

LESSON PLAN

NAME:	Rebecca Williams	SCHOOL:	Portside Christian College		
CLASS:	Drama Year 10	TIME:	Wed 1:05-3:05	DATE:	6th Sept 2017

LESSON RATIONALE What experience/lessons have the class had previously? How will this lesson build upon prior knowledge?

- working on good and evil using experimental theatre
- Students have explored movement vocabulary relating to emotions (good/evil)
- Students have brainstormed and contributed resources for performance including poetry, songs and music,
- Prop work (sticks)
- Skill based and voice based warm-up activities (partner/collaborative work)
- Characterisation - through skill based activities and tableaux's exploring the 5 why's!
- Created and produced performances for expressive skill development.

This lesson will focus on the development of scenes involving good and evil and the development of our topic 'how do we create order in a world full of chaos?' This will involve students rehearsing and refining their own scripts - narrating and developing characters through collaborative group work.

LESSON OBJECTIVES:
These should outline major skills, knowledge and qualities that learners will develop.

Physical skills- movement activity- use the body to express and communicate emotions/feelings. (Head, shoulders, knees and toes)
 Leadership activity and debrief- to highlight good and evil? Build on knowledge of The 4 cycles

LEARNING DEMAND:
Counterintuitive/scale/abstract/new

Experimental theatre requires students to deviate from the formal and traditional dramatic arts process to a self-driven creative process and unique performance. It is an authentic way of learning where students bring their own skills and knowledge, Gifts and talents to the classroom and try something new and different. Encourages abstract thinking and exploration of new concepts

MAIN LEARNING OUTCOMES AND DIFFERENTIATION – *ensuring progress for all students*
These must be specific activities that are observable. How each one will be assessed must be stated in the 'Assessment for Learning' section.

Activities: 5 min- recap-acknowledge and welcome- what did we do? Journal reflection- script writing.

Warm-up:

Leadership activity + debrief- to highlight good and evil. What does this activity say about self-leadership? How can we get through challenges? god always there to guide you and help you. If why and how? Build on knowledge of The 4 cycles. (Creation,fall,trapped,freedom)

- Main Activities - experimental theatre- to encourage expressive skills (use of voice/body)
- Physical/aural skills- movement vocabulary activity- use the body/voice to express and communicate positive and negative emotions/feelings. (Head, shoulders, knees and toes). Develops concentration and focus.

-Break into pairs- narrator and performer - create a short scene for performance incorporate the 5 why's. Reflect and review.

-Review monologue script work / homework- as a creative process? How did you go? Challenging?

-Practice and rehearse - share monologue script with pair- (think , pair, share) -pair with some

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KEY VOCABULARY:

What key terms are essential for accessing this topic? What words are used differently in everyday contexts? These words should be defined for students.

Identity- self-image - monologue

SUPPORT PLANNED FOR INDIVIDUALS:

What additional support will these students receive in order to achieve their potential?

As this is a small class they require continuous support and positive reinforcement to build their confidence and self-esteem.
Keeping the pace and flexibility to adapt to students needs

Resources required:

However, plan for situations where these are unavailable!

Blind folds
Sticks
White board
Study room

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TIME	STUDENT ACTIVITY	TEACHER SUPPORT	ASSESSMENT FOR LEARNING
5 minutes	<p style="text-align: center;">Starter</p> <p>Reflect on last lesson (5 minutes) How did you go with homework task? Was it difficult or challenging?</p> <p>Warm - up: group/ partner leadership activity (5 minutes)</p>	<p>Students to brief absent students on: what did we do? What did we learn?</p> <p>During Reflection - reflect on the exploration of good and evil leaders from last week.</p>	<p>Assess prior knowledge and learnings (memory and recall).</p> <p>To highlight good and evil. What does this activity say about self-leadership? How can we get through challenges? God always there to guide you and help you through. If why and how? Build on knowledge of The 4 cycles. (Creation,fall,trapped,freedom)</p>
5-7 minutes	<p style="text-align: center;">Main</p> <p>Physical skills- movement vocabulary activity- (Head, shoulders, knees and toes) + voice. (5-7minutes).</p> <p>Monologue - characterisation activity</p> <p>Think-pair-share- Break into pairs- choose 2 characters (a narrator and performer) - create a short scene based on monologue scripts for performance. incorporate the 5 why's. Reflect and review. (30 minutes)</p> <p>Break time (5minutes)</p> <p>Monologue scene development - as a group How can we use these scenes with our sticks scenes/tableaux's? To represent the 4 cycles? How can we convey our message? (30-45 minutes)</p>	<p>Teacher facilitates initially then progresses to student-led activity.</p> <p>Student led- activity starting with a read through of monologue.</p> <p>Teacher- led discussion using board to brainstorm what we have and could incorporate in our performance.</p>	<p>Using the body to express and communicate positive and negative emotions/ feelings.Develops concentration and focus.</p> <p>Voice projection + expression of emotions and feelings. Student-leadership of activity.</p> <p>Students practice characterisation skills and reflect and analyse on performance. Creative Development from script writing to performance.</p> <p>Students enter the refining stage of experimental theatre. Incorporate various skills and Elements we have explored in class (music, poetry/song, good evil words, movement and voice skills) Into performance.</p>

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Conclusion

Group rehearsal and performance.
(10minutes)

Journal / reflection- what did we learn today? What did we do well? (5 minutes)

Homework: continue with your monologue/scriptwriting. What message are you conveying in your performance? How can we "move" the audience? - cause and effect-awareness and understanding.

Student - led activity

Reinforces learning and understanding. Why are we doing this? Sets the scene for next lesson and performance.

LESSON EVALUATION SHEET

In what ways, if any, did the lesson deviate from the lesson plan?

How did students respond to the lesson content, activities and learning environment?

How well did students meet the learning outcomes and how did you assess this?

What learning and teaching strategies did you use and how did they affect learning?

What strategies did you use to maintain class discipline and motivation?

LESSON EVALUATION SHEET

