

Course: Too Many Cheeky Dogs

Lesson Four: Dreaming Stories

Learning Area: The Arts

Strands: Drama

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033).

Learning Focus:

- Explore improvisation through mime.
- Begin to develop an understanding of the role of Dreaming stories in Aboriginal culture.
- Use a performance carousel to summarise a Dreaming story.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Setting the scene: mime Discuss if students can remember all the places that the dogs like to play in <i>Too Many Cheeky Dogs</i> and write them on the board. Try to come up with a list of at least four. These could be: - the swimming pool - the supermarket - the football field - the clinic/hospital. Gather students into a circle and explain that you are going to go into the centre and mime being in one of these places. If the students think they know where you are then they can come in one at a time and join in the mime without saying anything. Once you have a few students miming, take yourself out of the mime so that you can encourage other students to join in. Once everyone has joined the mime, announce that you will be tapping people on the shoulder one at a time to go back to the outside of the circle. Go around and tap nearly everyone until only a few students remain. Ask them to find an ending to the mime. Continue this activity until you have explored the four places listed above.	Relevant ARTS:LIVE resources - How Frogmouth Found Her Home video - Appendix B scene cards.

10 minutes

Discussion: Dreaming stories

Ask children if they have ever heard of any Aboriginal Dreaming stories and do they know why they are told? Explain that in Aboriginal culture, the Dreaming is the beginning of all knowledge and reflects their understanding of the world. All knowledge comes from the country, therefore Aboriginal knowledge is different from place to place. Explain that we are now going to watch the reading of a Dreaming story that comes from the Nyoongar nation in Western Australia. It explains how the tawny frogmouth (which is a native Australian bird) found her home.

15 minutes

Sharing stories

Watch the How Frogmouth Found Her Home video and generate a discussion about all the animals that Frogmouth helped in her journey.

List the animals and characters that Frogmouth met on her way on the board:

- Grandmother Frogmouth
- Kangaroo
- Wombat
- Bat
- Blue-Tongue Lizard
- Freshwater Crocodile
- Loggerhead Turtle
- Sun
- Moon.

Divide students into groups of two or three and give each group a numbered scene card which has a scenario for them to explore in mime.

Ask them to practise a brief 30 second scene to show their scenario.

10 minutes

Performance carousal

When they are ready, ask the groups to find their own space in the room. Explain that when you turn on the music, all groups are to begin their mime together. When you call out a number, all the other groups must freeze while that group performs. After 30 seconds, ask that group to freeze while you call out another number. Go through all the numbers in order from one to nine. This is called a performance carousal and it is a great way to summarise the text.



Get Inspired

Dance

Drama

Media Arts

Music

Visual Arts

5 minutes

Reflection

Gather students into a circle sitting on the floor. Explain that in drama everyone has to have the courage to share their ideas and join in even if they are feeling really shy. This reflection is a chance for students to say one thing that they saw someone else doing that took courage. It could be just joining in with a game or sharing a story. Make sure that no one mentions the same person twice. This activity will help you to build a safe positive environment in the drama class.