

Drama Lesson Plan 3

<u>Year level:</u>	<u>Lesson duration (mins.):</u>
4	60 minutes

Title of lesson:

Exploring the text: Retell the story using rehearsed improvisation to develop comprehension of the texts storylines, themes and significance.

Links to the Australian Curriculum: Year 3 and 4 content descriptors for Drama

Learning Outcomes and specific purpose:

By the end of the lesson students will be able to:

- Use appropriate drama elements to create improvisations that portray a scene from the text.
- Demonstrate appropriate tone of voice, movement, gestures and body language to create a realistic improvisation of the text.

Links to AC: Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)

- Demonstrate the consideration of spatial awareness during performance.

Links to AC: Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place

- Deliver performances that are appropriate to their character role, the storyline and the texts themes.
- Accurately portray Indigenous perspectives with respect for their culture.

Links to AC: Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)

Prerequisite knowledge and/or links to previous/future lessons:

- This lesson is an extension of lessons 1 and 2. Accordingly, students have knowledge of the drama elements and should implement these into this lessons activity.
- This lesson also links to previous lessons, as students now have a solid understanding of the texts themes and storylines. During this lesson they will further their knowledge of Indigenous perspectives through exploration of the same text, by creating planned improvisations.

- Students continue to focus on the drama form of movement, which has been explored during lessons 1 and 2 of the sequence.

Resources required

- Indigenous Text: 'Pigs and Honey'
Adams, J 1989, 'Pigs and Honey', Omnibus Books, Adelaide

Equipment required:

- Pens and paper
- Overhead projector

Actual Lesson Plans

Lesson Introduction (whole class focus)

5 minutes - Warm up Game: 10 second objects

- Divide students into groups of 4.
- During the game, the teacher states the name of an object and in their groups; students are required to create the object using their bodies. Students hold this for 10 seconds.

Teacher Action:

- Call out the name of objects for students to create. The objects should be related to Indigenous culture or those objects evident in the text, 'Pigs and Honey'.
- Encourage students to use different parts of their bodies to make specific shapes.

This activity was adapted from: <http://dramaresource.com/drama-games/warm-ups/ten-second-objects/>

Reference:

David, F 2016, *10 Second Objects* - Drama Strategies, Drama Resource, retrieved January 29 2016,
<<http://www.dramaresource.com/drama-games/>>

Main Component of Lesson

25 minutes: Planning of Improvisation

- Students will plan and re-enact a scenario or section of the text, 'Pigs and Honey'.
- Students are broken up into groups of 5 and are allocated a section of the text.

- Each group is allocated a section of the text, based on the story from beginning to end. In groups, students will be required to use the dramatic elements and character perspectives explored in previous lessons to appropriately recreate the section of the text.
- The performance should run for 2- 3 minutes.

Teaching Action: Teacher circulates the room to ensure students are on task. Teacher probes students through questioning to gain an insight into how they will deliver their performance. Teacher informally assesses students' ability to work collaboratively and their adherence to the stories elements and themes.

25 minutes: Performance of Improvisations

- Each group will perform improvisations to the class, in order of the stories events. As such, students create a summary of the story through the re-enactment of the entire story.

Teaching Action: Teacher leads the performances by organising the groups in order of events to present. Observe students performances and informally assess their ability to adhere to the activities guidelines. This includes the implementation of the drama elements and students ability to correctly and effectively perform the relevant scene from the text.

Lesson Conclusion

5 minutes: Self- Assessment

- Students complete a self-assessment worksheet.
- Students rate their achievement during the lesson on a scale of 1 – 5. This will provide an opportunity for students to reflect on their overall planning and performance, including use of drama elements.

Adaptations for Year Levels and Ideas for Extension

- Students can be extended during the warm up activity by forming larger groups to create more complex objects or scenarios.
- Extend students during improvisations by creating larger groups of 6-7 and providing them with a larger section of the story. This will require students to consider elements of the story in more detail and determine how they will include this during their performance.
- **Adaptations for other year levels:** Students in upper primary students have the option of recreating the entire story, 'Pigs and Honey' in groups of 5. Students in lower primary have the option to recreate a specific picture or moment within the text,

rather than an entire scene.

5 minutes: Student Self – Assessment

The aforementioned student self-assessment will be used to assess students achievements based on the lessons learning objectives. Students will be required to rate themselves on a scale of 1 – 5 (1 lowest, 5 highest) of their individual and their groups ability and to:

1. Use appropriate tone of voice, movement, gestures and body language during presentation
2. Consider the use of space when performing
3. Deliver a performance that was appropriate to their role as a character
4. Accurately portray indigenous perspectives evident in the text
5. Correctly retell and re-enact the scene of the text.

Student's self-assessment will be used in conjunction with teacher observations of the planning and performances to make an overall judgement as to whether students meet the learning outcomes.