



Assessment task

Year level	1
Learning area	The Arts
Subject	Drama
Title of task	The three little pigs and the big bad wolf

Task details

Description of task	<p>Students will create a simple, short piece of drama in groups of four, using <i>The Three Little Pigs</i> traditional story as stimulus, with students taking on roles as the three little pigs and the big bad wolf. They will explore the scene where the wolf is knocking on the door of the three little pigs' houses.</p> <p>Students will be exposed to short workshops to develop an understanding of role (fictional character). Students will explore three (3) elements of drama:</p> <ul style="list-style-type: none"> • voice (loud, soft, varying loud and soft) • movement (big, small; use of facial expressions) • role (fictional character)
Type of assessment	Formative
Purpose of assessment	To assess the student's ability to communicate ideas through improvisation, using the elements of drama (voice, movement, and role) and performance skills.
Assessment strategy	Improvised small group drama and reflection
Evidence to be collected	<ul style="list-style-type: none"> • Video of improvised drama performance • Teacher anecdotal notes from workshops • Student reflection interview
Suggested time	4 x 1-hour lessons

Content description

Content from the Western Australian Curriculum	<p>Ideas Use of dramatic action to sequence events to communicate an idea or message</p> <p>Skills Improvisation skills (contributing to the progression of action) to develop dramatic action Exploration and experimentation of three (3) elements of drama:</p> <ul style="list-style-type: none"> • voice (loud, soft, varying loud and soft) • movement (big, small, use of facial expressions) • role (fictional character) <p>to create drama Use of known stories and personal experiences to create drama with simple objects and available technologies</p> <p>Performance Performance of planned and spontaneous drama that expresses feelings, moods, ideas and experiences to an audience Performance skills (performing towards the audience, raising chin for good eye lines) when sharing drama with peers</p> <p>Responding Audience behaviour (paying attention to the development of a story) when viewing drama Different places where drama is performed Personal responses expressing ideas and feelings to key moments in drama they view and make</p>
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<p>Early Years Learning Framework</p>	<p>Outcome 4: Children are confident and involved learners Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Outcome 5: Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
<p>National Quality Standard</p>	<p>Quality Area 1 – Educational program and practice</p> <p>Standard 1.2 Educators facilitate and extend each child’s learning and development Element 1.2.2 Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback</p> <p>[Based on: Guide to the National Quality Standard (ACECQA). Used under Creative Commons Attribution 4.0 Australia licence.]</p>
<p>Task preparation</p>	
<p>Prior learning</p>	<p>Students will have prior experience in the development of improvisation skills with a specific focus on accepting offers to develop dramatic action; and will have an awareness of using the dramatic elements of voice and movement to communicate ideas.</p> <p>Note: students with limited experience in these areas will need additional teacher input and support throughout the process as they develop skills and confidence in applying voice and movement to create role.</p>
<p>Assessment differentiation</p>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p> <p>Note: teachers may provide narration for the story to prompt students to move through the linear sequence if needed. Students may also be challenged to rehearse and perform the story independent of teacher narration, with sound effects or music if appropriate.</p>
<p>Assessment task</p>	
<p>Assessment conditions</p>	<p>Large open space for performance. Classroom areas can be used if desks and chairs are pushed off to the side. As the story is about collecting and building using materials from the environment (straw, sticks, bricks), students may be more engaged in imagining and role playing the narrative using materials in an outdoor setting, where they can improvise looking and building throughout the dialogue.</p>
<p>Resources</p>	<ul style="list-style-type: none"> • <i>The Three Little Pigs</i> traditional story (book or video resource) • Suggested resource: https://www.youtube.com/watch?v=HtHjB6rRmQc&vl=en • Simple objects and available technologies, such as costume (pig’s tails, or ears/wolf’s tail) or design and technology elements (cardboard boxes, sticks, straw, soft foam ‘bricks’) or music/ sound effects are suggested to enable students to role play the setting of the story. • A variety of simple props, e.g. hats, scarves, brooms, feather dusters

<p>Inspire/inform</p>	<p>Lesson One</p> <ul style="list-style-type: none"> Teacher reads students <i>The Three Little Pigs</i> traditional story and watches an animation and performance of the story with the students. Ask the students to reflect on the story. Suggested questions could be: <ul style="list-style-type: none"> What do you think about the wolf? What kind of character is he? If you could pull a face to show the wolf's face, what would it look like? What do the three little pigs look like? Are they all the same? Suggested resource: <i>The Three Little Pigs</i> https://www.youtube.com/watch?v=HtHjB6rRmQc&vl=en Ask the students to join in as a chorus with you in the repeated parts of the story. Model how the wolf and pigs might talk and exaggerate the dialogue and expressions of each, playing with loud and soft sounds, and big and small movements to revise key skills. Brainstorm words to describe the pigs and the wolf with students on the board and model what this looks like/sounds like in the body and voice. Add some actions to the story for the students to do while reading through the story again. Ensure the movement is whole body (standing actions) – ask the students to suggest the movements for parts of the story, e.g. Wolf sneaking, Pig 1 – slumped shoulders (lazy, sleepy), Pig 2 – cool dude, Pig 3 – serious, nervous.
<p>Show</p>	<p>Lesson Two</p> <p>Recap the story and ask students to try (one group at a time) to retell the story. Workshop different movements and vocal sounds with students. Students to individually stand, walk and freeze with one line of dialogue for each movement e.g. <i>'I am on my way to build my house! How exciting!'</i></p> <ul style="list-style-type: none"> Ask for students to volunteer to demonstrate each of the characters and to practice combining movements and dialogue in groups. Discuss the facial and vocal expressions and explore the character movements, consistently giving positive feedback. Ask the students to reflect on what they see and make suggestions for changes to voice, expression and movement.
<p>Tell</p>	<p>Lesson Three</p> <p>Lead students in a warm up that will develop improvisation skills, called <i>Yes!, Let's!</i> This routine will reinforce the concept of improvisation (offer and accept).</p> <ul style="list-style-type: none"> Divide everyone into pairs. Ask all students to take the 'stage' and sit down facing a partner. Label all students Pig 1 or Pig 2. Check they understand their roles. One student in the group starts the warm up by saying 'Let's go and find a house' and then adds a movement, i.e. pointing and motioning in that direction. All the other partners on stage then support the action by saying 'Yes! Let's!' and add to the story by offering the phrase: 'Let's go over there'. Students then proceed to do the activity in combinations of four (join two pairs together). A student in the group introduces a new phrase, e.g. 'Let's run and hide, the wolf is coming.' Students all say 'Yes! Let's!' and proceed to do the activity. Encourage the players to always be physically active. Teacher interrupts. Tell the students 'BREAKING NEWS! The little pigs have just heard the Big Bad Wolf is in town!' Encourage the students (the pigs) to all talk excitedly about this news. Teacher stops the action and re-focuses class. Explain to students that, in their groups of four, they will now explore very short improvisations based on conversations involving movements (facial expressions and gestures) between the

	<p>wolf and the pigs. One student should take on the role of the Wolf. The teacher should scaffold this to suit the needs of the learners. A suggested approach is below.</p> <p>Students explore the character and voice of the little pigs in the same pairs as before:</p> <ul style="list-style-type: none"> • What would the pigs be saying to each other? (What concerns do they have?) • What type of voice would they be using? (E.g. worried, excited, fearful, happy.) • How would they be feeling? How could this be shown in their facial expressions and their physical movement? <p>Students now take on the character of the Bid Bad Wolf and explore his character and voice in pairs:</p> <ul style="list-style-type: none"> • What would he be saying? (Is he trying to scare the pigs?) • What type of voice would he be using? (E.g. loud, rough, kind, excited.) • How would he be feeling? (E.g. powerful, useless, scared, excited.) • What facial expressions and physical movement would he be using?
<p>Apply</p>	<p>Lesson Four</p> <p>Introduce the improvisation to the students:</p> <ul style="list-style-type: none"> • In pairs, with one student taking on the character of the wolf and the other a little pig, recreate the scene where one of the pigs is happily cleaning/building/renovating his house and hears a knock at the door. It is the big bad wolf. • Encourage the students to tell the story in their own words, however if they wish to use the story dialogue to begin their improvisation, in order to build confidence, they can. • Remind the students to use their voice (soft, loud and varying loud and soft), expression (facial expression) and movement (big and small gestures) to tell the story. Stay in role and practice freezing at the beginning of the story until the music starts and freezing to face the audience at the end of the story. • Take students into the designated space and provide simple objects, costumes or prop items to assist the student in exploring their role before they begin their improvisation <p>In performance:</p> <ul style="list-style-type: none"> • Students separate into pairs and begin their improvisation for the class who are to watch and think of comments about the performance to share something they liked afterwards • Teacher – video the students performing their improvisations
<p>Reflect</p>	<p>Ask the students to respond to their own performance and the performance of others. Use the following questions as a guide.</p> <ul style="list-style-type: none"> • How did you make the voice for your character? • What was a movement you created for your character? • Would you prefer to be a pig or the wolf? Explain your reason.

Sample marking key

Description	Record
Ideas – sequencing events	
Presents and extends ideas in performance, with a clear awareness of linear narrative containing a strong beginning, middle and end.	
Presents and explores ideas in performance with a developing awareness of linear narrative containing a clear beginning, middle and/or end.	
Presents and uses ideas in performance storyline with some evidence of a beginning middle and end.	
Participates in a story using limited awareness of a beginning, middle and end of the story.	
Teacher observational notes	
Description	Record
Skills – voice, movement and role	
Uses a variety of expressions in voice and purposeful movement to express character.	
Uses expressions in voice and limited movement to express character.	
Inconsistently uses voice and/or movement to express character.	
Teacher observational notes	
Description	Record
Performance – presenting drama ideas	
Consistently sustains performance skills and consistently acknowledges the audience to effectively present drama ideas.	
Uses performance skills and acknowledges the audience to prepare and present drama ideas.	
Uses performance skills inconsistently and faces the audience most of the time when presenting drama ideas.	
Briefly acknowledges the audience when presenting drama ideas.	
Teacher observational notes	

Description	Record
Responding – Reflection	
Describes feelings about voice, movement and the use of other aspects in their own performance and the performances of others.	
Outlines feelings about voice, movement and the use of other aspects in their own performance and the performances of others.	
Briefly outlines feelings about key moments of voice, movement and the use of other aspects in their own performance and the performance of others.	
With prompting, states feelings about their own performance.	
Teacher observational notes	

Making connections across learning environments

Quality Area 1 – Educational Program and Practice

Standard 1.2 – Educators facilitate and extend each child’s learning and development

Element 1.2.2 – Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback

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Observations of individual learning behaviours

Indoor and Outdoor Performance Spaces	Provocations Provides stimulus (visual/audio/kinaesthetic) to provide opportunity for curious and enthusiastic participants in their learning use play to investigate, imagine and explore Initiate and contribute to story play experiences emerging from their own ideas participate in a variety of rich and meaningful inquiry-based experiences	Resources Various texts, including big books, PowerPoint slides or videos so children can see a large image both animated and realistic interpretations Various simple objects to assist exploring narrative such as sound effects, costume or simple set/ prop items
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