

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 26
Unit 4: Voice	Topic: Diaphragmatic Breathing	

Overall Expectations
<p>A. CREATING AND PRESENTING</p> <ul style="list-style-type: none"> - 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. <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. - C2. Contexts and Influences: demonstrate an understanding of the origins and development of drama and theatre arts and their influence on past and present societies.
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. - C2.2 describe how drama is used for various purposes in a range of social contexts.
Learning Skills & Work Habits
<input type="checkbox"/> Collaboration and initiative: the sts participate actively in the exercises and conversations of the lesson, both in groups and with all the class.
Learning Goals
<p>Today you will:</p> <ul style="list-style-type: none"> - Identify the parts of the body involved in the process of diaphragmatic breathing. - Apply the diaphragmatic breathing to enhance voice projection.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Put into practice warm up exercises to relax facial and neck muscles. - Identify and do exercises of diaphragmatic breathing, and hold the air for, at least, ten seconds before releasing, applying pressure on the diaphragm.
Materials and Resources
<ul style="list-style-type: none"> - Singing in the MRI with Tyley Ross - Making the Voice Visible - Projector and speakers. - Moodle.
Lesson Structure and Activities

Timing (minutes)	Lesson
30	<p>WARM UP ACTIVITY + ATTENDANCE</p> <p>Singing in the MRI</p> <ul style="list-style-type: none"> - The T shows part of a video of a singer seen through an MRI. The sts guess what parts of the mouth and head they see in the video and why they move. - They continue watching the video. The singer performs a part of the aria <i>Nessun Dorma</i> in different styles. Before listening, the sts guess what part of the singer's mouth will move, according to the different styles: light, front, opera and rock. - After they predict, they watch the video and check their predictions. They discuss the techniques used by the singer in order to achieve a variety of styles. - The T marks attendance.
30	<p>LECTURE: DIAPHRAGMATIC BREATHING</p> <ul style="list-style-type: none"> - He explains the parts of the body involved in the movement and what are their functions in the projection of voice. - Then, he applies the diaphragmatic breathing to explain what it is and its use for acting. He shows what parts of the body the sts should use to achieve this. - The T provides examples of phrases said using diaphragmatic breathing, and how the projection of voice totally changes. He encourages the sts to use this technique to be heard easily when acting in front of an audience.
40	<p>ACTIVITY 1: USING DIAPHRAGMATIC BREATHING</p> <ul style="list-style-type: none"> - The sts stand up in a line, next to each other, in front of the mirror. - The T stands in front of them and shows exercises to relax the neck, muscles of the face and shoulders. The sts imitate the movements. - As the sts copy the movements, the T explains that relaxing and warming up muscles will help them to project their voices easily, for more time, and avoid hurting themselves. - After the warm up exercises, the T shows the sts how to control their breathing, leaning on one of the walls of the classroom, preventing their shoulders from rising when breathing in. - They breathe in and hold their breath in two times each, and release the air in different times: two, then four, six, until reaching twenty seconds. - The T explains that it is normal to feel dizzy during the first exercises due to the continuous breathing. He encourages the sts to mention what parts of their body move, get warm and hard. - After the breathing exercises, the T shows how to project the voice applying pressure on the diaphragma. The sts copy the exercises and practice. They put their hands on their stomach to feel the pressure if necessary.
15	<p><i>BREAK</i></p>
80	<p>CHRISTMAS PERFORMANCE: REHEARSAL</p> <ul style="list-style-type: none"> - Sts move to the room in which the performance will take place. - They organise the stage, placing chairs and making room for the rehearsal (dress the stage). - Sts rehearse, following the T's stage directions. - They perform again, without receiving stage directions. - After they rehearse, they reflect on their own performance, the application of the stage directions suggested and the correct use of their voice.

20	<p>CLOSING</p> <ul style="list-style-type: none"> - The T asks the students where they see the use of diaphragmatic breathing in their everyday life. They may mention teachers talking in class, people on the news, actors on TV and Internet commercials, as well as Instagram and Tik Tok - The T asks the sts: “how does drama help us to communicate with each other, or spread awareness of an issue?” <ul style="list-style-type: none"> - The sts share their thoughts in pairs, groups and finally with all the class. - The T encourages them to identify examples of their conclusions when they consume social media, and count how many examples they find to share them in class the next day.
<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. They are encouraged to use diaphragmatic breathing when rehearsing at home.</p>	
<p>Teacher’s Reflections</p>	
<p>Remind the sts that controlling the diaphragmatic breathing requires time and practice. They should not feel frustrated if they realise it takes them too much time, and feeling they cannot control it is part of the process. Practising at home is one of the most important routines the sts have to create, especially for physical exercises as the ones seen today.</p>	

The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 26

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