



SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS - DRAMA YEAR 4

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the sample teaching and learning outline is based

1 hour of teaching per week for one school term (10 weeks).

Drama key concepts embedded

- Ideas
- Skills
- Performance
- Response

Prior knowledge

In previous years, students have extended their understanding of role and situation, whilst creating improvised and devised drama.

Students have begun to experiment with selected forms and styles. They have continued to develop improvisation, voice and movement skills. Students have been introduced to the elements of space, character and time.

Students have experienced drama as performers and audience members. They have used rehearsal processes to support audience engagement and have learnt how to respond appropriately to the drama of others.

When making and responding to drama, students have learnt to identify and reflect on the elements of drama used in a performance. Students have had the opportunity to experience drama from a range of cultures, times and locations.

Drama Skills

Students extend their understanding of role and situation, as they continue to explore ideas through improvisation.

Students continue to explore the elements of drama and selected drama forms and styles to communicate ideas using role, situation, space, character and time. They are introduced to relationships and how relationships influence character development.

Students experience drama as performers and audience members. They continue to use rehearsal processes to enhance audience engagement and shape the drama for an audience.

As they make and respond to drama, students explore dramatic narratives and reflect on the meaning and purpose of their drama and the drama of others. They reflect on, and respond to, the ideas in drama from different cultures.

Across the year, different skills are emphasised in:

- Making **(M)**
- Responding **(R)**

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
1–2	<p>I> Improvised and devised drama based on narrative structures in familiar drama styles</p> <p>S> Exploration and experimentation of seven (7) elements of drama when creating improvised or devised drama</p> <p>S> Improvisation skills to develop drama</p> <p>P> Demonstrate rehearsal processes and performance skills</p> <p>P> Performance skills and audience awareness (where performers use focus and control)</p>	<p>R> Appropriate responses to, and respect for, drama of others as performers and audience members</p> <p>R> Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology</p> <p>R> Features of Drama in different cultures and places</p>	<p>What is Children’s Theatre?</p> <p>Who is the target audience?</p> <p>What is a target audience?</p> <p>How does target audience affect the content of a play?</p> <p>What else does a targeted audience affect?</p> <p>What are the features of Children’s Theatre?</p> <p>What do we see on television and the movies that are targeted at children?</p> <p>What do the performers use to entertain and engage their audience?</p> <p>How do we incorporate some of these features into our play to show the moral message effectively?</p> <p>How do we work collaboratively to</p>	<p>Teaching</p> <ul style="list-style-type: none"> • Introduce ‘Rock the Sock’ task. • Discuss the concept and importance of a target audience. • Introduce the concept of Children’s Theatre as a particular style of performance. • Introduce the features of Children’s Theatre and explicitly teach their importance in getting a moral message across to the audience. • Revise the elements of drama, specifically concerning shaping a character and structuring a story line. <p>LA 1</p> <ul style="list-style-type: none"> • Divide the class into small groups. Each group is given an envelope with a variety of cards inside. On these cards are features of Children’s Theatre. Within the envelope, there are also other cards, which are not correct. The groups are to race each other in getting the two lists correct. • From memory, the class brainstorm the features of Children’s Theatre. For example: <ol style="list-style-type: none"> 1. Audience Interaction 2. Large, bright and exaggerated props 3. Large, bright and exaggerated costuming 4. Story with a moral message 5. Creative characters (even inanimate) 6. Songs, rhyme, dance and movement • Students are given the title ‘Don’t Judge a Book by its Cover’ and they are to create a performance by which they incorporate at least two of the features previously discussed, whilst making sure that the message is clear and obvious to the intended audience. • Groups rehearse and perform. • Class verbally reflect on the effectiveness of their chosen features.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	<p>when performing drama styles</p> <p>Teaching Concepts Children’s Theatre, audience interaction, costume, props, moral message, characterisation, song, rhyme, dance and movement, elements of drama, improvisation, group co-operation, reflection</p>		<p>structure our performance? How do we respond as an audience when watching performance?</p>	<p>Reflection</p> <ul style="list-style-type: none"> Verbally identify whether the chosen features were used effectively to make the message understood in each performance. <p>Assessment: Formative</p> <ul style="list-style-type: none"> Visually assess student interaction, input and focus. Visually assess student ability to understand the teaching concepts.
3–4	<p>I> Improvised and devised drama based on narrative structures in familiar drama styles</p> <p>S> Exploration and experimentation of seven (7) elements of drama when creating improvised or devised drama</p>	<p>R> Appropriate responses to, and respect for, drama of others as performers and audience members</p> <p>R> Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology</p>	<p>What is Children’s Theatre? Why is it important to know who your target audience is? Why does Children’s Theatre usually contain a moral message? How can we use our voice to create exaggerated characters? How will we show movement and physical</p>	<p>Teaching</p> <ul style="list-style-type: none"> Revise the features of Children’s Theatre. Revise target audience. Revise moral message. Revise voice (loud, soft, varying loud and soft, pitch variation, pace and volume). Revise movement (expression and gestures to create belief in character and situation) and space (to establish setting). Discuss the importance of the voice in creating and sustaining strong characterisation. Introduce puppetry. Introduce puppet manipulation.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	<p>S> Improvisation skills to develop drama</p> <p>P> Demonstrate rehearsal processes and performance skills</p> <p>P> Performance skills and audience awareness (where performers use focus and control) when performing drama styles</p> <p>Teaching Concepts Children’s Theatre, target audience, moral message, voice - pitch, pace, projection, movement, gesture, expression, manipulation, puppetry, exaggeration, reflection</p>		<p>expression with a puppet? What situation will we create? What will our relationship between the puppets be? How will we work together to create a performance. How do we respond as an audience when watching performance? How can we reflect each other’s work to grow as performers ourselves?</p>	<p>Assessment: Formative</p> <ul style="list-style-type: none"> • Anecdotal notes to assess students’ listening skills, group co-operation and giving of ideas throughout the rehearsal process. • Visually assess student ability to understand the teaching concepts. <p>LA 2</p> <ul style="list-style-type: none"> • Teacher to re-cap on concepts from last lesson, such as Children’s Theatre, target audience and moral message. • Student to stand in a circle. Teacher to say a line of dialogue. For example, ‘Good morning children’. Teacher models by repeating the same line numerous times using different vocal techniques. • Students identify the techniques, with teacher prompting the students to use correct terminology. • Teacher to say a new line of dialogue. For example, ‘It’s so hot today’. Teacher to direct the students to say the line around the circle attempting to say it differently from the person before. This activity could be repeated with any number of lines of dialogue. • Teacher to say a phrase in gibberish. Students to repeat the phrase using the same techniques as the teacher. For example, loud, soft, varying loud and soft, pitch variation, pace and volume. • Teacher to explain exaggeration by starting the class off at level 1 (soft and inner) to level 10 (loud and outer). • Teacher can repeat the above exercise, using accent. <p>LA3</p> <ul style="list-style-type: none"> • In pairs, all students are to receive a hand puppet (or plain sock). With their partner, they are to develop a voice for their character. In pairs they are to have an improvised conversation (in character), in order to develop and

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				<p>create both role and relationship. Alternatively, the teacher can provide structured questions for the characters to ask each other.</p> <ul style="list-style-type: none"> Teacher to call out various emotions. For example, happy, angry, jealous, shocked and individually, students are to experiment with ways to manipulate their puppet to achieve this physical expression. In addition, the students can add voice to enhance characterisation. Students are to find a new partner. Teacher will call out a number of situations. For example, 'It is raining', 'I'm late for school' or 'We won the raffle prize'. In pairs, the students are to create a 20-second improvisation whereby they are focusing on their vocal technique, manipulation of the puppet, physical reactions, gesture and movement as well as developing a sense of role, setting and situation through their dialogue and the previously mentioned performance skills. Teacher to spotlight a few performances. <p>Reflection</p> <ul style="list-style-type: none"> Verbally identify how voice was used to create exaggerated characters. Verbally identify how movement and manipulation was used to create exaggerated characters. Verbally identify roles, relationships and setting within the performances. Reflection can be carried out after each performance or at the completion of all performances.
5–10	<p>P> Demonstrate rehearsal processes and performance skills</p> <p>I> Improvised and devised drama</p>	<p>R> Appropriate responses to, and respect for, drama of others as performers and audience members</p>	<p>How could we plan our storyline to include a clear message?</p> <p>What features of Children's theatre can we include in our piece?</p>	<p>Teaching</p> <ul style="list-style-type: none"> Introduce summative assessment. Guide students to plan and devise a performance. Provide students with resources to design and create sock puppets. Facilitate students throughout the puppet making process. Consolidate student understanding of Children's Theatre and that these features must be included.

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	<p>based on narrative structures in familiar drama styles</p> <p>S> Exploration and experimentation of seven (7) elements of drama when creating improvised or devised drama</p> <p>S> Improvisation skills to develop drama</p> <p>P> Rehearsal processes</p> <p>P> Performance skills and audience awareness (where performers use focus and control) when performing drama styles</p>	<p>R> Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology</p>	<p>What exaggerated characters could we design and create?</p> <p>What resources will I use to create my puppet?</p> <p>What materials have been used to make the puppets in the images?</p> <p>How will I use voice and movement to show character?</p> <p>What is our role as an audience?</p>	<p>Assessment: Summative</p> <ul style="list-style-type: none"> • Anecdotal notes to assess students' understanding of the teaching concepts and summative assessment. • Students are briefed on the Summative assessment task. • Each group will receive a title for their play. For example, 'Keep your promise', 'Do not gossip', 'Have courage', 'Be Forgiving', 'Have patience'. <p>Section one – Creation and devising of story line.</p> <ul style="list-style-type: none"> • The group will create a storyline (setting, time and situation) as well as characters (role, relationships, voice and movement). • They will devise their piece with a beginning, middle and end, ensuring the moral message is clear and understood. • They will include the features of Children's Theatre and address the needs of the younger aged target audience. <p>Section two – Puppetry design and creation</p> <ul style="list-style-type: none"> • Provide students with a selection of puppetry images for inspiration. • Once completed, the students will design their puppets and then create them using a range of supplied resources. This will be carried out over 4 or 5 lessons. <p>Section three – Rehearsal</p> <ul style="list-style-type: none"> • Students are to rehearse their piece for assessment. All skills and techniques learnt throughout the unit are to be demonstrated in performance and are clearly outlined on the marking key. • All final performances to be recorded for evidence.

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	<p>Teaching Concepts Children’s Theatre, target audience, moral message, voice- pitch, pace, projection, movement, gesture, expression, manipulation, puppetry, exaggeration, elements of drama, reflection</p>			<p>Reflection</p> <ul style="list-style-type: none"> • Verbally identify their own progress throughout the task. • Write down two goals that they set out to accomplish during this task. Write on sticky notes and attach to the inside of the puppetry bag. • Students complete a peer and self-reflection.