

## 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: 22</b>
<b>Unit 4: Voice</b>	<b>Topic: The Language of Voice</b>	

<b>Overall Expectations</b>	
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> <li>- 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.</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>	
<b>Specific Expectations</b>	
<ul style="list-style-type: none"> <li>- A3.2 use a variety of voice and movement techniques to support the creation of character or atmosphere during rehearsal.</li> <li>- B3.2 identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts.</li> </ul>	
<b>Learning Skills &amp; Work Habits</b>	
<input type="checkbox"/> Self regulation: to respect turns and listen to others' participation.	
<b>Learning Goals</b>	
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Use the elements of voice to convey different meanings.</li> </ul>	
<b>Success Criteria</b>	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Apply dramatic language in scenes to shape the situation, roles and relationships among characters.</li> <li>- Write the script of the Telephone Conversations Project, including the motivation and emotion to perform.</li> </ul>	
<b>Materials and Resources</b>	
<ul style="list-style-type: none"> <li>- "The Language of Voice (Advanced use of voice)" handout.</li> <li>- "Telephone Conversation: Voice Project Instructions" handout.</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></p> <ul style="list-style-type: none"> <li>- The sts perform the phrases assigned the previous class. They say the phrases or sentences using different elements of voice to portray specific intentions or emotions.</li> <li>- Their classmates identify the emotions or intention in the sentence and the elements of voice used.</li> <li>- The sts that said the sentences confirms their classmates' guesses.</li> <li>- The T marks attendance.</li> </ul>
40	<p><b>LECTURE: THE LANGUAGE OF VOICE</b></p> <p><b>Advanced use of voice: dramatic language</b></p> <ul style="list-style-type: none"> <li>- The T elicits answers from the sts about the elements of voice seen in the previous class.</li> <li>- The T asks the sts to provide examples of the elements as they mention them.</li> <li>- The T gives the sts “The Language of Voice (Advanced use of voice)” handout.</li> <li>- The sts read the content of the handout aloud and ask questions if necessary.</li> <li>- The T explains how the voice can be used to convey meaning and to shape the dramatic language through 3 elements: <ul style="list-style-type: none"> <li>- The situation: time and place, tone and vocabulary change.</li> <li>- The roles: the sts’ purpose in the action.</li> <li>- The relationship: how the characters feel about each other.</li> </ul> </li> <li>- While the T and the sts talk about the new content, the sts provide examples, saying sentences and using the elements mentioned.</li> </ul>
20	<p><b>ACTIVITY 1: TELEPHONE CONVERSATION VOICE PROJECT</b></p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>- The T reviews the next concepts of voice: projection, pace, pitch and articulation.</li> <li>- Brainstorming: the sts suggest how these elements convey different emotions.</li> <li>- The T explains the instructions of the project.</li> <li>- The sts asks questions if necessary.</li> <li>- They choose how they are going to work: in pairs or individually. If it is the first case, they find a partner and inform the T.</li> </ul>
15	<p><b><i>BREAK</i></b></p>
70	<p><b>ACTIVITY : TELEPHONE CONVERSATION VOICE PROJECT</b></p> <p><b>Script Writing</b></p> <ul style="list-style-type: none"> <li>- The sts must create a short script that starts with picking up the phone and ends with hanging up the phone.</li> <li>- The sts have to consider how the conversation will end: will their character slam the phone down? Hang up by accident? Be polite? Why?</li> <li>- The sts choose one of the prompts provided by the teacher in the “Telephone Conversation: Voice Project Instructions” handout.</li> <li>- Before they write the script, they have to mention to the T their characters’ motivations. That is to say, the reason for why they’re interacting in this particular manner. <ul style="list-style-type: none"> <li>- Think, pair and share: they have to identify and explain in which social context that conversation may happen.</li> <li>- According to the social context, the sts have to understand the emotions the characters are feeling.</li> </ul> </li> <li>- They have to use your voice to show this: show, don’t tell.</li> </ul>

	<ul style="list-style-type: none"> <li>- The T reminds the sts that if they're doing this project with a partner, they will need to create two copies of the script for the presentation date. After performing, the copies go in each sts' folder (portfolio).</li> </ul>
20	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- The sts share with the class what they wrote: dramatic reading.</li> <li>- Their classmates make comments about what they wrote and provide suggestions. They also say if the dramatic purpose was achieved.</li> <li>- They recommend what elements of voice must be enhanced to better fulfil the dramatic purpose.</li> </ul>
<b>Assessment AS Learning / Homework</b>	
The sts must read and learn the lines of their script, to be presented in front of the school.	
<b>Teacher's Reflections</b>	
<p>Encourage the students to practise saying sentences using the elements of voice seen.  Remind the sts that sometimes it is necessary to use facial expressions or short body movements to express the emotion they want to perform in a better way. They have to use the contents and skills seen in the previous units to present a better performance.  If the sts did not write all the script, give them the chance to finish writing it at home.</p>	

## The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 22

<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"/> Assignments</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"/> <b>Lecture</b></li> <li><input type="checkbox"/> Compare &amp; contrast</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"/> <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>