

Daily Lesson Plan

Course Name: DRAMA		Course Code: ADA20
Grade Level: 10	Duration: 3 hours	Lesson No: 28
Unit 4: Voice	Topic: Elements of Improvisation	

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.. <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. 	
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. 	
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"> - Identify and apply the elements of improvisation (spontaneity, acceptance, beginning-middle-end, and character development). 	
Success Criteria	
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Identify and classify the two types of improvisation: rehearsed and spontaneous. - Create, together with their classmates, two different scenes through improvisation, applying the elements seen. 	
Materials and Resources	
<ul style="list-style-type: none"> - "Improvisation" worksheet. - Speakers and microphone. - Projector. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

30	<p>WARM UP ACTIVITY + ATTENDANCE No, but... / Yes, and...</p> <ul style="list-style-type: none"> - Sts sit in a circle. The T explains this game works on <i>acceptance</i>. - Variation 1, what <i>not</i> to do: “No, but...” <ul style="list-style-type: none"> - First person starts with a general “story starter” such as “Me and my friend decided to go to the zoo” - The next person has to say “NO BUT...”. Example: “No but we didn’t decide that...we decided to head over to Sal’s house instead” - The next person says “NO BUT...” and it continues - This will go horribly! Sts will not be able to build a story, and it will be awkward for them (that’s the point!) - The T explains that now they are going to work on the #1 rule of improv: <i>acceptance</i>. - Variation 2, “what to do”: “Yes, and...” <ul style="list-style-type: none"> - This time everyone will start with “YES AND” and build on the story. - This will go much better: the sts will actually create a group story, because <i>acceptance</i> works. - The T marks attendance.
20	<p>LECTURE: ELEMENTS AND RULES OF IMPROVISATION</p> <ul style="list-style-type: none"> - The T explains the different elements to be considered in drama when doing improv: spontaneity, acceptance, beginning-middle-end, and character development. - The T explains the sts they will go through each element of improv during the next exercise. - The sts read the rules together. The T explains each rule and provides examples. - Sts in the circle asks questions about the concepts.
40	<p>ACTIVITY 1: LET’S IMPROV! Workshop</p> <ul style="list-style-type: none"> - The sts sit in chairs, in a line, next to each other. - The T explains the sts they will put into practice the elements of improv they just saw. - The T chooses one sts and provides the scenario. - Then, the T assigns one student a role. This student joins the first one and interacts. - As they interact, to make the story progress, the T adds more students. - As they act and react, they look for motivations to enter and exit the stage. - The scene must continue until the T asks the sts to finish the scene. - After the scene is finished, the sts reflect on the motivations they had to enter and exit the stage, and analyse if it worked/contributed to the development of the story. - Then, the T provides a different scenario, and the activity continues. - When they finish, the sts compare both scenes and make comments about the difficulties they faced and how, with their classmates’ help, they were solved.
15	<p>BREAK</p>
90	<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.

	<ul style="list-style-type: none"> - 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.
<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.</p>	
<p>Teacher's Reflections</p>	
<p>Encourage the students to practise saying sentences using the elements of voice seen. Sts with a lower level of English should always be accompanied by a student who speaks their language and that helps them to understand instructions. This will assure every student is involved in the class and reinforces the idea of teamwork.</p>	

The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 28

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;">Self-analysis sheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer-analysis sheet <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;">Case studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Business report <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;">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