

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 27
Unit 4: Voice		Topic: Christmas Play Rehearsal and Reflexion

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>B. REFLECTING, RESPONDING, AND ANALYSING</p> <ul style="list-style-type: none"> - B2. Drama and Society: demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities.
Specific Expectations
<ul style="list-style-type: none"> - A3.3 use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works. - B2.3 describe ways in which different types of dramatic exploration and drama presentations contribute to the school and broader community. - B2.4 identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions.
Learning Skills & Work Habits
<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration and initiative: to participate in both the rehearsal of the play and the discussion groups. To respect others' opinions, turns and contribute to the conversation.
Learning Goals
<p>Today you will:</p> <ul style="list-style-type: none"> - Rehearse the performance for Christmas celebration in the school. - Reflect on the choices they made to represent their characters and convey meaning to their performance.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Show understanding of the characters, roles and script through performing. - Participate in the discussion about the analysis of the script to be performed.
Materials and Resources
<ul style="list-style-type: none"> - "A Christmas Crisis" script. - "A Christmas Crisis" Written by Savita Mitra and Bea Oertel - Performed by Mt Zion Baptist Church - Speakers. - Moodle.
Lesson Structure and Activities

Timing (minutes)	Lesson
45	<p>WARM UP ACTIVITY + ATTENDANCE</p> <p>A Christmas Crisis Video</p> <ul style="list-style-type: none"> - The T shows a video of the play the sts will perform during the Christmas activity in the school. - While watching the video, the T pauses it and asks the sts their opinion about what the actors are performing. - The sts mention what they are doing in their own performances and compare it to the actors in the video. They reflect about following their own performance or including some of the techniques seen in the video. In groups, they discuss the decision made and explain why they made it. - Then, they share their answers with the class. - The T emphasises that they must use the concepts seen in class to justify their decisions: it's easier to copy what actors with more experience do, but as sts of Drama they have to do their own performance, based on what they have learned and what they want to express. - The T marks attendance.
45	<p>ACTIVITY: CHRISTMAS PERFORMANCE REHEARSAL</p> <ul style="list-style-type: none"> - They organise the stage, placing chairs and making room for the rehearsal (dress the stage). - The sts perform the play while the T gives stage directions. The sts make sure to write them down in order to apply them in the following rehearsals. - While performing, the T reminds them to apply the changes agreed during the previous activity in their groups. - Then, the sts choose if they feel more comfortable with those changes, or if they want to add something new (a different element of voice, facial expressions or movements). - The sts also suggest minor changes to the script, so their characters have a more personal interpretation. - After the rehearsal, the T asks the sts what technological tools they may add to the performance: sounds, lights, set design, props. They agree the light to be used and the final arrangements of the stage, as well as the props for each character. They mention what is the purpose of each choice, basing their decisions on the concepts seen in class.
15	<i>BREAK</i>
65	<p>CHRISTMAS PERFORMANCE REHEARSAL + MUSIC AND SOUND EFFECTS</p> <ul style="list-style-type: none"> - Sts rehearse, following the T's stage directions. - This is the first time the rehearsal includes music and sound effects. - They perform again, following the cues that the music and sound effects indicate. - Also, they help making sounds effects with their voice: when the bus is in motion, the sounds of the breaks, when the doors open, and expressions such as exclamations when the bus breaks down or is fixed. - After they rehearse, they reflect on their own performance, the application of the stage directions suggested and the correct use of their voice.
25	CHRISTMAS PERFORMANCE REFLEXION

	<ul style="list-style-type: none"> - After the sts rehearse, the T leads the discussion about their performance and the purpose of performing a play for the school’s Christmas celebration. - The T asks the sts the next questions: <ul style="list-style-type: none"> - What are the benefits of coming together as a school to celebrate or commemorate important events? - What is the importance of Christmas for Canadian culture? How different is it in your own culture? - The sts answer these questions using the <i>think - pair - share</i> strategies. - Finally, they share their answers with the class.
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Assessment AS Learning / Homework

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.

Teacher’s Reflections

The sts have reflected on the purpose and characteristics of their characters, and how they contribute to the play. Remind them that this is not just a performance they have to do for school, but it also has a great impact on their school community. They are part of this community and performing for Christmas will help them to strengthen it, enhancing the sense of belonging, and sharing aspects of their own and a different culture.

The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 27

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