

Drama Lesson 1

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

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

<u>Title of lesson:</u>
Using Indigenous literature to explore the elements of drama

<u>Learning Outcomes and specific purpose:</u>
<p><i>By the end of the lesson students will be able to:</i></p> <ul style="list-style-type: none">- Demonstrate their understanding of Indigenous culture, history and traditions by using the drama form of movement through improvisation. <p>Links to AC: Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)</p> <ul style="list-style-type: none">- Recreate scenes from text 'Pigs and Honey' through improvisation, concentrating on the following drama elements: tension between characters, contrasts between the size and sounds of features in the text, time sequences and characters moods. <p>Links to AC: Shape and perform <u>dramatic action</u> using narrative structures and <u>tension</u> in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)</p> <p>Cross-Curriculum Priority: Aboriginal and Torres Strait Islander Histories and Culture - Connection to Learning Areas</p> <ul style="list-style-type: none">• OI.2: Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place• OI.3: Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways

<u>Prerequisite knowledge and/or links to previous/future lessons:</u>
<ul style="list-style-type: none">- Students have been exposed to the aforementioned drama elements. They have had opportunities in previous lessons to

apply these during improvisations. However, this is students' first opportunity to implement and explore drama elements in relation to an Indigenous text.

- Students are familiar with Indigenous history, culture and themes.
- This lesson will form part of the 3-part sequence, which is based on the text 'Pigs and Honey'.

Resources required

- Indigenous Text: 'Pigs and Honey'

References:

Adams, J 1989, 'Pigs and Honey', Omnibus Books, Adelaide

Davis, L 2004, 'Making connections: learning through drama, learning about drama', In M. Mooney & J. Nicholls (eds.), *Drama Journeys*, Currency Press, pp. 179-198

Farmer, D 2016, *One Word at a Time*, Drama Resource, retrieved January 27 2016, <<http://dramaresource.com/drama-games/storytelling/one-word-at-a-time/>>

Equipment required:

- Pens and paper
- Overhead projector

Lesson Introduction (whole class focus)

10 minutes: Introduction

- Begin with warm up game: 'one word at a time'.
- Students will be required to sit in a circle, with one person starting off saying a single word. Continue around the circle with each student adding a single word to develop an overall story.
- This should prompt students' creativity in story telling and will help listening and storytelling skills that will be necessary for upcoming activities.
- Play this 2 or 3 times

Teacher Actions:

- Monitor the game to ensure that it moves quickly and flows
- Following the game, ask students: What was challenging about this game? What skills do you think you developed during this

game? How could you use these skills to help you with future improvisations and the acting out of scenarios?

This was adapted from: <http://dramaresource.com/drama-games/storytelling/one-word-at-a-time/>

Main Component of Lesson

This phase of the lesson concentrates on 'exploring the text', an approach to teaching drama in relation to a picture storybook (Davis, 2004).

5 minutes: Activity 1

- Gather students on the floor and introduce them to the text 'Pigs and Honey'.
- **Teacher Action:** Show students the front cover and ask them to consider what the story might be about. Use children's responses as evidence of their ability to predict upcoming themes, storylines and characters.

10 minutes: Read 'Pigs and Honey'

- Read to text to students. Students sit quietly and listen to story.

Teacher Action: Throughout, question students to think deeply about the characters and storylines. For example: What do you think the characters are feeling at this moment? Can you relate to any of these characters? Students' responses will provide evidence of their understanding of the text.

10 minutes: Selection of Scene and Brainstorm

- Select a scene or page from the text and place this on an overhead projector.
- Brainstorm: on the whiteboard, record students suggestions based on the following ideas:
- What in this picture? What characters are evident? What objects can you see? What do you think the characters are feeling? Is this scene being played out in a large space? What drama elements could we use to bring this scene to life? How could we demonstrate what is happening in this moment?

Teacher Action: Assess students' level of understanding based on their responses to questions. Teacher should expect that students will suggest that they need to use movement to demonstrate the mood of characters and use the space in the room to appropriately portray the scene.

10 minutes: Improvisation of Story Scene

- Following brainstorm, instruct students to select an object or character in the picture and to take on the 'role' of this feature. Instruct students to independently arrange themselves in the classroom space, to copy the scene in the text. Prompt students to reflect on the previous brainstorm and to consider how they will use the drama elements to bring their character or object to life.

Teacher action: Walk around the room to monitor student's progress. Encourage students to work together and guide students who have any issues or problems. Monitor and observe students behaviour to informally assess their ability to think about and include the drama elements. Use these observations to take informal notes as evidence of student's ability to address the lesson objectives.

5 minutes: Bringing the scene to life

- Instruct students that when you say 'go', students are to bring the story to life. Students should then act out the scene, with each student playing their role. Each student should aim to use the appropriate drama elements that were previously discussed, to create a realistic representation of the scene. Repeat this a few times.

Lesson Conclusion

5 minutes: Think, pair, share

- Ask students to reflect on the previous activity. Provide students with a paper and pen and ask them to write down:
 1. Whether they believe they did a good job at bringing to life their character or object.
 2. What they could do next time to improve their ability to effectively portray a character or object during improvisation.

5 minutes: reflection

- Students share their responses with a partner. Students should discuss these reflections and offer each other suggestions for future improvements.
- Students then have the option to share these discussions with the whole group. This should provide students with peer feedback as to how the group can work together in future to

deliver realistic improvisations and develop their drama elements and skills.

Teacher Action: Manage class discussion to ensure that students are providing appropriate feedback to the group.

Adaptations for Year Levels and Ideas for Extension

In order to utilise the lessons for upper primary levels or to extend learners, the 'bringing the story to life' activity can be carried out in smaller groups. This will require students within their groups to select a scene of interest from the text and improvise the scene. This activity can become challenging in smaller groups, as students are required to be more creative in the way they deliver the context.

For lower primary, students should improvise a scene from a text that features simpler illustrations and story lines.

Assessment of students' learning:

- Students will be assessed informally through teacher observations and answers to questioning. These will be used as a diagnostic assessment to assess students' prior learning and understanding at the beginning of the lesson sequence.

Teachers should record personal observations as evidence for students' achievement of the lesson plan objectives and outcomes.