

## 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: 23</b>
<b>Unit 4: Voice</b>	<b>Topic: Telephone Conversation Performance</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>- Perform a telephone conversation, using elements of voice to convey emotions and meaning.</li> </ul>	
<b>Success Criteria</b>	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Rehearse and perform the Telephone Conversations Project.</li> <li>- Apply dramatic language in scenes to shape the situation, roles and relationships among characters</li> </ul>	
<b>Materials and Resources</b>	
<ul style="list-style-type: none"> <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> <p><b>Gibberish Translator</b></p> <ul style="list-style-type: none"> <li>- The sts sit in a square format, facing each other.</li> <li>- Two sts at the front: gibberish</li> <li>- Two sts at the back: translators</li> <li>- Sts provide a prompt of a scenario to help them. Examples: “a first date”, “therapy session,” etc.</li> <li>- The gibberish sts start by talking one-by-one in their decided “voice” which is anything but English (the weirder, the better)</li> <li>- After they talk, the translator translates what they’ve said.</li> <li>- The other gibberish sts talks, their translator translates.</li> <li>- Sts keep going until the story has developed and switch the players.</li> <li>- Finally, the T marks attendance.</li> </ul>
60	<p><b>ACTIVITY 1: TELEPHONE CONVERSATION VOICE REHEARSAL</b></p> <ul style="list-style-type: none"> <li>- The T reviews the instructions of the project.</li> <li>- The sts asks final questions. Then, they work with their partners and rehearse the performance.</li> <li>- The T monitors the rehearsals and gives suggestions for the use of the elements of voice.</li> </ul>
15	<p><b><i>BREAK</i></b></p>
70	<p><b>ACTIVITY 2: TELEPHONE CONVERSATION VOICE PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>- Sts perform their conversations.</li> <li>- They choose how they present and, if they perform in pairs, they have to mention what are the roles of the people talking on the phone. However, if they perform individually, they talk with an imaginary person -we only hear the student’s side of the conversation. <ul style="list-style-type: none"> <li>- The sts have to use many pauses, for the other person on the phone to have time to “reply”.</li> </ul> </li> <li>- They can perform either in front of or behind a “curtain” (seen or hidden).</li> <li>- The T reminds them that the voice has to be projected (loud), audible (understandable) and conveys emotions (expression).</li> <li>- After they finish their performances, their classmates make comments on what they saw and listened to.</li> </ul>
20	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- The sts share with the class how they felt when performing. They mention how different it was to perform silently and now giving emphasis to their voice.</li> <li>- They sts make comments on the elements of voice they found easy and difficult to use, in order to fulfil their dramatic purpose.</li> </ul>
<p><b>Assessment AS Learning / Homework</b></p>	
<p>The sts must read and learn their scripts for the Christmas presentations..</p>	
<p><b>Teacher’s Reflections</b></p>	
<p>Provide the sts more than opportunity to perform, especially if they make a mistake. It’s the first time they perform something they created, and use their voices with so much detail. Mistakes are expected to happen. Remind the sts the importance of rehearsing, at least, three times before performing, to make sure they know what to do and how to do it.</p>	

## The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 23

<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>