

Course: Put on a Performance

Lesson Two: Advancing the Drama

Learning Area: The Arts

Strands: Drama

Time: 60 Minutes

Year Level: 3-6

Content Descriptor:

- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032).
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama (ACADRM033).
- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035).
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036).

Learning Focus:

- Students experiment with advancing a scene by accepting all dramatic 'offers'.
- Students apply their character backstories to develop their scenes.

Time	Teaching and Learning Strategies	Preparation and Resources:
20 minutes	Introduction Watch the Let's Write a Play video with students and hold a quick discussion about what the students observed in this video: • How did Matt develop his Pizza Delivery character? What other characters did he try out before he arrived at this final one? • What questions did The Listies ask each other to help develop their play? • Why do you think Rich told Matt not to mention that the pizza was poisoned? Warm-up: Mime the Room Gather students on the floor in a designated audience area and ask students one at a time to come up to the front to help create a 'mimed room'. The first person to come up will establish that there is a doorway by miming opening and closing the door. The next person must repeat the doorway mime in the same place as the last person, then contribute a new thing for example, they might then mime sitting on a couch and watching TV. Then the next person has to mime the door, the couch, the TV and then add something new, like opening a fridge and getting out an apple. Continue in this way until five or six people have entered the space.	Relevant online resources • Let's Write a Play video • Ickyfoodia word list. Additional resources required • A whiteboard and marker or equivalent.

10 minutes

During this exercise, draw the mimed room on the whiteboard and keep track of where each new thing is located. Afterwards have a discussion with the class about what has been collectively created.

Creative challenge: Yes and...

In pairs, ask students to improvise a scene where each line must begin with the words 'Yes and...' This will help them to practice accepting all the dramatic offers they are given and help them advance their dramatic process (by saying "yes and" they have to accept their partner's idea).

To start the scene give each pair a type of food from the Ickyfoodia word list activity sheet. They must start their scene using their food word, for example:

- A: I just ate some Chilli Vom Carne
- B: Yes and you are turning green
- A: Yes and my tummy feels weird
- B: Yes and it's making loud noises
- A: Yes and it's making me move around the room. I can't stop!
- B: Yes and your hands are growing fur, I'm calling a doctor
- A: Yes and 'I'm turning into a monster...

Allow time for students to practice these scenes and then show them to the class.

20 minutes

Scene Work

Ask students to get back into their groups from lesson one and re-work their Death in a Minute scenes using their character profile worksheets as inspiration. Students must find ways to bring some of their character's backstory into the scene. At the end of the lesson ask students to share their developing scenes with the class.

10 minutes

Reflection

Gather students in a circle, ask them to think about one change they made to their scene and whether it improved their scene. Could they explain why? Discuss the statement 'It is just as important to learn what doesn't work during rehearsal sessions'. Encourage students to be brave experimenting with new ideas because it is okay to reject ideas if they don't work.