

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 24
Unit 4: Voice	Topic: Radio Advertisement Project Rehearsal	

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. - 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. 	
Specific Expectations	
<ul style="list-style-type: none"> - A1.1 develop interpretations of issues from contemporary or historical sources. - A2.2 use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective. 	
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"> - Create teams to work on this unit's project. - Plan and rehearse a scene with radio advertisements. 	
Success Criteria	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Write a short script in which radio advertisements play an important role. - Apply elements of voice to rehearse the Radio Advertisement Project. 	
Materials and Resources	
<ul style="list-style-type: none"> - "Radio Advertisement Voice Project Instructions" handout. - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

30	<p>WARM UP ACTIVITY + ATTENDANCE Pass the movement, pass the sound</p> <ul style="list-style-type: none"> - The sts stand in a circle facing each other - They start by one sts making a movement AND a sound, and making eye contact with the person they're "sending" it to. - That person imitates the movement and sound the previous person made, and passes a NEW one to someone else. - Finally, the T marks attendance.
60	<p>LECTURE: RADIO ADVERTISEMENT VOICE PROJECT PLAN Instructions</p> <ul style="list-style-type: none"> - The T reviews the instructions of the project: <ul style="list-style-type: none"> - In groups of 3 or 4 students, they choose 4-5 of the advertisements exposed in the handout and create a scene where the ads are an important part of the scene. For example: <ul style="list-style-type: none"> - The scene revolves around a family who is eating dinner and while they are talking about their day, we hear the TV in the background. During the ads, the family stops talking and listens to them. Once the ads finish, the family talks about them. - Two people driving in a car and they hear a series of ads as they try to reach their destination. - At least two students must be designated as ad readers. - Sts form groups and choose the advertisements in the handout, or create their own. - They inform their choices to the T and he confirms.
15	<p><i>BREAK</i></p>
45	<p>ACTIVITY 1: RADIO ADVERTISEMENT VOICE PROJECT SCRIPT</p> <ul style="list-style-type: none"> - The T reviews with the elements of voice with the sts. - The T reminds the sts the most important elements to consider for this project: projection, pace, pitch, emphasis and articulation. - The sts start writing their scripts. - The T monitors the activity and provides corrections when necessary.
45	<p>ACTIVITY 2: RADIO ADVERTISEMENT VOICE PROJECT REHEARSAL</p> <ul style="list-style-type: none"> - After the sts finish, the T checks the scripts and, once approved, the sts can start rehearsing. - The T monitors the activity and provides corrections or suggestions when necessary.
<p>Assessment AS Learning / Homework</p>	
<p>The sts must rehearse their script and roles at home to perform for this unit's Assessment of Learning.</p>	
<p>Teacher's Reflections</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 24

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