

Course: The Listies Make a Scene

Lesson One: Devising the Drama

Learning Area: The Arts , English

Strands: Drama, Literacy

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).
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036).
- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476).
- Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796).

Learning Focus:

- Students experiment with mime.
- Students develop an improvised scene by applying the elements of Drama.

Time	Teaching and Learning Strategies	Preparation and Resources:
15 minutes	Introduction Watch the Let's Put on a Show video with students and hold a quick discussion about what the students observed in this video: • What changes did The Listies make to their space? • What made Matt's door opening mime so interesting to watch? • Do you think they will get their show ready in time? Warm-up one: Walk into a Room • Ask the students to find their own space in the room; they need to think of five different rooms with five different doors and practice making a mime for each one (just like Matt did). • Give students practice time and then ask for volunteers to share some of their mimes. Can the audience guess the right door? Warm-up two: Set the Scene Gather the students in a circle and explain that you will enter the centre of the circle and start miming being in a specific place. Demonstrate this idea to students, for example, being in a	Relevant online resources • Let's Put On a Show video • The Elements of Dramarama activity sheets • Character Profile template.

10 minutes	supermarket, you might pretend to push a trolley up and down the aisles, picking things off the shelves. Tell the students that once they realise where you are, they can enter the circle and join in with the mime but they must not talk. For example, they might pretend to be a Checkout Operator, or someone stocking the shelves. Once most of the class has joined in, you can call ‘attention’ and end the scene. Repeat the activity a few times and ask a volunteer to go first and begin the mime. You might like to prompt volunteers by giving places to mime, such as a movie theatre, a gym, outer space, a hospital or on a bus. Elements of Drama In order to create well-made scenes students need to understand the elements of Drama. Divide students into seven groups, give each group one of the Elements of Dramarama activity sheets. Each groups must discuss what their element means and then explain their element to the whole class in a simple or creative way. Consider displaying the Elements of Dramarama activity sheets around your classroom and have students revisit the element definitions in the following lessons.
30 minutes	Creative Challenge: Death in a Minute In groups of four, ask students to improvise a one minute long scene that is set in outer space. At the end of the scene, one of the characters must die! Have students develop and present these scenes to the class. Next, give each group a different element of Drama to focus on, ask them to develop their scene by emphasising their specific element in their scene. Have students practice and then ask groups to present their scenes again. Ask students to reflect in groups about how each of the elements of Drama helped advance their story or add meaning to their scene.
5 minutes	Reflection Gather students into a circle sitting on the floor. Ask each student to explain which moment in the lesson they found the funniest and why.



Get Inspired

Dance

Drama

Media Arts

Music

Visual Arts

Extension

Ask students to think about the character they played in their scene and have them complete the Character Profile template. This will be used in the following lesson to help students create deeper, more interesting characters who may have secret motives. This can be completed as a homework task or during an additional lesson.