

Drama Lesson Plan

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Lesson Time Required: 45 Minutes

Grade Level & Subject: 4 and 5, Drama

Key Inquiry Questions: What is Drama, and why do we do it?

Prerequisite Learning: A general idea of what an actor is and theatre is.

Required Materials/Prep:

- Attached Powerpoint:
https://docs.google.com/presentation/d/1dcZ4qubkxH4-jrfVEFFJU7FBPbNV6fBkT-FEIC5IXFo/edit#slide=id.g25e33c50093_0_687

Proposed Learning Outcomes & Indicators:

- **CR4.1:** Analyse how dance, drama, music, and visual art works represent unique ideas and perspectives.
 - **Indicator C:** Evaluate how arts expressions reflect and affect the daily lives of people. (Specifically in how drama is important)

Planned Learning Activities/Discussions:

- “Does anyone know what drama is?”
- “Drama is a type of storytelling that is acted out in front of an audience, it’s imagining and acting out that imagination. It is another form of art. For example, have you ever played pretend with your friends? That’s a form of drama”
- “There are a lot of parts to drama like costumes, music, lights, acting, singing, a story, and more. These all make up a drama performance.”
- “Where have you seen drama?”
- “Some examples we have are in movies, in a theatre, on TV, on a stage, and even on the street”
- “Okay, now we are going to do some drama activities together.”
- **Tongue Twisters:**
 - “First up we are going to practise some tongue twisters to warm up our voices, when you are acting in drama it is important that you have a clear voice”
 - “So I want you to repeat after me, don’t worry if we really mess up we can try again, just like acting it takes practise.”
 - Have students say the following tongue twisters in an ‘I say, you say’ fashion. Feel free to change things up, ie: say them fast, say them slow, say them a variety of times.
 - “Red Bulb, Blue Bulb”
 - “Red Leather, Yellow Leather”
 - “Three free throws”
 - “Unique New York”

- "Toy boat. Toy boat. Toy boat."
- Upon finishing this activity we may need to have them focused again because there is likely to be a lot of laughter. Use the hands on the head method.
- **Acting Out Emotions Activity:**
 - "The next activity we are going to a little bit of acting, first we are going to divide you into groups, then we will tell you what to do next."
 - 1. Divide students into small groups. Ask students to get into groups of 3 or 4. Once students have picked out their own groups, number them in the groups as a 1,2,3 or 4 depending how many students are in each group. Then tell students to get into their numbered groups. 1's go to one area of the class, 2's to a different area and so on.
 - "Okay, I am going to give each of your groups a phrase, do not say what it is yet, you can share among your group, but don't read it out loud we don't want the other group to know what it is."
 - 2. Give each group one of the following phrases (these should be typed or written on strips of paper as mentioned in the materials).
 - I haven't seen anything like it in my life.
 - Will you please come down from up there?
 - We really want to pet that cute dog.
 - What is that smell?
 - Did you see that?
 - "Okay, now that you have read your phrases, I want you to quietly plan with your group how you would say your phrase if you were really happy. Okay go, you have a little less than a minute. Right now we are planning, I don't want you to say it until I tell you."
 - "Planning time is over, okay you guys first, say your phrase (all groups)." "okay, now we are going to plan again but this time it's going to be a little more tricky. This time I want your group to pick your own emotion. Don't tell anyone outside of your group what it is because when we share them, the rest of us are going to try to guess what emotion you picked. Any Questions? Okay, planning starts now!"
 - "Time is up, group one say your phrase. Hands up only now, what emotion do we think it is?" (do again for rest of groups)
 - 3. One group at a time, have them say their phrase with an emotion.
 - 4. Then do the same thing, but this time they choose their own emotion, but the rest have to guess what emotion it is.
 - 5. After each group has done each emotion, have students sit back in their seat.
 - To plan for having them focus again we will have them put their hands on their head.
- "Why do you think we do drama? Think about why drama might be useful."
 - On the white board write out student responses, either in a word map or list format.
 - If any of the following are missed, write them down:
 - For FUN!!
 - To express yourself
 - To be creative
 - To improve our verbal skills such as speaking clearly
 - To build our confidence

- Helps us focus
- Brings people together

Plans for Assessment: Students will be evaluated on participation. This lesson is more so an introduction to drama as these students haven't done much with it in the past. Therefore assessment is less for grading and more so to understand where they are at with drama to determine where we can go next.