - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

40	<p>WARM UP ACTIVITY + ATTENDANCE</p> <p>Gethsemane</p> <ul style="list-style-type: none"> - The T performs the song “Gethsemane” to demonstrate how the use of voice, music and acting can complement each other to achieve a dramatic purpose. - The sts listen and identify: <ul style="list-style-type: none"> - Who the character is. - Emotions portrayed. - Parts of the aria. - To whom the character is talking to. - When they identify the concepts listed above, they justify their answer. - The sts make comments about the performance, what they liked and what can be improved. - The T marks attendance.
25	<p>LECTURE: ELEMENTS OF VOICE</p> <ul style="list-style-type: none"> - The T explains the different elements to be considered in drama when using the voice: tempo/pace, projection, pitch, silence/pauses, intonation, tone, emphasis, echo, choral, instruments/sound effects, character voice. - The T explains the sts they will go through each element of voice - Each student in the circle takes a turn, only saying “hello, how are you?”
25	<p>ACTIVITY 1: HELLO, HOW ARE YOU?</p> <p>Workshop</p> <ul style="list-style-type: none"> - The sts sit in a circle on the ground. - The T explains the sts they will go through each element of voice - Each student in the circle takes a turn, only saying “hello, how are you?” <ul style="list-style-type: none"> - They start with tempo, and they go around the circle. - Some students will go slow, some fast, saying the line. - It helps to reinforce the elements. - The T asks the students to say the next line: “I DIDN’T SAY SHE STOLE MY MONEY” - The sts practice emphasising each word, and discuss how it changes the meaning. - There are seven meanings to this seven word phrase, depending on what the sts make stand out.
15	<p><i>BREAK</i></p>
45	<p>ACTIVITY 2: VOICE EMPHASIS</p> <ul style="list-style-type: none"> - Sts comment on how the way they say a line can change the meaning of it. - The T explains how the change of how only a single word is said, changes the whole message delivered. He provides examples. - First, the sts practice saying the sentence “I’m fine” using voice elements to express that they are 1) annoyed, 2) sad, 3) actually fine, and 4) unsure. - The T explains the instructions of the activity: <ul style="list-style-type: none"> - They have to choose three of the sentences listed in the worksheet. - They pronounce each sentence in three different ways. - After they say each sentence, their classmates, though brainstorming, have to identify what element of voice was used and the emotion expressed. - The sts who said the sentences confirm the information provided by their classmates.

45	<p>ACTIVITY: Christmas Scripts</p> <ul style="list-style-type: none"> - The T shows the scripts the sts suggested to perform for the Christmas celebration in the school. - The student that submitted the script assigns the character roles. - Using the elements of voice seen in class, they read the scripts aloud. - After reading all the scripts, the sts chose one. - The sts choose the character they want to perform. The T confirms the choices and provides feedback.
<p>Assessment AS Learning / Homework</p>	
<p>The sts must read and learn the lines of their characters to rehearse the activity for Christmas, to be presented in front of the school.</p>	
<p>Teacher's Reflections</p>	
<p>Encourage the students to practise saying sentences using the elements of voice seen. 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 teamwork.</p>	

The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 21

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 <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;">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 <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;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <p style="text-align: center;"><input type="checkbox"/> Performance tasks</p> <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