

Course: Too Many Cheeky Dogs

Lesson One: Exploring the Text

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:

- Use their bodies to create still images to represent scenes from a text.
- Improvise physically with the movement of Australian animals.
- Display an understanding of how outback towns differ from the city.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Warm-up game: “Yes, Let’s!” Ask students to find a space on the floor and begin to move through that space in different ways. For example: - Walk through hot sand in bare feet. - Walk through thick mud. - Walk on the moon. Now tell students that you will call out names of Australian native animals for everyone to explore. For example: “Let’s hop like kangaroos”. Students must respond with “Yes, Let’s!” as they start exploring that movement. Here are some examples: - Let’s sleep like a wombat. - Let’s chew like a koala. - Let’s slither like a snake. - Let’s fly like a kookaburra. - Let’s run like a dingo.	Relevant ARTS:LIVE resources <i>Too Many Cheeky Dogs</i> video - Australian Outback Images image sheet.
10 minutes	Discussion Ask students what they know about outback Australia. Has anyone visited there? Can they imagine what it must be like to live there?	

5 minutes

Whole group tableaux: starting in a circle

Show slide of the desert with Uluru in the background.

Using the image, ask students to recreate that whole image with all of their bodies. Remind them that they don't have to be humans; for example, they can be animals, trees or rocks, etc. Ask students one at a time to come into the circle and take up a position from the picture; they can make their own image or join in with someone else's.

10 minutes

Too Many Cheeky Dogs

Watch the *Too Many Cheeky Dogs* video and discuss with students what their favourite parts or images were. Where do they think this book is set? Is an outback town different from the city? Why?

10 minutes

Closing circle reflection

Sitting in a circle ask students the question: 'if I were a dog, I would be a...because...' Have each student answer in turn, ensuring everyone gets a chance to speak.