

Course: Put on a Performance

Lesson Four: Performing 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).
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036).
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037).
- Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677).
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710).

Learning Focus:

- Students present their finished scenes to the class.
- Students give and receive positive feedback.

Time	Teaching and Learning Strategies	Preparation and Resources:
20 minutes	Introduction Explain to students that just like Matt and Rich – today is the day they will perform their whole scene! Physical warm-up: Shakedown! Ask your students to find their own space in the room, then you can call out a way of moving such as creeping, jumping, dancing, shuffling, crawling, tip-toe or fast walking. Ask students to move around the room in that way until you call SHAKEDOWN! Then students must make pairs with the closet person and as you call out a body part, such as kneecaps, armpits, toes, elbows, calves or thumbs, the pairs must introduce themselves to each other by ‘shaking’ that body part. Play multiple rounds and ask the students to move in a different way and shake with a different body part each time.	Additional resources required Set, props and costumes (optional).

Vocal warm-up

To begin, ask your students to stand in a line facing the back wall of the classroom. Then, ask them to make a humming sound and 'send it all the way to the back wall'. As they do this, ask them to scrunch their face into all sorts of positions. This will warm up the muscles in their faces. Next ask students to 'open' their humming into to a 'mahh' sound and remind them to project the sound to the very back wall. Continue in this way and work through each of the vowel sounds. Once you have completed this, students can finish warming up their voices with the fun *Boom Chicka Boom* song. This is a call and response song, so call out each line and have the students repeat it back to you.

I said a Boom

I said a Boom Chicka Boom

I said a Boom Chicka Rocka Chicka Rocka Chicka Boom

Uh huh

Oh yeah

One more time

After you have done it once, try singing it in different ways such as; fast, in a posh voice, in a whisper or in a deep voice. Now your students are ready to perform.

Show time!

Allow your students some time to organise any sets, props or costumes. Then have your students present their scenes from lesson three, one group at a time. Remind the audience to practise good listening skills and encourage each group to take a bow at the end of their performance.

Feedback

It is important for students to learn how to give and receive positive and constructive feedback. After each group has performed, ask the other groups to give positive, constructive feedback. Students must share one thing they enjoyed about the scene and one thing that could be improved.

30 minutes



Get Inspired

Dance

Drama

Media Arts

Music

Visual Arts

10 minutes

Final whole class reflection

In a circle, ask the class to share one important learning that they will take away from their performance experience.