



# Teacher Pack



**Collection:** Put on a Performance  
**Course:** The Listies Make a Scene  
**Year Level:** 3-6  
**Lessons:** 4 x 60 Minutes



## Overview

This resource features renowned children's theatre makers and authors, Matt and Rich AKA The Listies as they demonstrate how to put on a fantastic show. The Listies present students with an engaging and hilarious model of how to devise great theatre anywhere – even in your own lounge room! Through the videos, students are given front row seats as they watch how The Listies develop a plot through trial and error, add suspense to their narrative and develop gross and gory props.

Through the lesson series, students gain understandings about the elements of Drama and devise their very own gross-tastic scenes. Specifically, students are presented with various improvisation activities that support their play building techniques and their ability to structure and advance their performance narratives.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through [The Listies Make a Scene Overview webpage](#).

### 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 | <p><b>Introduction</b></p> <p>Watch the Let's Put on a Show video with students and hold a quick discussion about what the students observed in this video:</p> <ul style="list-style-type: none"> <li>• What changes did The Listies make to their space?</li> <li>• What made Matt's door opening mime so interesting to watch?</li> <li>• Do you think they will get their show ready in time?</li> </ul> <p><b>Warm-up one: Walk into a Room</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Give students practice time and then ask for volunteers to share some of their mimes. Can the audience guess the right door?</li> </ul> <p><b>Warm-up two: Set the Scene</b></p> <p>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</p> | <p><b>Relevant online resources</b></p> <ul style="list-style-type: none"> <li>• Let's Put On a Show video</li> <li>• The Elements of Dramarama activity sheets</li> <li>• Character Profile template.</li> </ul> |

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| 10 minutes | <p>supermarket, you might pretend to push a trolley up and down the aisles, picking things off the shelves.</p> <p>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.</p> <p>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.</p> <p><b>Elements of Drama</b></p> <p>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.</p> <p>Consider displaying the Elements of Dramarama activity sheets around your classroom and have students revisit the element definitions in the following lessons.</p> |
| 30 minutes | <p><b>Creative Challenge: Death in a Minute</b></p> <p>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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5 minutes  | <p><b>Reflection</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## 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.

### 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 | <p><b>Introduction</b></p> <p>Watch the Let's Write a Play video with students and hold a quick discussion about what the students observed in this video:</p> <ul style="list-style-type: none"> <li>• How did Matt develop his Pizza Delivery character? What other characters did he try out before he arrived at this final one?</li> <li>• What questions did The Listies ask each other to help develop their play?</li> <li>• Why do you think Rich told Matt not to mention that the pizza was poisoned?</li> </ul> <p><b>Warm-up: Mime the Room</b></p> <p>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.</p> | <p><b>Relevant online resources</b></p> <ul style="list-style-type: none"> <li>• Let's Write a Play video</li> <li>• Ickyfoodia word list.</li> </ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>• A whiteboard and marker or equivalent.</li> </ul> |

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.

### Course: Put on a Performance

### Lesson Three: Developing 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).
- 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).

#### Learning Focus:

- Students identify ways to develop tension in their rehearsed scenes.
- Students reflect on their scenes and make improvements to heighten their dramatic tension.

| Time       | Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Preparation and Resources:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 25 minutes | <p><b>Introduction</b></p> <p>Watch the Chat a Chino and The Poisoned Pizza videos with students and hold a quick discussion about what the students observed in these videos:</p> <ul style="list-style-type: none"> <li>• What questions did The Listies ask each other in the reflection scene?</li> <li>• Why might it be good to reflect on your own scenes?</li> <li>• What did The Listies do to develop the tension in their performance?</li> <li>• How did Matt and Rich make their scene funnier?</li> <li>• Did you enjoy The Poisoned Pizza video? Why?</li> </ul> <p><b>Creative challenge: Scenes from a Hat</b></p> <p>In pairs, students are to create a scene inspired by the words they pull from the hats (or containers). One hat will have ridiculous food words from The Listies', <i>Ickyfoodia</i> book and the other will have action words from The Listies', <i>Ickypedia</i> book. The challenge is for students to meaningfully integrate these two words into a scene. For example the verb <i>Alphaburp</i> combined with the food <i>Nom Nom Vom</i> could inspire a very disgusting scene on a rollercoaster.</p> | <p><b>Relevant online resources</b></p> <ul style="list-style-type: none"> <li>• Chat a Chino video</li> <li>• The Poisoned Pizza video</li> <li>• Ickyfoodia Word list</li> <li>• Ickypedia Word list.</li> </ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>• Two hats/containers.</li> </ul> <p><b>Preparation</b></p> <p>Cut out all action words from the Ickypedia word list and place them into a container then cut out the food words from the Ickyfoodia word list and place them into a separate container.</p> |

5 minutes

**Drama element: tension**

Remind students about the concept of tension and how it can help make a scene really interesting. Ask the class to reflect on how The Listies used tension to make their final scene in The Poisoned Pizza video really exciting to watch. Discuss the different ways the students could develop tension in their scene. For example, they could give their characters motives, create obstacles for the characters to overcome or use appropriate music or sound effects to vary the pace of the narrative.

30 minutes

**Scene rehearsal**

Ask students to get back into their groups and reflect on their scenes. Their challenge is to think of two ways they can extend their scene to create more tension. Once students have identified some ideas, they can work on their scenes. Each group must perform their scene and explain the two changes they made to the rest of the class before the end of the lesson.

### 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 | <p><b>Introduction</b></p> <p>Explain to students that just like Matt and Rich – today is the day they will perform their whole scene!</p> <p><b>Physical warm-up: Shakedown!</b></p> <p>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.</p> | <p><b>Additional resources required</b></p> <p>Set, props and costumes (optional).</p> |

30 minutes

**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.

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.