

AGES
5-8



DRAMA



Learning through
movement,

improvisation,



mime
and speech



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Julie Chiert
Becky Hunsberger

DEDICATION:

Thank you for your love and support, Mark and Steve.
For all our children, thank you for the inspiration.

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HOW TO USE THIS BOOK

All You Need to Teach Drama Ages 5-8 is the first in a series of three texts designed to give teachers the tools to develop students' dramatic abilities. Drama can be a hugely enriching and cultivating experience. Students learn through movement, improvisation, mime and speech. They learn to appreciate the dramatic abilities of their peers and also gain confidence in themselves. By participating in varied independent, paired and group activities, students will develop self-esteem, trust and cooperation skills.

The *All You Need to Teach Drama* series is a teacher-friendly resource. Activities have been written in an easy-to-follow format that all teachers – regardless of their dramatic expertise – can use. This book caters for teachers of students in the first three years of primary school and is divided into three parts.

All the Teaching Tips You Need presents useful advice on preparing for drama, encouraging students to perform for others, developing imagination and reflecting on learning. This section also contains a handy theatrical terms glossary and suggestions for assessing students' development in drama. Reproducible assessment sheets for both teachers and students are included to facilitate the assessment process. 'Dynamic Drama Performance' and 'Awesome Audience Member' awards are provided to encourage students to build on their drama and listening skills.

All the Lesson Plans You Need contains 25 lesson plans providing interesting and engaging ways for students to learn through drama. Each lesson is divided into a warm-up, speech and enunciation practice, a movement activity and a drama activity.

All the Task Cards You Need contains ten pages of scenario/character cards designed to be photocopied, cut out, laminated and reused. These are linked to the drama or warm-up activities and students can use them as starting points for developing creative pieces.

WORKING IN GROUPS

Some activities involve students working in pairs or groups. You can decide how the class will be divided. You may decide to give the students the opportunity to choose their own groups or pairs. This can develop independence and responsibility. You may need to select collaborative groups of varied levels of expertise to allow students to positively influence each other. The more enthusiastic students may encourage shy students to express themselves.

Sometimes students will act as the audience for another group. This encourages students to appreciate the performances of their peers. When activities involve both performers and audience members, teachers should praise and encourage appropriate behaviour, including active listening and offering positive feedback to the performers when required, for example 'I liked the way you hopped like a kangaroo when you were acting as a kangaroo.'





LESSON STRUCTURE

Drama lessons can be incorporated into the class timetable for approximately 45 minutes each week. A recommended approach to this book is to go through each lesson in order. The earlier lessons introduce basic dramatic skills, experiences and knowledge. The lessons gradually become more challenging, developing and building on skills previously learnt.

The activities in each lesson maximise students' motivation and heighten interest while developing drama skills. Should students show extreme interest or enthusiasm for a particular activity, you may decide to repeat or extend it. You may wish to complete specific activities over a number of lessons if you feel that this will invite more creative work from the students.

Each lesson in this book is broken up into four parts: warm-up, speech and enunciation, movement and a drama activity.

WARM-UP

Warm-ups allow students to actively engage in introductory drama activities, as well as establishing an energy level for the rest of the lesson. It is important that students are relaxed and focussed at the beginning of a lesson. Therefore, warm-up activities consist mainly of games that teach children control, initiative, support for peers and confidence.

SPEECH AND ENUNCIATION

Actors warm up and train their voices so that they can clearly convey messages to an audience without damaging their vocal cords. Activities in this book teach techniques to exercise jaw muscles, alter pitch, emphasise for effect and articulate clearly. Students will develop their enunciation skills, integrating this clarity into other drama activities, as well as improving their everyday speech and communication skills. Many of the lessons in this book encourage students to focus on their improvised speech skills.

MOVEMENT

Movement is a form of dramatic expression. This book focusses on three different types of movement: body awareness, spatial awareness and dance drama.

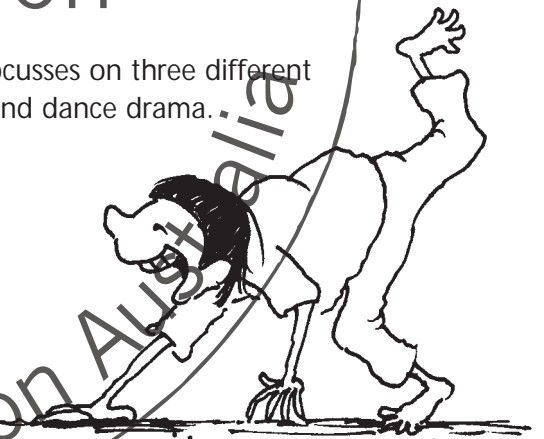
- © Body awareness allows students to manipulate their bodies to create an image or effect.
- © Spatial awareness makes students aware of their physical environment, be it real or imaginary.
- © Dance drama allows students to use both body and spatial awareness skills to create short role-plays. These are based on a piece of music and directed by the teacher.

These three forms of movement allow students to deliver a performance with minimal speech. Students can then focus on body movements and facial expressions to get their message across. Movement is as important as speech for creative expression. If emphasis is placed on movement exercises, students will move more naturally during dramatic performances when the focus is on the whole piece.

DRAMA ACTIVITY

Each lesson builds up to the major drama activity. The drama activities vary, introducing role-play, improvisation and performance. Students will evolve as actors through non-threatening experiences. For your convenience, reproducible task cards linked to drama or warm-up activities have been included for some lessons. These can be found on pages 70 to 80.

At the end of each lesson are suggestions on how to link the drama lessons with other creative arts lessons, such as art and music.



CURRICULUM LINKS CHART

Lesson Plan	Drama Skills	Qld Outcomes	NSW Outcomes	Vic Outcomes	SA Outcomes	WA Outcomes	Key Words
1. The Teddy Bears' Picnic	role-playing, improvising	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	teddy bears, picnic, games
2. Toy Box	role-playing, performing dance drama, improvising	DR1.1, DR1.2, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	toys, animals
3. Kangaroo Capers	role-playing, improvising, freezing, tapping in	DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.3, 1.4	CAI, STP	animals, rainbow, kangaroo, farmer
4. Mischief Makers	improvising, freezing, role-playing	DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	traffic lights, nursery rhymes
5. Zoo-mania	miming, mirroring, performing dance drama, role-playing, freezing	DR1.1, DR1.2, DDR1.4, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.2, 1.4	CAI, STP	birds, zoo
6. The OK Corral	role-playing, improvising	DR1.1, DR1.2, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	show horses
7. Doggie Olympics	role-playing, improvising	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	careers, balloons, dogs
8. Buzzing Bees	role-playing, improvising, playbuilding, performing	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	singing, bees
9. School Days	role-playing, improvising	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	outdoor activities, fruit, school
10. Transport	role-playing, performing	DR1.1, DR1.2, DDR1.4, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.2, 1.4	CAI, STP	transport, animals, nursery rhymes
11. The Ride of Your Life	role-playing, performing, playbuilding	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.2, 1.4	CAI, STP	animals, carousel, transport
12. Bug-eyed	improvising, role-playing	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	animals, bugs

Lesson Plan	Drama Skills	Qld Outcomes	NSW Outcomes	Vic Outcomes	SA Outcomes	WA Outcomes	Key Words
13. Send in the Clowns	role-playing, improvising, performing	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	farm animals, frogs, circus
14. Communication Skills	role-playing, performing dance drama	DR1.1, DR1.2, DR1.3, DDR1.4, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.4	CAI, STP	food, horses, communication
15. Where Are You?	role-playing, improvising, performing	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	animals, blind people, nursery rhymes
16. Party, Party, Party!	role-playing, improvising, performing	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	numbers, flowers, party games
17. Imagine!	sculpting, role-playing, improvising	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	artists, fairies, elves, magic carpet
18. Somewhere over the Rainbow	improvising, role-playing	DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	treasure, rainbows, forest
19. Pirates Ahoy!	improvising, miming, role-playing	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	weather, animals, pirates
20. Bookworms	role-playing, performing dance drama, improvising	DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	space, bookworms
21. An Eye for Detail	role-playing, sculpting	DR1.1, DR1.2, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.4	CAI, STP	salmon, sculptures
22. Garden Gnomes	role-playing	DR1.1, DR1.2, DDR1.4, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.4	CAI, STP	singing, animals, garden gnomes
23. Actions Go!	role-playing, performing dance drama, improvising	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	writing, dolphins
24. Being Scene	role-playing, improvising	DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAS1.1, DRAS1.2	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	greetings, photos
25. Cookie Thief	role-playing, improvising, performing	DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2	DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3	1.1, 2.1	1.1, 1.2, 1.4	CAI, STP	singing, thieves, containers

All the

TEACHING TIPS

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GETTING READY FOR DRAMA

SPACE

Hold drama lessons in the school hall, in an empty room or have students move the furniture to the side of the classroom. An empty space allows for different areas to be used for group and paired work, as well as enabling you to allocate stage and audience areas. A clear, open space ensures that students are safe while they perform and allows them to move freely.

CUES

Familiarise students with a cue, such as calling out the word 'freeze' or ringing a bell. The cue has two purposes. It signifies that the students need to stop and listen to the next set of instructions. It also lets the students know that they are expected to freeze in their current positions. Cues need to be explained to students before they commence drama lessons.

LESSON PREPARATION

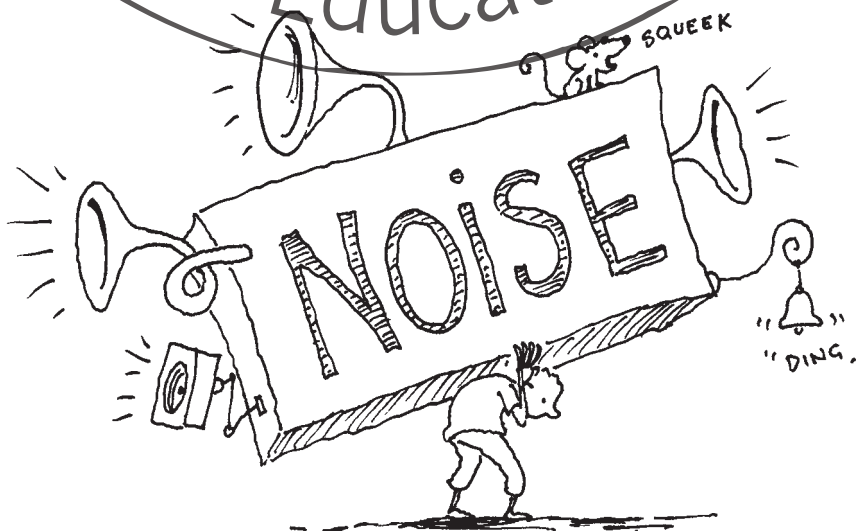
Read each lesson plan prior to teaching so that you are confident about teaching the lesson. Obtain any necessary task cards, resources or props in advance. For example, you may wish to use masking tape to mark out performance boundaries, stage areas, an audience area, where a particular character needs to stand, or different scene and activity locations.

USING THE STAGE

Students should learn to use the stage appropriately. For example they must face the audience at all times. This means that their voices can be heard more clearly. It also means that the audience can see the actors' facial expressions. Getting students into good habits early will ensure successful performances later.

DISCUSSION

Don't be afraid of noise as long as it is constructive, particularly during group work. Constructive noise includes students discussing and practising their performances. It also includes sound effects during drama activities. If students appear to be off-task, use a cue, such as calling out 'freeze' or ringing a bell. When you have the students' attention again, learning can be reinforced by asking the students questions or initiating a whole class discussion. This is also an opportunity to compliment any positive work observed.





TEACHER IN ROLE

'Teacher in role' means that the teacher becomes a part of the dramatic play. The students need to understand that you will participate in the role-play. You should use an identifying feature, such as wearing a hat or scarf, as a physical sign to show students you are participating, and also remind students when you are in and out of role. 'Teacher in role' can happen in any drama lesson. Most lessons in this book are flexible, allowing you to be the lesson facilitator or to participate, but some lessons, such as lesson 20, 'Bookworms', require you to be in role and take part in the dramatic play.

Should you need to step out of role for any reason, you can become the facilitator again. This should be symbolised by removing the physical sign or simply stating that you are out of role. However, you may find another means of steering the lesson in a more desirable direction by maintaining 'teacher in role' and inviting student input to help guide the dramatic play.

STUDENT PERFORMANCES

When students create their own dramatic performances, they are likely to want to share them with others. Public performances need to be initiated by the teacher with an understanding of how students feel as performers. There are students who love to perform and take any opportunity to do so; those who feel comfortable performing in front of their own class, but not in front of anyone else; and those who are reluctant to perform in front of anyone.

Introduce lower primary students to the idea of performing for their classmates first. As they become comfortable in this safe environment, arrange for students to perform for individual classes, then for a school assembly and finally for parents.

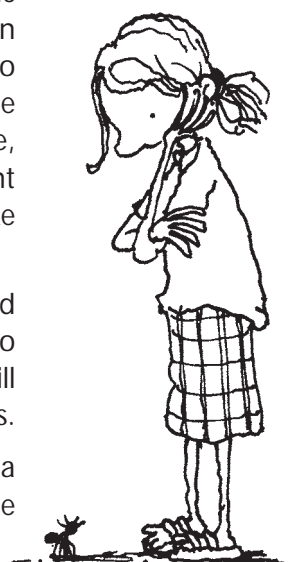
Most activities in this book involve the teacher outlining a dramatic piece, which also allows for student improvisation and input. Students are given a short amount of time to practise their performance before presenting it to the class. When students are preparing to perform for a wider audience, they will need extra time for rehearsal. There is no need to write a script – students can continue to improvise because they know what the scenario involves. They will be more motivated and excited by their own dialogue than somebody else's and will have a greater understanding of what happens in their play.

REFLECTION

Reflection should be encouraged both during the creation of a dramatic performance and at the end of a drama lesson. If you decide to stop an activity because it needs to be improved, this would be a good time to reflect on student performance. Encourage students to suggest why the lesson needed to stop, for example everybody needs to participate, more emphasis needs to be placed on speech than actions, movement skills need to be improved and so on. Also encourage students to make positive comments on their own and their peers' dramatic works.

Role-playing activities such as freezing into position and tapping in should include time for discussion and reflection. This allows students to understand their character's thoughts and feelings while in role. They will then be better equipped to continue in the role when the activity resumes.

Reflection can also take place after a successful performance in a drama lesson. This allows students to discuss the aspects of the performance that made it so successful.





Drama gives students the opportunity to explore and develop their imaginations. They become more confident experimenting with their own creativity and stepping outside their comfort zone. Developing imagination may also assist in other areas, such as improving writing and communication skills.

All You Need to Teach Drama Ages 5-8 provides step-by-step lessons for teaching drama in a fun, creative and imaginative manner. By implementing these lessons, teachers can help students to develop their imaginations. The lessons provide students with opportunities to role-play, mime and improvise. Students build up their drama and performance skills by creating dramatic pieces using minimal props.

CREATING CHARACTERS

Students are given numerous opportunities to develop their imaginations, such as when they take on the role of a character. Becoming someone else means that the students have to recreate themselves. They think, walk and talk as their new persona would. The students develop story-lines for their character. In some lessons this is completely improvised: students have to think and react quickly in a given scenario. In other lessons students are given the opportunity to think about and discuss, as a group, what their story-lines and situations entail. This includes investigating the feelings, ideas and attitudes of various characters, which has the potential for helping the students to develop empathy for others.



CREATING SCENES AND PERFORMANCES

Drama allows students to talk, listen, reflect and respond to a whole range of scenarios. Teachers need to encourage students to use their imaginations to effectively create role-plays, speeches and scenes. Students' motivation will be enhanced as they are challenged to create performances independently or as a group. Students are also given the opportunity to create their own scenarios by developing short performances, role-plays and imagined situations. They are also able to respond and improvise creatively to various situations as they are making and performing their drama.

Very few props are used in the lessons, so students are given the opportunity to creatively suggest props, using their imaginations. They can do this by stating or implying through their actions that the props exist. For example, in lesson 1 the students imagine that they are teddy bears, sitting in a circle while on a picnic. They use their imaginations as they take food out of their imaginary picnic baskets and discuss what they have brought with them.

Lower primary students are given the opportunity to set the scene themselves. It is not necessary to use background scenery. In the early lessons, the teacher sets the scene by giving a verbal description, then students have to picture themselves in the scene and role-play parts accordingly. As the lessons progress, students are given the opportunity to set the scene themselves. For example, in lesson 18 students imagine that they are sliding over a rainbow. Each time they slide across the rainbow they find themselves in a new land, which they explore. Initially the teacher tells the students what each new land is, but eventually the students need to make suggestions as to what new land they find themselves in.

THEATRICAL TERMS GLOSSARY



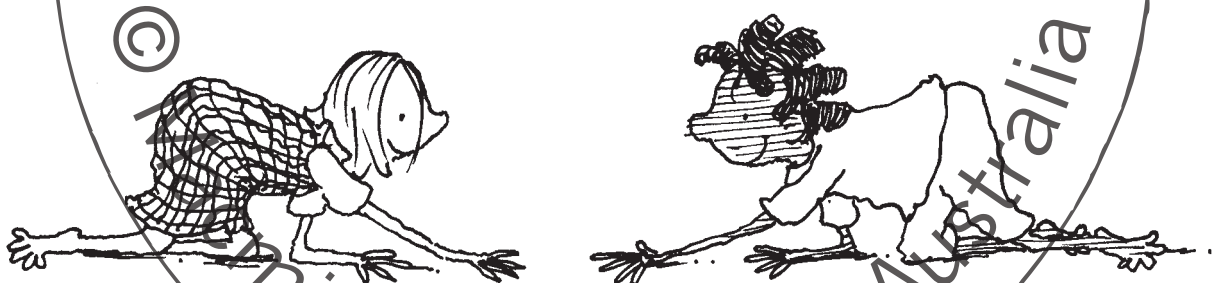
dramatisation Students interpret a scenario by creating a performance using speech and theatrical movements appropriate to the theme.

freezing This involves students pausing an improvisation or role-play performance in their current positions according to a signal given by the teacher. This can be used to change the direction of an activity, to give the students an opportunity to reflect on their performance, or as a classroom-management device.

improvisation This involves students creatively responding to various scenarios or statements. They do not prepare the performance in advance, but act in response to the scenario or statement provided. The performance will develop from the students' creative improvisation.

miming This is acting through movement and facial expression only. There is no speaking and no sound effects. The message the performer is trying to convey needs to be carefully planned and rehearsed through exaggerated movement. It is a method of acting that is much slower and more concentrated than acting using speech.

mirroring This is a form of acting involving two people. The actors face each other. One actor copies the exact movements of the other, as if looking into a mirror. The 'mirror image' must copy all movements using every part of their body.



playbuilding This is when students create their own play without a script. That is, after students have been taught a number of theatrical skills they work in cooperation to build a play with minimal involvement from the teacher. Students are given freedom of expression in this activity. Once students have completed and rehearsed their play they may wish to perform it for a school assembly.



re-enacting This is when the teacher narrates something, such as a nursery rhyme or a song, to the students. The students then role-play the characters and the scenes in the narrated piece.

role This involves the student assuming a character's persona. The student needs to think, move and speak like that character so that they become the character.

THEATRICAL TERMS GLOSSARY



role-playing

This involves the student playing the role of a character in a performance. This is the actual interpretation of the character in role. Many lower primary lessons involve students using role-play.

scenario

This involves the teacher or a group of students suggesting the details of a particular activity or situation – including time and place – that the students need to role-play. Students will therefore have a clear idea of the scene they are about to participate in.

sculpting



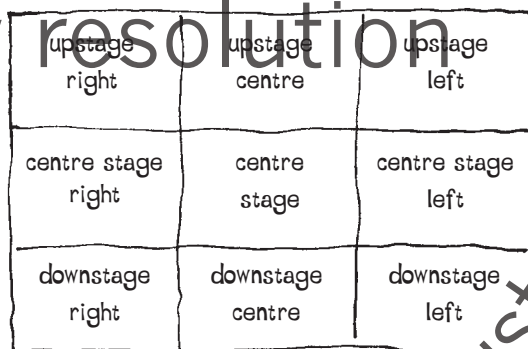
This involves two students cooperatively creating a human sculpture. The teacher tells the students what they are creating. One student acts as the sculptor, the other is the end product. The sculptor moves the other student into position, imagining that they are a piece of clay.

sound effects

These are sounds or vocalisations other than speech. They are used to add atmosphere to a dramatic piece.

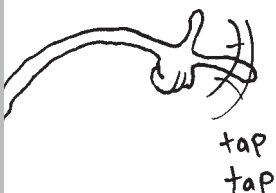
stage directions

These are the allocated areas of a stage. They indicate the exact position of the stage on which props and actors are positioned. The lower primary book introduces students to simple stage directions in the movement activity in lesson 6.



audience

tapping in



This is a cue using the method of tapping a student on the shoulder in the middle of a performance. It signifies that the student needs to freeze in character. When the teacher taps the student again, this indicates that the student begins performing again. This may be after the teacher has asked the character a question, such as 'How do you feel about the kangaroo playing with your children?' Lower primary students need to be asked very specific but open-ended questions. The student answers the question in role.

ASSESSING STUDENTS

Assessing students in a drama class need not be a laborious task. It involves both ongoing teacher observation and a more formal recording process. Once you and the class are familiar and comfortable with drama lessons, you will inevitably observe a number of changes in students' drama skills. This may include increased confidence and self-esteem, the ability to speak loudly and clearly in front of an audience, cooperating with others to develop performances and good use of improvisation. Teacher observation should never be underestimated; it is a relevant form of assessing student progress.

A more formal assessment process may also be used as shown in the **Assessment Record Sheet** on page 15. Formal assessments should be completed over a number of lessons so that the teacher can focus on one indicator at a time. It is recommended that each area below is assessed.

Speech and enunciation could be assessed by asking each student to repeat a statement from the lesson clearly, one at a time. Speech and enunciation could also be assessed through listening to students speaking during dramatic performances. Assess students on clarity of speech; whether they use a loud, controlled voice; and whether they articulate letter sounds clearly and audibly.

Improvisation – Students must show that they can come up with a convincing and immediate response to a scenario presented to them. The lessons provide ample opportunities for improvisation; you do not need to come up with new assessment tasks.

Group cooperation – One student may take on a leadership role in a group. However, group cooperation is still taking place if the rest of the students are actively engaged in planning, discussing, creating and performing.

Confidence – Increased self-confidence can be measured through observation and intuition. Self-confidence may increase gradually. A student may begin to speak more loudly and clearly, may develop positive relationships with peers, may begin to use appropriate movements, and may begin looking up at the audience, rather than fidgeting and looking elsewhere due to nerves.

Willingness to perform – While some students demonstrate increased self-confidence, they may still be reluctant to perform. They may work well in pair or group activities and planning, but prefer not to perform for an audience. Willingness to perform may increase gradually over time. Assessment is based on students becoming more willing to perform in front of an audience. You may find that some students are successful in this area from the outset.

Audience skills – Performers require a respectful audience. That is, audience members should be actively engaged in listening to and observing the performances of their peers. Teachers should encourage the audience to support performers by clapping and giving positive comments. When this occurs, students have succeeded in this area of assessment.

STUDENT SELF-ASSESSMENT

A **Student Self-Assessment Sheet** is included on page 16. By assessing themselves, students may become more aware of their own abilities as performers and more appreciative of the performances of others. Students should assess themselves at least three times during the year: at the beginning, middle and end. This allows students to observe and reflect on growth in their drama skills over time.

enunciation
improvisation
cooperation
confidence



DATE _____

Give students a ranking out of 5, with 1 as the lowest and 5 as the highest.

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★ Student Self-Assessment ★

You are a star performer! Colour your stars. The more stars you colour, the better your performance was. Be honest.

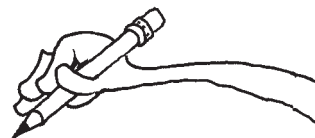
★ Needs improvement.

★ ★ I am getting better.

★ ★ ★ I am starting to shimmer.

★ ★ ★ ★ I am a shining star.

★ ★ ★ ★ ★ I am the brightest star in the sky!



I had fun performing.



I spoke with a clear, loud voice.



My classmates understood what I was performing.



I am getting better at acting.



When we did group work, I was good at listening and helping.



Dynamic Drama Performance Award

Presented to _____

For _____

Class _____ Date _____

Dynamic Drama Performance Award

Presented to _____

For _____

Class _____ Date _____

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Awesome Audience Member Award

Presented to _____

For _____

Class _____ Date _____



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Awesome Audience Member Award

Presented to _____

For _____

Class _____ Date _____



All the

LESSON PLANS

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The Teddy Bears' Picnic

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: improvises and expresses a story as narrated by the teacher



© DRAMA SKILLS: role-playing, improvising

© KEY WORDS: teddy bears, picnic, games

RESOURCES NEEDED: none

WARM-UP

ACTIVE NAMES

Have the students stand in a circle. Explain that one student will stand in the middle of the circle at a time. The student in the middle says their name accompanied by actions. The actions could include clapping, clicking, jumping, hopping, placing hands on hips and so on. Explain that the number of actions should be the same as the number of syllables in each student's name. For example, Mrs Smith says, 'Miss-us Smith' as she makes three movements, for example: clap, clap, touch shoulders.

Stand in the centre of the circle. Begin the activity by stating your name and making actions as you say each syllable of your name. Have all students repeat your name and actions in unison. Then choose a student to stand in the middle of the circle and say their name accompanied by actions. Have each student in the class repeat that student's name and actions in unison. Continue until all students have had a turn to say their name and make actions to go with their name.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Quick! Hurry up! We're late for school!' Students should run on the spot.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the

letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'My tummy is mumbling and grumbling!' Have students rub their tummies. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mummy tummy is mmmummblynnnd grummblynn!'.

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following commands: 'About face. Forward march.' Have students turn to the side and march on the spot. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'c' by repeating this statement, emphasising the letters in bold: 'The cat is creeping on the couch.'

MOVEMENT

BODY AWARENESS

Play a game of Simon Says using role-play. For example, tell the students, 'Simon says act like a monkey.' Have the students act like monkeys. They could eat bananas, make monkey sounds, pretend to swing from branch to branch, scratch under their armpits and so on.

Continue the game by adding more roles for the students to role-play. Begin with, 'Simon says act like a train.' Encourage students to become the train by saying, 'Let me see your wheels roll.' Other roles may include 'Simon says act like a cowboy or a cowgirl', 'Simon says act like a butterfly' and 'Simon says hop like a kangaroo'.

Just like the real game of Simon Says, if you don't say 'Simon Says' before you give the students the command of what they must role-play, then they must not role-play the new character. If they role-play the new character they are out.

The last student standing has a turn at being in and giving commands.

DRAMA ACTIVITY

TEDDY BEARS' PICNIC

Tell students to imagine they are teddy bears going on a picnic.

Begin by making sure all students put on their teddy bear costumes. Encourage them to ask a friend to zip up the back of their costume, being careful not to catch their fur in the zip. Remind students to put on a hat and sunscreen because it is a beautiful, sunny day. Pack an imaginary picnic basket with food and play equipment. Have the students make comments about what they are packing, for example 'Don't forget the cricket set'; 'My mum made a delicious chocolate cake'; 'Be careful the water doesn't spill in the basket' and so on.

Have students pick up their baskets and bags to start off on the picnic. Walk around the classroom, looking for a clearing in the forest to set out the picnic blanket. Tell the students what you are doing as you role-play in character and describe the scene. Encourage the students to make comments about the forest as well.

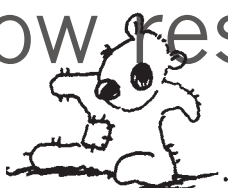
Have all the teddy bears sit in a circle to talk about the different foods they brought in their picnic baskets. Encourage students to open the picnic

baskets and lift food, drinks, bread rolls and so on out. After all the teddy bears have made their contributions to the picnic, serve and share the picnic food. Remember to spoon out the salads, hand out utensils, plates, cups and serviettes. When it is time to eat, have students describe what they are eating.

After eating lunch, make sure the students remain seated in the circle and tell them they will now play games. First have the teddy bears play an imaginary game of pass the parcel. Pass an imaginary parcel around the circle. When you give them an instruction to stop, the student holding the parcel must stop and unwrap the first layer of paper. Emphasise that students need to demonstrate exaggerated movements as they unwrap their presents and describe them. Encourage them to open the present according to its size. Have students state what present they have unwrapped.

Play other picnic games such as three-legged races, egg-and-spoon races, throwing a ball around and so on. Have students use their imagination for the games – no real equipment is necessary.

At the end of the day, state that the teddy bears are tired. Have the teddy bears say their goodbyes and return home, gathering up everything they came with.



LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with paper plates, coloured paper, textas, elastic, glue and scissors. Have students cut out ears and glue them onto the paper plates. Students draw teddy bear faces onto the masks. You should cut out eye, mouth and nose holes and attach the elastic to the plates to complete the teddy bear masks.

Music: Provide students with various percussion instruments such as tambourines, clapping sticks and cymbals. Have some students play percussion instruments as background music. Have the rest of the students participate in a teddy bear parade in imaginary costumes.

Toy Box



OUTCOMES

- © QLD: DR1.1, DR1.2, DR2.1, DR2.2
- © NSW: DRAES1.1, DRAS1.1, DRAS1.2
- © VIC: 1.1, 2.1
- © SA: 1.1, 1.2, 1.4
- © WA: CAI, STP

INDICATORS: role-plays various toys and animals using improvisation and movement

© **DRAMA SKILLS:** role-playing, performing dance drama, improvising

© **KEY WORDS:** toys, animals

RESOURCES NEEDED: a piece of playful music, such as the Rossini/Respighi composition, *La Boutique Fantasque*, Movement 5: 'Cancan', CD or tape player, Task Card 1

WARM-UP

Toy Box

Have students find a spot in the room. Tell them that you will name some toys and they have to role-play the toys that you mention.

Pretend to open an imaginary toy box. Pull out imaginary toys. Call out the different types of toys that you pull out of the toy box, for example a wind-up monkey, a rag doll, a toy train, a hand-held electronic game, a bouncy ball and so on. Have students act out the different toys, for example they should be as floppy as a rag doll, or make train sounds and move their arms in a circular motion for a train.

When the students have grasped the concept of the game, have them sit down. Explain that you will call out a group of students to role-play toys. Tell them to listen carefully for which group of students needs to do the acting. Call one group at a time. Begin with girls, then boys, followed by anyone with black hair, anyone wearing black shoes and so on.

When a group of students stands up, repeat the name of one of the toys previously mentioned and have them role-play the toy.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Quick! Hurry up! We're late for school! Students should run on the spot.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'My tummy is mumbling and grumbling!' Have students rub their tummies. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mummy tummmmy is mmmummmbling annnd grummmbling!'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their

mouths as wide open as they can while repeating the following commands: 'About face. Forward march.' Have students turn to the side and march on the spot. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'c' by repeating this statement, emphasising the letters in bold: 'The cat is creeping on the couch.'

MOVEMENT

DANCE DRAMA

Discuss different types of toys found in a toy box or around the house. Have students decide what toy they will be. While listening to a piece of playful music, for example the Rossini/Respighi composition, *La Boutique Fantasque*, Movement 5: 'Cancan', have students role-play lifeless toys in a toy box.

Discuss what toy they will be. Narrate a story for students to role-play. The toys wake up, stretch and rub their eyes while their owner is asleep. Have the toys 'climb' out of the toy box to dance among the other toys in the room, taking on the persona of the toy. For example a toy train should move its arms in a circular motion while making train sounds.

Have the students form a circle. State that the house pet has come into the room and the toys must run away. Tell the students that the pet leaves the room and the toys begin to play with each other.

Explain that the sun is about to rise, so the toys take their original position back in the box before their owner wakes up.

DRAMA ACTIVITY

FARMYARD ANIMALS

Give each student a picture of an animal from **Task Card 1**. Tell students that they are not allowed to say the name of their animal. Although they do not know it, there are approximately three or four of each animal – depending on your class size.

Give students a cue and have them start role-playing their animal and making the appropriate animal sounds. Explain that they need to find the other animals in their group without speaking. Tell them that they can only use role-play to find the other animals in their group.

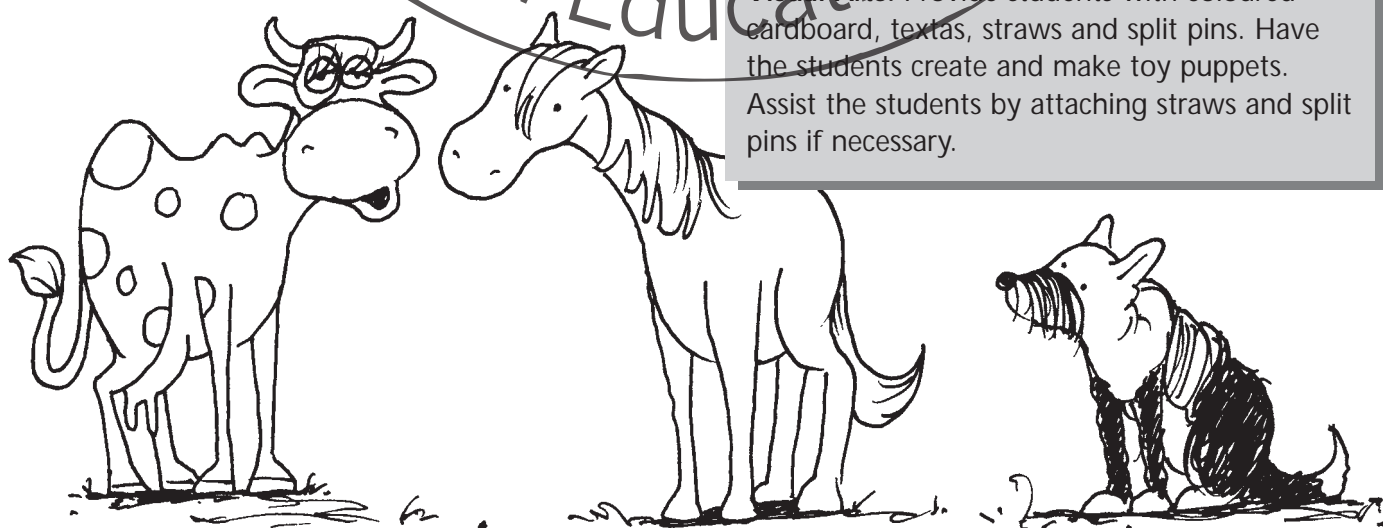
Once they are in their animal groups, have the groups sit together. Walk around the room and check that the students are with the correct animals. In their groups, have students perform the following scenarios:

- Ⓒ The animals are playing together.
- Ⓒ The animals are hungry and are greedily or slowly eating.
- Ⓒ The animals are thirsty and are gulping water or taking little sips.
- Ⓒ The animals are tired and go to sleep. They may sleep standing up, sitting or lying down.

After each scenario, give students a cue to freeze. Have groups volunteer to perform their scenario for the class. Continue with the next scenario.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with coloured cardboard, textas, straws and split pins. Have the students create and make toy puppets. Assist the students by attaching straws and split pins if necessary.



Kangaroo Capers

OUTCOMES

© QLD: DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1 DR2.2

© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.3, 1.4

© WA: CAI, STP

INDICATORS: works collaboratively with a partner to role-play and respond to a given scenario



© DRAMA SKILLS: role-playing, improvising, freezing, tapping in

© KEY WORDS: animals, rainbow, kangaroo, farmer

RESOURCES NEEDED: four square pieces of red paper, four square pieces of orange paper, four square pieces of yellow paper, and so on until there are enough pieces for one per student; one chair per student

WARM-UP

ANIMAL-MANIA

Have students form a circle. Tell them that you will name an animal and they will have to role-play that animal on the spot.

Give the example of a cat. As a class, brainstorm how students could take on the persona of a cat, including sound effects and actions such as meowing, purring, licking paws, scratching a tree and so on. Have the students role-play a cat without touching or talking to the other students.

Tell students to become an elephant. Remind them that they need to role-play the animal with sound effects and actions.

Have the student on your right choose an animal that the rest of the class needs to become. Continue around the circle until each student has had a turn to choose an animal.

SPEECH AND ENUNCIATION

PROJECTION

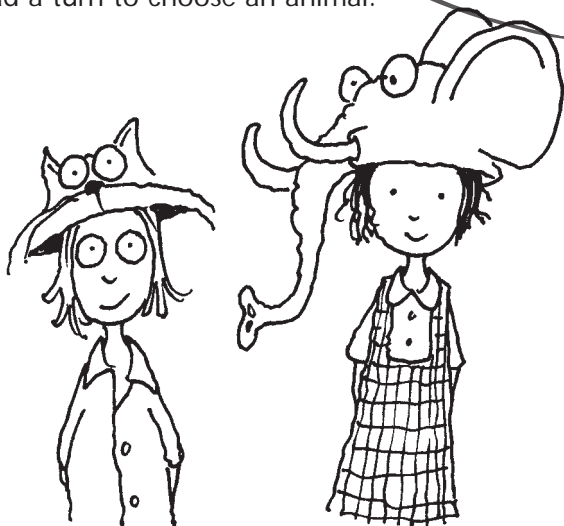
Have the students use one breath and practise saying clearly and with actions: 'Ouch! I just stepped on a bee!' Have the students hop on one foot as though they have been stung.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Naughty Natalie made me make mud pies.' Have the students grin cheekily after speaking. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Nnnnaughty Nnnnatalie mmmmade mmme mmmmake mmmud pies.'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following statement: 'It's raining cats and dogs.' Have the students move their fingers up and down in a raining motion. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'a' by repeating this statement, emphasising the letters in bold: 'Ants in apples are crunchy!'

MOVEMENT

SPATIAL AWARENESS

Before the lesson cut out four square pieces of red paper, four square pieces of orange paper and four square pieces of yellow paper. Continue cutting out different colours until there are enough square pieces of coloured paper for every student in the class to have one piece.

Have students sit in a circle on chairs or on the floor. Give each student one square piece of coloured paper. There should be four students with a piece of red paper, four students with a piece of orange paper, four students with a piece of yellow paper and so on.

Call out a colour. Have the students with that colour stand up to run around the outside of the circle. When they find a vacant space they sit in it. The students must not go back to the same space they came from.

You may call out more than one colour at a time, for example red and orange. Any student with a piece of red or orange paper has to run around the outside of the circle and find a new spot.

Call out the word 'rainbow'. On the word rainbow, all students run around the outside of the circle to find a new spot.

DRAMA ACTIVITY

KANGAROO SONG

Teach students a song about a kangaroo, such as 'I'm Hippy Hop, the Kangaroo'. It is not necessary to learn a song for the activity; it is just a fun addition.

Have students work in pairs. Allocate one student the role of the kangaroo and the other the role of the farmer. Tell the kangaroos to eat the vegetables in the farmer's paddock.

Give the students a cue to freeze. Tell them that the farmer walks onto the paddock. The farmer discovers the kangaroo eating the vegetables. Both the farmer and the kangaroo have to react to this situation.

Give the students a cue to freeze. Explain that various pairs will be tapped on the shoulder. The tap indicates that they need to continue acting out their scene. When they are tapped again they stop and hold the frozen position.

Have the students in each pair swap roles: the farmer is now the kangaroo and the kangaroo is now the farmer. Tell the students that the kangaroo has to role-play playing with the farmer's children. Explain that they must imagine that the farmer's children are there. The farmer role-plays sitting in the house, reading a newspaper.

Give the students a cue to freeze. Tell the farmers that they hear noises outside and walk out of the house to investigate. Explain that both the kangaroo and the farmer must react to the farmer seeing the kangaroo playing with the children.

Use the 'tap in' method to have various pairs role-play their scenes. Use the 'tap in' method to have students freeze again.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with magazines, scissors, glue and paper. Divide students into seven groups for the colours of the rainbow: red, orange, yellow, green, blue, indigo and violet. Have them create a collage from magazines based on their colour. Use the collages to create a giant rainbow shape across the room.

Music: Point to the different colours of the rainbow and have students play percussion instruments according to how they think that colour sounds.



Mischief Makers

OUTCOMES

- © QLD: DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2
- © NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3
- © VIC: 1.1, 2.1
- © SA: 1.1, 1.2, 1.4
- © WA: CAI, STP

INDICATORS: interprets a nursery rhyme through expressive movement and speech



- © DRAMA SKILLS: improvising, freezing, role-playing
- © KEY WORDS: traffic lights, nursery rhymes

RESOURCES NEEDED: Task Card 2

WARM-UP

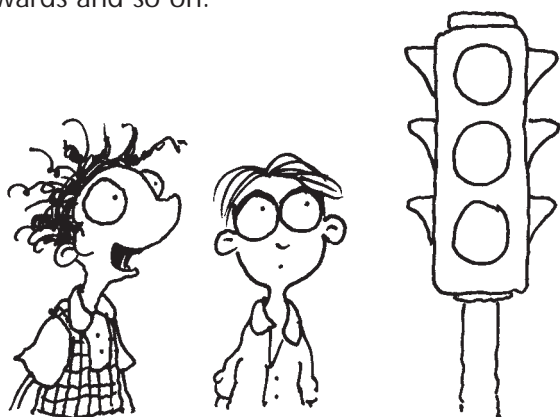
RED LIGHT, GREEN LIGHT

Explain to the students that you will stand at one end of the room while they stand at the other end. You will be a traffic light and call out the colours red or green. Tell the students they have to respond to the colours.

Explain that when you call out 'Green light', the students have to move towards you. Explain that when you call out 'Red light', the students have to stop where they are.

Tell the students how they must move each time you call out 'Green light'. For example they must walk quickly, slowly or sideways, they must jump, skip or hop and so on.

When the students understand the concept of the game, explain that you will call out 'Orange light'. Tell them that this means they must go backwards. They must move in the same manner they were moving in previously, but backwards. For example they must walk backwards slowly, they must skip backwards and so on.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Ouch! I just stepped on a bee!' Have the students hop on one foot as though they have been stung.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Naughty Natalie made me make mud pies.' Have the students grin cheekily after speaking. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Nnnnaughty Nnnnatalie mmmmade mmme mmmake mmmud pies.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following statement: 'It's raining cats and dogs.' Have the students move their fingers up and down in a raining motion. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'a' by repeating this statement, emphasising the letters in bold: 'Ants in apples are crunchy!'

MOVEMENT

BODY AWARENESS

Have students find a spot in the room. Explain that you will describe a way of moving. The students have to move around the room in that way. Encourage well-portrayed movements.

Tell students that they must walk around the room like soldiers. Give them a cue to freeze. Tell them to walk around the room like a woman wearing high heels. Give them a cue to freeze. Tell them to walk around the room as though they have bare feet on hot sand.

Continue this process with the following moving methods: move like a kangaroo, an elephant, a tree swaying in the wind, flutter like a feather towards the ground, and move like a balloon being blown up until it pops.

DRAMA ACTIVITY

OLD WOMAN IN A SHOE

Teach students the nursery rhyme: 'The Old Woman Who Lived in a Shoe', which appears on **Task Card 2**. Recite the poem as a class and discuss what it means.

Divide students into two groups. Explain that the students will be re-enacting the rhyme. Assign one student from each group to be the old woman and one student from each group to be the narrator. Give each group a copy of the illustrated rhyme. Tell the remaining students that they are the old woman's mischievous children. Allocate each group an area of the room.

Have the narrator in each group read or recite the first two lines to their group. Tell the students that they need to work out how to perform the first two lines. As a class, brainstorm what the mischievous children could do, for example they could mess up the laundry, pull flowers out of the garden, set traps in the house, pull food out of the cupboards and so on. Have the students decide what they are going to do for their performance and practise their ideas. Tell the narrators to read or recite the first two lines again and have the rest of the students role-play the old woman and the mischievous children after the narrators have finished delivering the lines. Divide your time between the two groups to help them and monitor their progress.

Have the narrator of each group read or recite the last two lines. Tell the students that they need to work out how to perform the last lines. As a class, brainstorm what the old woman and the children need to do, for example the old woman has to scold the children, sit them down for their broth, whip them (using imagination only!) and send them to bed. Have the students decide what they are going to do for their performance and practise their ideas. Tell the narrators to read or recite the last two lines again and have the rest of the students role-play the old woman and the mischievous children after the narrators have finished reading or reciting. Divide your time between the two groups to help them and monitor their progress.

Have the two groups perform their version of the poem for each other.



LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with black cardboard, scissors, glue, and red, yellow and green cellophane. Have them make 3D traffic lights.

Music: Play 'Red Light, Green Light' from the warm-up activity with music. When the music stops, the students also have to stop. Whoever is last to stop is out.

Zoo-mania

OUTCOMES

- © QLD: DR1.1, DR1.2, DDR1.4, DR2.2
- © NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3
- © VIC: 1.1, 2.1
- © SA: 1.2, 1.4
- © WA: CAI, STP

INDICATORS: takes on the persona of more than one character in a shared dramatic piece



- © **DRAMA SKILLS:** miming, mirroring, performing dance drama, role-playing, freezing
- © **KEY WORDS:** birds, zoo

RESOURCES NEEDED: nature music, CD or tape player, Task Card 3 – one picture for each group of three

WARM-UP

MIRRORING

Have the students find a spot in the room. Stand in front of the class and mime hand actions such as waving hands in the air, pretending to reach for something high on a shelf, patting a dog and so on. Have the students mirror your hand actions.

Have the students walk around the room. Give them a cue to freeze. Tell them they must pair up with the closest person to them. Tell them to decide who will be student A and who will be student B. Tell student B that they must copy all of student A's hand actions. After approximately 30 seconds, have the students swap roles. Student A must now copy student B's hand actions.

Give students a cue to freeze. Tell them to walk around the room without their partners. Give them another cue to freeze. Tell students to pair up with the closest person. Make sure it is not their previous partner. Tell them to decide who will be student A and who will be student B. Tell student B to copy all of student A's hand actions. After approximately 30 seconds, have the students swap roles. Student A must now copy student B's hand actions.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Pass the parcel around and around.' Have the students pass an imaginary parcel.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Mighty Mouse never made it near the cheese.' Have students wave their index finger from side to side. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example: *Mmmighty Mmmouse nnnnever mmmade it nnnnear the cheese.*

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Smile at the camera.' Have students smile and click an imaginary camera held in front of one eye. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. The activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'p' by repeating this statement, emphasising the letters in bold: 'Please fold your **p**aper **p**roperly.'

MOVEMENT

DANCE DRAMA

Tell the students that a section of the classroom is a bird's nest. Listen to nature music and have the students role-play baby birds. Explain that different scenarios will be given to them.

Tell the students they are baby birds inside eggs in a nest. Have them sit appropriately. Tell them to slowly hatch from their eggs. Tell them that their imaginary mother brings them food to eat. They need to eat the food.

Tell the birds to stretch their wings out slowly. Have them fly out of the nest and explore the rainforest. Encourage students to make comments about what they can see, such as 'Look at the fish in the river!'; 'I can see butterflies landing on the flowers' and so on. Have the birds swoop down to the ground to look for bugs. Tell them to pick a flower and fly back to the nest to give it to their mother.

Tell the birds that they are tired. Have them curl up together snugly for a night's sleep.

DRAMA ACTIVITY

EXCURSION TO THE ZOO

Have students imagine they are going on an excursion to the zoo. Tell them they will take turns at being zoo animals.

Divide students into groups of three. Give each group an animal picture from Task Card 3. Assign each group to different areas of the room in imaginary enclosures. Have the students practise role-playing their animals for approximately one minute.

Gather the students together and tell them they must imagine they are touring the zoo on a class excursion. They are no longer animals. As you and the class pass an enclosure comment, 'Oh, wow, look at the _____!' and name an animal group that the students have practised from Task Card 3. The three students who were that animal group go into the imaginary enclosure and assume the animal role they practised earlier. Using movement and sound, the three animals behave appropriately

in their enclosure while the remaining students watch, comment on the zoo life and take photos.

Continue walking past the enclosures, expressing excitement for each new animal group you approach. As you pass each imaginary enclosure, have the group of students who were that animal group go into an imaginary enclosure and assume the animal role they practised earlier. Continue this process until all groups have had a chance to role-play their zoo animal.

After touring the zoo, call for a lunch break. After lunch, have the students form a circle for a ball game. State the type of imaginary ball they are to use. The first is a tennis ball that students pass or bounce to the next person. Next is a football that the students toss. Next is a beach ball that someone has to blow up. Challenge the students to tap or hit the beach ball around the circle, trying to keep it in the air. Let the air out of the beach ball before packing it away.

Gather the students together and have them board the bus back to school.



LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Have students collect sticks and twigs from the playground. Provide paper, glue, textas and scissors. Create a class nest out of the sticks and twigs. Have students make birds' eggs and birds to put in the nest.

Music: Have students sit in their animal groups from the drama activity. Act as the conductor and point to an animal group. Have the group make their animal sounds until you point to their group again, indicating that they must stop. As a class, compose an animal music piece, complete with animals sounds and a chorus.

The OK Corral

OUTCOMES

- © QLD: DR1.1, DR1.2, DR2.1, DR2.2
- © NSW: DRAES1.1, DRAS1.1, DRAS1.2
- © VIC: 1.1, 2.1
- © SA: 1.1, 1.2, 1.4
- © WA: CAI, STP

INDICATORS: responds to a scenario through improvisation and role-play



- © DRAMA SKILLS: role-playing, improvising
- © KEY WORDS: show horses

RESOURCES NEEDED: music of your choice, CD or tape player

WARM-UP

LEADER OF THE PACK

Have students sit in a circle. Explain that you will do a series of actions that the class has to copy, for example clap, tap knees, put hands on head, rub belly, click fingers. Tell them that as soon as you change the actions, they need to copy that. Change the actions without speaking.

Choose one student to be the guesser. Send that student outside of the room. While the guesser is outside the room, select one student to be the leader.

Tell the leader to begin hand actions and tell the rest of the students they have to copy the actions. Have the guesser return to the room. Explain that the guesser has three chances to guess who is leading the movements. Once they have guessed correctly or used up their guesses, change to a new guesser and a new leader. Begin the game again.

Tell students to avoid always looking at the leader, otherwise it is obvious to the guesser who the leader is.

SPEECH AND ENUNCIATION

PROJECTION

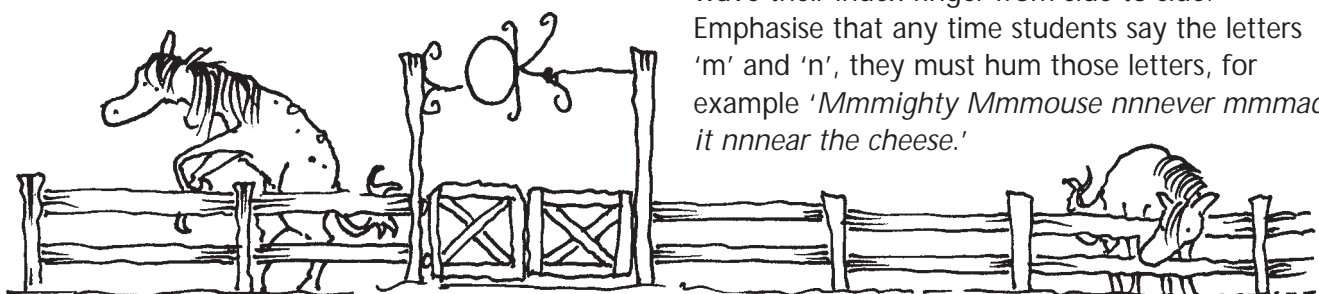
Have the students use one breath and practise saying clearly and with actions: 'Pass the parcel around and around.' Have the students pass an imaginary parcel.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Mighty Mouse never made it near the cheese.' Have students wave their index finger from side to side. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmighty Mmmouse nnnnever mmmade it nnnnear the cheese.'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Smile at the camera.' Have students smile and click an imaginary camera held in front of one eye. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'p' by repeating this statement, emphasising the letters in bold: 'Please fold your paper properly.'

MOVEMENT

SPATIAL AWARENESS

This activity introduces lower primary students to stage directions. Have students stand in a circle. Point to different areas of the classroom and explain that they are front, back, side one (right) and side two (left). Call out the different areas of the room and have students practise moving to the different areas before beginning the activity.

Tell students to imagine that they are show horses. When you call out 'Front gallop', they must gallop to the front of the room (downstage). Then call out 'Back gallop' (upstage). Have students gallop or prance as a show horse would, backwards, while moving towards the back of the room.

Call out 'Gallop to side one' (stage right). Have students gallop sideways to the right side of the room. Then call out 'Gallop to side two' (stage left). Have students gallop sideways to the left side of the room.

Introduce the word 'circle'. Explain that when you call out 'circle', students must move back, by galloping like show horses, to re-form a circle.

Repeat the activity by continuing to call out different areas of the room for the students to gallop to.

DRAMA ACTIVITY

ACTIONS GO!

Use a CD or tape player and music of your choice for this activity. Tell the students that you will play music. Explain that they have to move while the music plays. When the music stops, they have to stop and listen to the next set of instructions.

Play the music and have students walk around the room. Stop the music. Have the students freeze on the spot, in the exact position they were in when the music stopped. Call out a number. Tell the students to get into groups of the number called out.

Once the students are in their groups, tell them to imagine and role-play that they are in a hair salon having a haircut. Tell them that when you say 'Actions go!', they have to perform the scenario.

Give the students a cue to freeze. Play the music again and have the students walk around the room. Stop the music and have the students freeze on the spot. Call out a number. Tell the students to get into groups of the number called out.

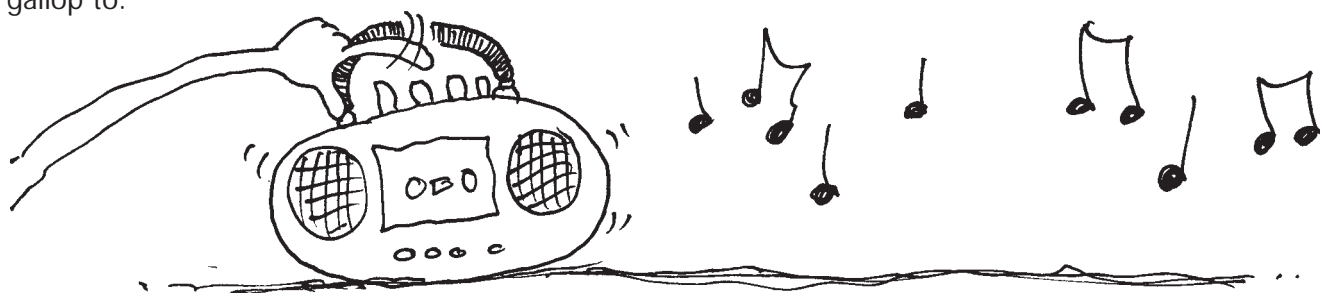
Tell them that when you say 'Actions go!', they have to role-play another scenario. This time they must imagine that they are spending time at the beach.

Repeat this process using the following scenarios: baking a cake, getting ready for school, in the doctor's surgery, at the dentist, firefighters putting out a fire, and eating popcorn at the movies.

Have groups volunteer to perform their scenarios.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with ice-block sticks, felt and glue. Have them make a horse corral scene with ice-block sticks for the fence and felt for the show horses inside the corral.



Doggie Olympics

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: responds using role-play to interpret and create meaning as a script is narrated



© **DRAMA SKILLS:** role-playing, improvising

© **KEY WORDS:** careers, balloons, dogs

RESOURCES NEEDED: none

WARM-UP

CAREER MOVE

Have students find a spot in the room. Tell them that they will role-play different careers.

Begin by saying, 'Let's all be firefighters.' Have the students perform the role of firefighters, for example sliding down the fire pole, putting on helmets and fire coats, hopping on the fire truck, pulling the fire hose from truck, climbing a ladder and so on. Encourage improvised speech relevant to the role.

Brainstorm different careers in the community such as teacher, hairdresser, mechanic, chef, garbage collector and so on. Discuss the different activities involved in each career.

Choose a student to suggest another career and have the student say, 'Let's all be [name chosen career].' Have the class role-play that career. Continue choosing different students to suggest a career for role-playing.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Eew, my sandwich is soggy. Yuck!' Have the students pull an imaginary sandwich from a lunch box and scrunch up their noses in disgust.

Eew, my sandwich is soggy. Yuck!



FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Monkeys in the mountains are swinging and swaying.' Have students swing and sway their arms. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmnnnkeys innn the mmmounntainnnns are swinging annnd swaying.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following question: 'How did the brown cow meow?' Have students look confused and shrug their shoulders. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'b' by repeating this statement after you, emphasising the letters in bold: 'Busy bees bring honey.'

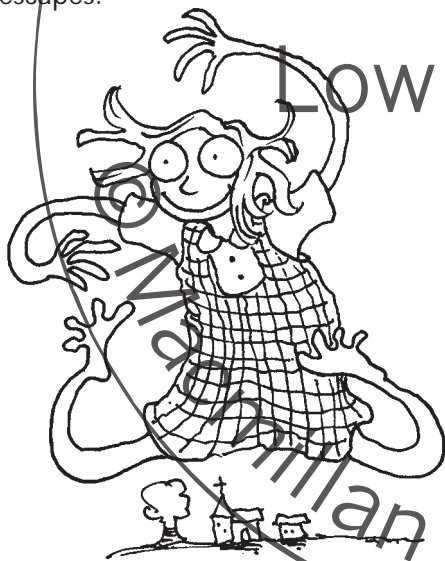
MOVEMENT

BODY AWARENESS

Have students imagine they are balloons. Explain that they must use their whole bodies as the balloon changes shape.

Tell them that at first the balloon is flat and empty. Encourage students to become as flat and empty looking as they can. Tell them that the balloon is slowly blown up, getting bigger and bigger as more and more air is added to it. Remind students that balloons can be round or sausage shaped.

Tell the students that the balloon is released and all of the air is rushing out. Have the students dash around the room and wriggle on the ground while the air escapes.



DRAMA ACTIVITY

HOW MUCH IS THAT DOGGIE IN THE WINDOW?

Have students work in pairs. Explain that one student must take on the role of a show dog while the other student is the dog's owner. Tell students that they will swap roles for each activity. Tell students to role-play their characters as you narrate the scene.

Doggie Salon: Have the dog owners lead their dog into the dog salon for grooming. Explain that the owner then acts as the groomer and grooms the dog. Slowly introduce the students to the following grooming instructions: the dog needs to be soaked

with a hose, lathered with shampoo, have its fur blow-dried and given a trim or cut, have its hair brushed and combed, have a ribbon tied in its hair and have its nails clipped.

Have partners swap roles. The dog owner is now the dog while the dog becomes the dog owner.

Dog Show: Have the owners take their groomed dogs to the dog show to prance around in a circle with the other dogs. Explain that the owners have to show off the dogs to the imaginary judges, while the dogs cooperate obediently. Tell students that the owners have to demonstrate that their dogs can walk with dignity. Encourage both the owners and the dogs to stand proud with strong, straight backs; the owners lift up their chins and the dogs lift up their tails to show good breeding.

Have partners swap roles. The dog is now the dog owner while the dog owner becomes the dog.

Doggie Olympics: Have the owners and their dogs participate in the Doggie Olympics. Explain that the dog owners have to set up obstacle courses for the competing dogs. Instruct the dog owners that the courses include running and jumping through imaginary hoops, weaving between flags, running over an imaginary plank of wood, fetching an imaginary ball, standing and twirling around on hind legs and so on.

Have the owners and their dogs line up in rows to compete against each other. Narrate the above obstacles in a slow but fluent manner so that the dog owners and their dogs may properly participate in the Doggie Obstacle Course.

Encourage appropriate role-playing and behaviours. Tell the students that you have the right to disqualify any dog and their owner for inappropriate behaviour during the competition.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with magazines, scissors, glue and paper. Have them make a collage from magazine pictures depicting different careers.

Music: Have a dance-athon to music following the drama activity. Explain that this is a new event in the Doggie Olympics. Have students dance with partners.



Buzzing Bees



OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: works collaboratively with a peer to create a role-play in response to a picture

© DRAMA SKILLS: role-playing, improvising, playbuilding, performing

© KEY WORDS: singing, bees

RESOURCES NEEDED: lively music, such as Rossini's *William Tell Overture*, CD or tape player, Task Card 4 – one picture for each pair of students

WARM-UP

IF YOU'RE HAPPY AND YOU KNOW IT . . .

Have students find a spot in the room. Teach them the song 'If You're Happy and You Know It'. Sing the song with students while performing actions, beginning with 'clap your hands'.

Give students a cue to freeze. Explain that you will sing the song 'If You're Happy and You Know It' again but this time you will add alternative suggestions to the song. Sing 'If You're Happy and You Know It' with the phrase 'act like a dog'. Discuss how the students could role-play a dog. Have them role-play a dog while singing the song.

Continue adding more suggestions as you sing the song with the class. Have them role-play the following suggestions: 'act like rain', 'act like a snake', 'eat ice-cream' and so on.

Give the students a cue to freeze. Brainstorm more alternative suggestions the class could sing and role-play. Choose a student to suggest the next role-play while the rest of the class sings along and performs what that student suggested.

Continue until all of the students have had a chance to suggest how everyone should act.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Eew, my sandwich is soggy. Yuck!' Have the students pull an imaginary sandwich from a lunch box and scrunch up their noses in disgust.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Monkeys in the mountains are swinging and swaying.' Have students swing and sway their arms. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmnnnnkeys innn the mmmounnnntainnnns are swinging anndd swaying.'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following question: 'How did the brown cow meow?' Have students look confused and shrug their shoulders. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'b' by repeating this statement after you, emphasising the letters in bold. 'Busy bees bring honey.'

MOVEMENT

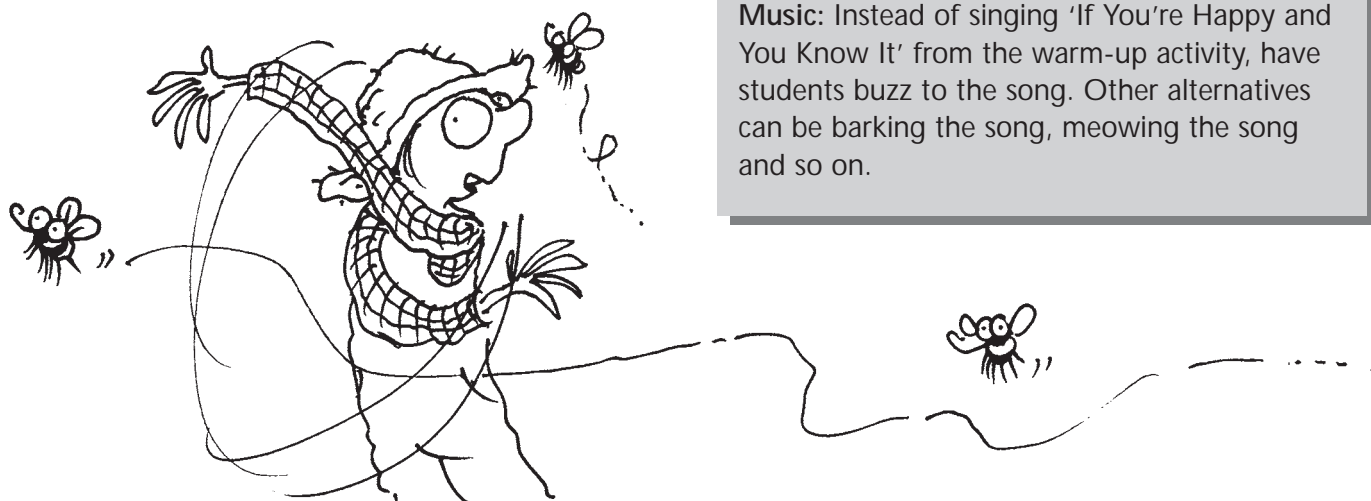
DANCE DRAMA

Explain that you will play a piece of music. Tell students that while listening to the music, they will have to role-play bees in a beehive. Tell them that they must move to the music. If the music gets faster, they must move quickly. If the music gets slower, they must move slowly. Explain that you will introduce new actions for the bees to role-play as the music plays.

Play a lively piece of music, such as Rossini's *William Tell Overture*. Tell students to pretend to be bees in a hive and take on the persona of a bee. Students can use their hands as wings or as a stinger.

Slowly introduce the following ideas, one at a time, for the students to role-play: pollinate flowers, make honey, and chase after someone to sting.

Tell students that as the sun is about to go down the bees go to their hive to rest for the night.



DRAMA ACTIVITY

PICTURE PAIRS

This activity exposes lower primary students to the skills of playbuilding. Divide students into pairs. Give each pair a picture of an activity scene from **Task Card 4**. Tell them that they will perform that activity scene with their partners. Explain that they must not tell the other students what their scene is because after they perform the scene to the class, the class will have to guess what they have performed.

Allocate each pair of students an area of the room. Tell them that they have approximately two minutes to plan and discuss what roles they will take on as well as how to role-play their parts. Walk around to each pair of students to offer suggestions and monitor their progress.

Give the students a cue to freeze. Tell them that they will have approximately three minutes to practise their role-play.

Gather the students together and have them sit in one spot with their partners. Allocate one area of the room to be the stage. Have pairs take turns to perform while the rest of the class acts as the audience. Have the audience guess what the performers are doing.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with thick string or rope, glue and small pompoms. Have them make their own beehive and bees. Have them coil the string or rope to make a beehive, gluing each coiled layer to the next layer. Then have students use the small pompoms to make the bees and glue them onto the beehive.

Music: Instead of singing 'If You're Happy and You Know It' from the warm-up activity, have students buzz to the song. Other alternatives can be barking the song, meowing the song and so on.

School Days

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: interprets a narrated script by role-playing using improvised movement and speech



© **DRAMA SKILLS:** role-playing, improvising

© **KEY WORDS:** outdoor activities, fruit, school

RESOURCES NEEDED: none

WARM-UP

OUTDOOR FUN

Have students find a spot in the room. Tell them that you will suggest various outdoor activities. Explain that students must role-play each activity.

Tell the students that they are flying an imaginary kite on a windy day. Have them role-play this activity, chasing after their kites. Encourage improvised speech and appropriate actions.

Give the students a cue to freeze. Continue with the following suggestions, one at a time, for the students to role-play: flying a remote-control plane; water-skiing and jumping in the waves behind the boat; ice-skating on a frozen lake; raking up a pile of fallen leaves and then jumping in them and throwing them on their friends.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Stand up straight and tall.' Have students stand straight and tall.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their

lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement, 'Mmm, I need mint ice-cream.' Have students lick an imaginary ice-cream. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmmm, I need mmmminnt ice-creamm.''

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Throw me the ball!' Have students catch an imaginary ball. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sounds 'd' and 'g' by repeating this question after you, emphasising the letters in bold: 'Did the dog dig a hole in the ground?'

MOVEMENT

SPATIAL AWARENESS

Explain that the students need to imagine that they are going fruit picking. Tell them that they need to dress appropriately in coats and boots, using exaggerated actions to indicate that they are getting dressed. Have them grab their buckets for collecting fruit and climb onto their own imaginary tractor. Have them turn on the engine and follow you through the fruit farm, stopping at different fruit paddocks in order to pick fruit.

Begin at the strawberry paddock. Have the students bend down and carefully pick the fruit. Encourage them to use appropriate improvised speech and actions for each fruit-picking scene.

Climb back onto the tractor and drive towards the apple and orange orchard, encouraging the students to do the same as they follow you. Have them climb up onto ladders and reach up high between the branches to get the juicy fruit.

Continue to drive to the blackberry and grapevine paddock. Have students fill their buckets with grapes and blackberries. Tell them to be careful not to be pricked by a thorn on the blackberry bushes.

Have them climb back onto their tractors to return to the farm. Tell them to wash and eat the fruit.

DRAMA ACTIVITY

SCHOOL DAYS

Tell the students that it is their first day at a new school. Tell them to get out of bed in the morning and get dressed in their new school uniform. Ask them to look out of the window and decide what the weather will be like. Discuss if they should pack a jacket or a raincoat. Have students eat their breakfast, brush their teeth and comb their hair.

Discuss what the students would like to take for lunch and recess. Have them go into the kitchen and pack their lunch boxes accordingly. Have them place their lunch boxes in their bags. Tell them to pack their pencil case, put on their shoes and walk to school.

Explain that when they approach their new school, they reach a pedestrian crossing. Select a student to act as the safety-crossing person. Tell that student to hold an imaginary 'Stop' sign, as well as using their hands to signal to the cars to stop and go. Explain that the safety-crossing person also signals to the students when it is safe to cross the road.

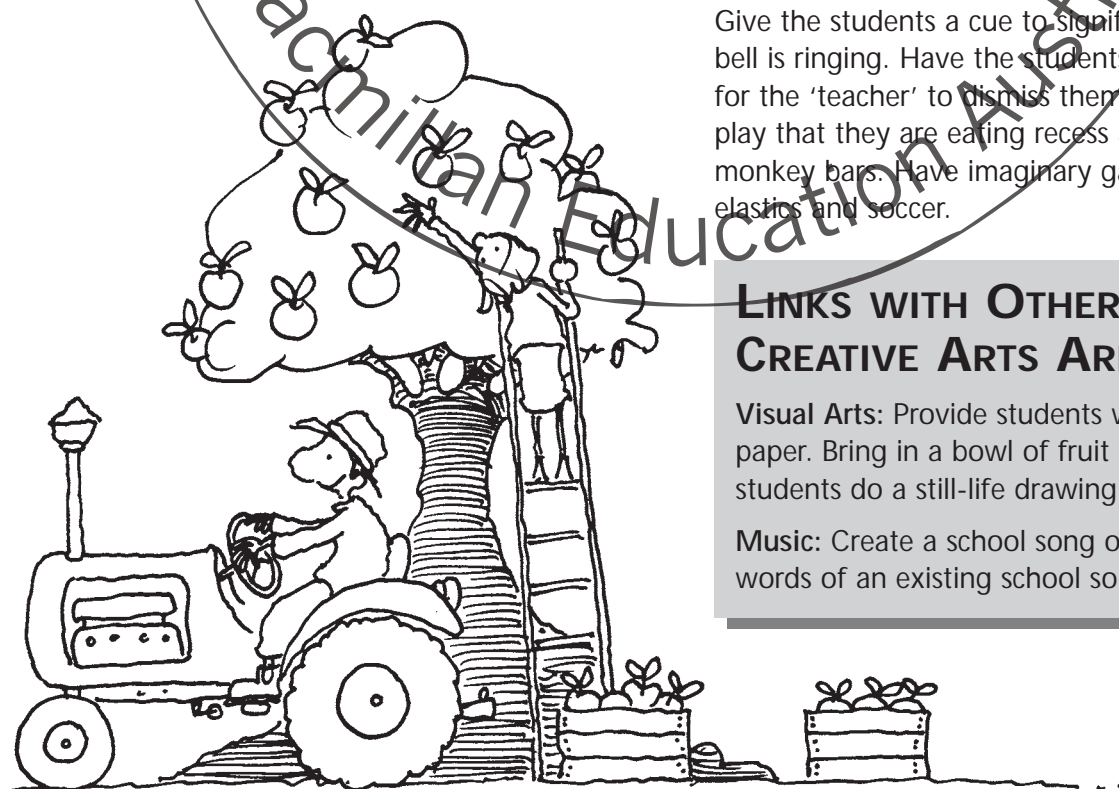
Have the students walk into their classroom. Explain that the students will take turns to role-play the teacher. Explain that the teacher needs to teach the students a lesson of their choice. Have the rest of the students act accordingly, for example during a mathematics lesson, work with counters; bake a cake in a cooking lesson; paint a mural for art and so on.

Give the students a cue to signify that the recess bell is ringing. Have the students pack up and wait for the 'teacher' to dismiss them. Have them role-play that they are eating recess and playing on the monkey bars. Have imaginary games of handball, elastics and soccer.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with pencil and paper. Bring in a bowl of fruit and have the students do a still-life drawing.

Music: Create a school song or change the words of an existing school song as a class.



Transport

OUTCOMES

- © QLD: DR1.1, DR1.2, DDR1.4, DR2.2
- © NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3
- © VIC: 1.1, 2.1
- © SA: 1.2, 1.4
- © WA: CAI, STP

INDICATORS: interprets a nursery rhyme through expressive movement and speech



© DRAMA SKILLS: role-playing, performing

© KEY WORDS: transport, animals, nursery rhymes

RESOURCES NEEDED: none

WARM-UP

CAR DRIVE

Have students form pairs. Explain that each pair will need to decide who is student A and who is student B.

Explain that student A is the car and student B is the driver. Have student B stand behind student A. Tell them that when the driver places their hand on the car's back the car moves forward. When the driver touches the car's right shoulder they turn right. When the driver touches the car's left shoulder they turn left. When the driver's hand is taken away the car stops.

Emphasise that students must not run around the room; they may only walk. They must avoid crashes. If they crash they need to sit out on the side of the road. Allocate an area in the classroom to represent the side of the road.

Once the students are confident driving the cars around the room give the new instruction: if the driver holds both the car's shoulders they must go in reverse.

Alternate the driver and the car. Have students make sound effects, for example beep-beep, screech, toot-toot, click-click and so on.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions. 'Stand up straight and tall.' Have students stand straight and tall.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Mmm, I need mint ice-cream.' Have students lick an imaginary ice-cream. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmmm, I nnneed mmminnnt ice-creamm.'.

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating

the following command: 'Throw me the ball!' Have students catch an imaginary ball. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sounds 'd' and 'g' by repeating this question after you, emphasising the letters in bold: 'Did the dog dig a hole in the ground?'

MOVEMENT

BODY AWARENESS

Have students stand in a circle. Teach them the song 'The Hokey Pokey'. Explain that they will sing a new version of the song that involves using animal body movements. Give the example of singing and performing 'The Hokey Pokey' as an elephant. Sing the words 'You put your trunk in, you put your trunk out. You put your trunk in and you shake it all about. You do the Hokey Pokey and you turn around. That's what it's all about.' Tell students to wave one arm in front of their nose as a trunk, while they sing the song.

Continue singing and performing 'The Hokey Pokey' with the following phrases and actions:

- © 'You put your tail in', and have students use their hand or arm as a tail
- © 'You put your tentacles in', and have students wave both arms in the air
- © 'You put your tusks in', and have students poke their index fingers outwards from their cheeks
- © 'You put your antlers in', and have students put their hands above their heads
- © 'You put your whiskers in', and have students point their fingers out from their cheeks
- © 'You put your shark fin in', and have students put their hands on their backs
- © 'You put your duck bill in', and have students open and shut their hands at their mouths
- © 'You put your pig snout in', and have students put their fists on their noses
- © 'You put your pouch in', and have students stick their stomachs out as pouches.

DRAMA ACTIVITY

NURSERY RHYME THEATRE

Sing a nursery rhyme that the whole class knows such as 'Humpty Dumpty'. Discuss the characters in Humpty Dumpty: the king's horses, the king's men and Humpty Dumpty. Have students volunteer to role-play the characters of the nursery rhyme while the rest of the class recites or sings it.

Have the class brainstorm the different nursery rhymes they know. Say the nursery rhymes to ensure that the students know the words to each one. Divide the class into groups of four. Explain that each group will perform a nursery rhyme.

Allocate an area of the room for each group to work in. Tell the students that they have approximately two minutes to choose a nursery rhyme to perform. Tell them to discuss the characters in the nursery rhyme and who will role-play those characters.

Give students a cue to freeze. Explain that they will have approximately three minutes to practise performing their nursery rhyme.

Give students a cue to freeze. Gather the class together. Have each group sit together on the floor. Allocate one area of the room to be the stage. Have groups tell the class their chosen nursery rhyme. They perform their nursery rhyme as the rest of the class recites it.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts and Music: Hokey Pokey Hula Hoop Mobile – Provide students with paper, crayons, scissors, glue and string. Have them make different animals out of paper and crayons, then cut them out. Attach the animals to a hula hoop to create a mobile that can be hung within students' reach. Sing the Hokey Pokey. Have each student stand behind their animal so that they can manipulate the animal's body parts to 'dance' to the song.



The Ride of Your Life

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.2, 1.4

© WA: CAI, STP

INDICATORS: works collaboratively with a partner to communicate a form of transport to their peers



© DRAMA SKILLS: role-playing, performing, playbuilding

© KEY WORDS: animals, carousel, transport

RESOURCES NEEDED: carousel music such as 'Waltz' from *Masquerade* by Khachaturian, CD or tape player, copies of Task Card 5 – one picture for each pair of students

WARM-UP

CIRCLE OF LIFE

Have students form a circle. Explain that you will begin passing an imaginary, live creature to the student next to you. Explain that the students need to pass the creature around the circle.

Start by naming the animal as you lift it carefully and pass it to the next student. Have that student pass it to the next student and so on around the circle. Encourage students to indicate the size, weight, feel and specific features of the animal through facial expressions and body movements. Give the example of a crocodile. It has sharp teeth, so students need to demonstrate that they are being careful not to be snapped by the teeth. If they are bitten they should indicate this.

Pass the following animals around the circle, one at a time: a rabbit, an ant, a bird, a snake, an echidna, a kitten, a cow, a bee, a fish, an eel, a monkey, a lion and a giraffe. Have students improvise appropriate exaggerated movements and speech to indicate the features of each animal as it is passed. The more emphasis placed on the animal, the better the activity.

SPEECH AND ENUNCIATION

PROJECTION

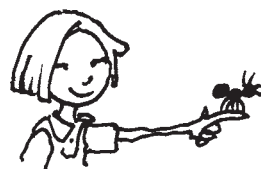
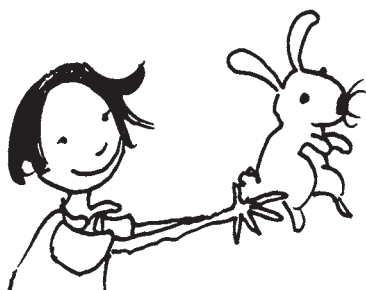
Have the students use one breath and practise saying clearly and with actions: 'Look around the corner.' Have students place one hand above their eyes.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'My, my, what an incredibly nice nurse she was.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmy, mmmmy, what annn innncredibly nnnice nnnurse she was.'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Pick up your rubbish!' Have students place one hand on their hip while pointing with their other hand. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'y' by repeating this statement after you, emphasising the letters in bold. 'Yes, you may borrow my yellow yoyo.'

MOVEMENT

DANCE DRAMA

Explain that you will play a piece of carousel music. Tell the students that a carousel (or merry-go-round) is a mechanical ride found in amusement parks. It has horses moving up and down while going around in a circle. For this activity they need to imagine they are on one of these rides.

Have students form a circle. While listening to carousel music, such as 'Waltz' from *Masquerade* by Khachaturian, tell students to climb onto their horses. Remind them that the horses go up and down while the carousel moves in a circular direction. Make sure that all the students move in a circular direction at the same speed. Explain that as the music gets faster they need to move around the circle faster, and as it gets slower they need to move around the circle slower.



DRAMA ACTIVITY

THE RIDE OF YOUR LIFE

Have students work in pairs. Give each pair of students a picture of a form of transport from **Task Card 5**. Tell them that they will perform riding on or driving their form of transport with their partners. Explain that they must not tell the other students what their form of transport is because after they perform for the class, the class will have to guess what they have performed.

Allocate each pair of students an area of the room. Tell them that they have approximately two minutes to plan and discuss how they will role-play riding on or driving their form of transport. Walk around to each pair of students to offer suggestions and monitor their progress.

Give the students a cue to freeze. Tell them that they will have approximately three minutes to practise their role-play. Encourage appropriate sound effects and actions.

Gather the students together and have them sit in one spot with their partners. Allocate one area of the room to be the stage. Have pairs take turns to perform while the rest of the class is the audience. Have the audience guess what form of transport the students are role-playing.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with coloured pipe cleaners. Have them bend and shape the pipe cleaners to create different forms of transport.

Music: Go outside and record sounds of transport from the street, such as those of buses and cars. Use these sounds to create a musical composition.

Bug-eyed

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: role-plays bugs at play through movement and speech



© DRAMA SKILLS: improvising, role-playing

© KEY WORDS: animals, bugs

RESOURCES NEEDED: none

WARM-UP

ANIMAL CHAINS

Have the students stand in a circle. Turn to the student next to you. Look straight into their eyes and squeak while holding your hands above your head as mouse ears. Explain that the student needs to turn to the next student, make eye contact and squeak, with their hands above their head. Continue around the circle until all students have had a turn.

After the students have mastered this skill, explain the next instruction. Tell them that the word 'meow' and the action of rubbing one hand on their face like a cat signifies a change in direction around the circle. That is, instead of 'squeaking' in a clockwise direction, the squeaking must move in an anti-clockwise direction.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Look around the corner.' Have students place one hand above their eyes.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if

they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'My, my, what an incredibly nice nurse she was.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmy, mmmmy, what annn innncredibly nnnnice nnnnurse she was.'

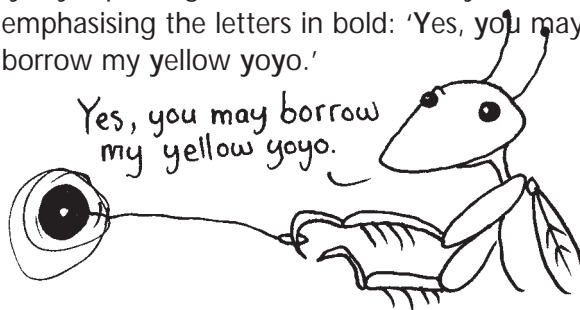
JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Pick up your rubbish!' Have students place one hand on their hip while pointing with their other hand. This should be practised clearly, with a loud voice, but not yelling.

The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'y' by repeating this statement after you, emphasising the letters in bold: 'Yes, **you** may borrow my yellow yoyo.'



MOVEMENT

SPATIAL AWARENESS

Tell students to role-play that they are in different spaces. Tell them they are an ice-cream melting in a full, broken freezer. Discuss how they could manipulate their bodies, for example slowly falling to the floor to show that they are dripping inside the freezer.

Have students role-play the following activities, one at a time: a ball bouncing and rolling in a playground, rain falling heavily on the ground, ants walking in an ant's nest, a cat sleeping in a box, and a balloon floating between the trees on a windy day.

DRAMA ACTIVITY

BUGS IN THE MEADOW

Tell the students that they will role-play different bugs: butterflies, snails, ladybirds, worms and ants. Explain that the bugs will play different games during the day. Divide the students into five bug groups.

Tell the students they are bugs playing in a meadow full of tall, swaying grass, large sunflowers and other flowers. There is a stream running through the grass. Twigs and rocks are scattered through the meadow. Tell the students to explore and move through the meadow in the way that their bug moves, for example ladybirds and butterflies fly. Give the students a cue to freeze. Gather the bugs together to discuss their experiences.

Explain that each group of bugs will lead a different activity for the other bugs to join in. Ladybirds will lead a game of hide-and-seek. Have them face a wall, shut their eyes and count in unison to 20. Tell the rest of the bugs to hide somewhere in the meadow. Once the ladybirds have finished counting, have them look for the other bugs. Once a bug has been found, they sit on the floor.

Tell the worms to organise a treasure hunt and lead the other bugs, crawling and digging tunnels, over twigs and rocks, through a hollow log and up the tall grass. Instruct the other bugs to call out when they have found treasure, for example gold flakes, rubies, diamonds, pearls and so on.

Give the students a cue to freeze. Tell the butterflies that they will organise dress-ups. Have all of the other bugs sit in a large circle. Have the butterflies go into the middle of the circle and pass

the other bugs imaginary dress-up clothes. Have the butterflies tell the other bugs what they are dressing up as, for example princesses, kings, bees and so on. Encourage the other bugs to use exaggerated movements when putting on their clothes, for example they must be careful of their wings or shell while dressing.

Give students a cue to freeze. Tell the snails they are the next leaders. They will organise ball games. Discuss how the different bugs would pass and catch the balls, for example with their antennae, wings or legs. Have the snails take turns to decide what type of ball game will be played.

Give students a cue to freeze. Tell the ants they are the next leaders. Tell them they will judge races. Allocate spots in the room to be the starting and finishing lines. Have the ants stand at the finish line. Divide the remaining bugs into pairs. Tell them they will be in a three-legged race. Explain that the pairs of bugs must imagine that their feet are tied together, and will need to lift them at the same time. The bugs that do not have legs need to improvise, for example the snail needs to bounce on its tail and the worm needs to use the end of its body to bounce or hop. During the races, encourage the ants to ensure that the competitors race correctly, as well as watching who comes first.

Give students a cue to freeze. Have the other bugs line up on the starting line inside imaginary potato sacks for a sack race. Tell them to begin racing and have the ants check that the bugs are jumping with two feet together while holding their imaginary potato sacks.

Give students a cue to freeze. Gather the bugs back onto the floor and tell them that it is time to make their way back home through the meadow. Remind them to move like their bug as they return home.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts and Music: Provide students with pompoms, pipe cleaners, wiggly eyes and sequins to make bugs. Provide students with matchboxes and coloured toothpicks to create different musical instruments for the bugs to play. Glue the instruments to the bugs and set them up in the classroom to look like a band playing instruments.

Send in the Clowns

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: works collaboratively with a partner to plan, create and perform a circus activity for peers



© **DRAMA SKILLS:** role-playing, improvising, performing

© **KEY WORDS:** farm animals, frogs, circus

RESOURCES NEEDED: a straw hat or similar, Task Card 6 – one picture for each pair of students

WARM-UP

OLD MACDONALD HAD A FARM . . .

For this activity you need to wear a straw hat or similar. Have the students find a spot in the room. Teach them the song 'Old MacDonald Had a Farm', beginning with 'On this farm he had some sheep'.

Have the students sing the song while they role-play sheep. Encourage the students to make appropriate sound effects and actions, for example they should be on all fours and saying, 'Baa, baa.'

Explain that you will remove the hat from your head and pass it to a student. Tell them that the student who wears the hat is the farmer. The farmer makes the next animal suggestion on Old MacDonald's farm while the rest of the students sing the song and role-play animals. Continue to pass the hat around the room until everyone has had a chance to be Old MacDonald.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions, 'Spin the pizza in circles.' Tell the students to pretend to spin pizza dough on their fingertips.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Mmm, we're making yummy marshmallows melt near the fire.' Have the students lean forward with an arm outstretched as if holding a stick over the campfire. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmmm, we're mmmaking yummmmy mmmmarshmmallows mmmelt nnnnear the fire.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following question: 'Oh really, you like my new clothes?' Have students put their hands out like a model. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sounds 'r' and 'f' by repeating this statement after you, emphasising the letters in bold: 'If you care enough to share, then that's fair.'

MOVEMENT

BODY AWARENESS

Select a section of the room to be a pond. Tell the students to huddle together as a cluster of frog eggs. Each student has to be a small sphere shape and touching another student. Explain that they are the tadpoles inside the eggs.

Tell the students to wriggle and jiggle to hatch from the egg. When all the tadpoles have hatched instruct them to swim through the reeds in the water. Explain that they need to slowly develop front legs, but still have their tail. Tell them to develop into an adult frog beginning with a head and back legs. Then they lose their tail.

Have students jump from lily pad to lily pad. Encourage them to behave like a frog, for example catching flies with their long tongue, croaking, popping their head out of the water while swimming and so on.

DRAMA ACTIVITY

CIRCUS-MANIA

Explain that students will imagine and role-play that they are a part of a travelling circus. Brainstorm different characters that participate in a circus.

Have students work in pairs. Give each pair of students a part in the circus from **Task Card 6**. Tell them to get ready for their performance. Have them dress in appropriate costumes and apply make-up.

Allocate each pair of students an area of the room. Tell them that they have approximately two minutes to plan and discuss how they will role-play their circus performers. Walk around to each pair of students to offer suggestions and monitor their progress.

Give the students a cue to freeze. Tell them that they will have approximately three minutes to practise their role-play. Encourage appropriate improvised speech and actions.

Gather the students together and have them sit in a circle next to their partner. Tell them that the centre of the circle is the circus ring. You are the ringmaster telling the audience who will be next to perform. Have pairs take turns to perform while the rest of the class acts as the audience. Encourage the audience to watch the performers appropriately while eating imaginary popcorn and ice-cream, drinking soft drinks and clapping when appropriate.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with paper, paint-brushes and watercolour paints. Use one of Monet's waterlily artworks for inspiration. Have students use the watercolours to paint their own waterlilies.

Music: Have students perform the body awareness activity to nature music.



Communication Skills

OUTCOMES

© QLD: DR1.1, DR1.2, DR1.3, DDR1.4, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.4

© WA: CAI, STP

INDICATORS: improvises and expresses various forms of communication through given scenarios



© **DRAMA SKILLS:** role-playing, performing dance drama

© **KEY WORDS:** food, horses, communication

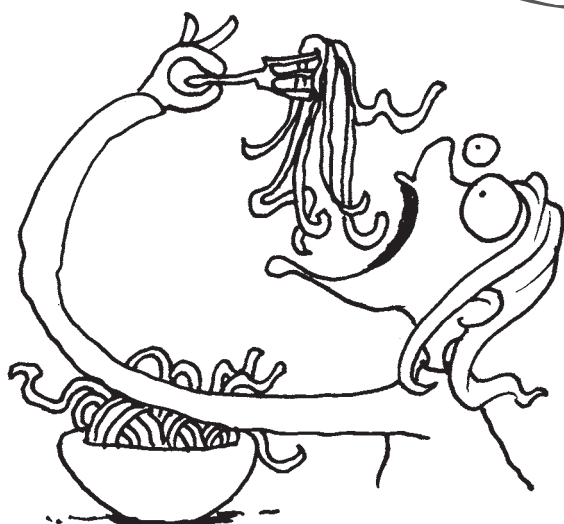
RESOURCES NEEDED: lively music, such as Rossini's composition 'William Tell Overture', CD or tape player

WARM-UP

FEEDING FRENZY

Tell students they will role-play eating different types of foods. Instruct the students to imagine they are holding an ice-cream cone. Brainstorm the different ways they could hold and eat the ice-cream, for example turning the cone as they lick the ice-cream, trying to stop the ice-cream from dripping as it melts, biting the bottom of the cone first, biting the ice-cream and so on. Have students eat their imaginary ice-cream. Tell students to use sound effects and appropriate movements to emphasise what is being eaten.

Have students role-play eating the following foods, one at a time: opening a packet and then munching on chips, slurping a bowl of soup, eating spaghetti bolognese, eating Chinese food with chopsticks, eating jelly, devouring a chocolate bar, crunching into tacos which are very messy, and cracking open and eating peanuts.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Spin the pizza in circles.' Tell the students to pretend to spin pizza dough on their fingertips.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Mmm, we're making yummy marshmallows melt near the fire.' Have the students lean forward with an arm outstretched as if holding a stick over the campfire. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmmm, we're mmmaking yummmmy mmmmarshmmallows mmmelt nnnnear the fire.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following question: 'Oh really, you like my new clothes?' Have students put their hands out like a model. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sounds 'r' and 'f' by repeating this statement after you, emphasising the letters in bold: 'If you care enough to share, then that's fair.'

MOVEMENT

DANCE DRAMA

Explain that you will play a piece of music. Tell students that they will role-play cowboys and cowgirls riding horses. Have them get dressed in appropriate clothes, including boots and a hat.

Have the students find a spot in the room. While listening to lively music, such as Rossini's composition 'William Tell Overture', tell students to climb onto their horses and gallop around the room. Explain that as the music gets faster they need to gallop faster, then as it gets slower they need to slow to a trot.

Tell the students to tie up a lasso and swing it around for practise. Have them trot through the countryside and speed up over the mountains.

Tell the students to take their horses to a horse show. Have them take turns to compete in show jumping. They jump over fences and ride through the water. Encourage the students to make sound effects and comments such as, 'Giddy up!', 'Whoa!' and so on.

DRAMA ACTIVITY

COMMUNICATION

Have the students form pairs. Explain that each pair will need to choose a person to be student A and a person to be student B. Explain that they will role-play different types of communication.

Tell student A to make a phone call to student B. Have them discuss what they did on the weekend. Give students a cue to freeze. Tell student B to make a phone call to student A. Explain that they are to role-play parents. Student B, in the role of a parent, asks student A if their child can come over to play. They need to make arrangements for a time to drop off and pick up their child, as well as discuss what the children will do for the day, for example go to the park, the movies, the fun fair and so on.

Give students a cue to freeze. Tell student A to role-play writing a letter to student B about their favourite TV show. While they are writing suggest that they could mention their favourite characters, their favourite episode and why they like the show. After approximately 30 seconds, have them deliver the letter and read it to student B. Give students a cue to freeze. Have student B role-play writing an invitation to student A, inviting them to a birthday party. While they are writing suggest that they could mention the date, time and place of the party, the dress code and the RSVP date. After approximately 30 seconds, have them deliver the invitation and read it to student A.

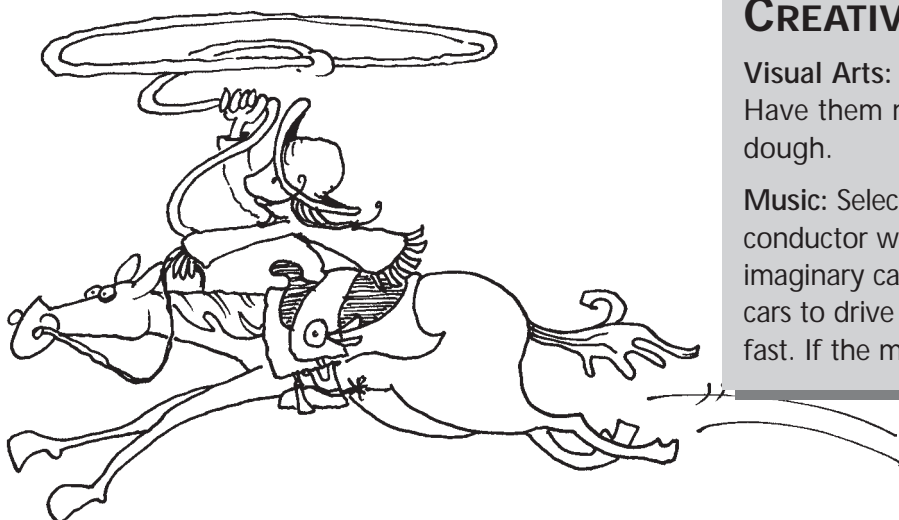
Give students a cue to freeze. Tell student A to role-play a police officer on traffic duties. Tell student B to role-play a person driving a car. Have the police officer use hand signals to direct student B when to go, when to stop and when to turn left or right. Have students swap roles and repeat the activity.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with play-dough. Have them make show horses out of the play-dough.

Music: Select one student to be a police traffic conductor while the rest of the class drives imaginary cars. Choose a piece of music for the cars to drive to. If the music is fast, the cars drive fast. If the music is slow, the cars drive slowly.



Where Are You?

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

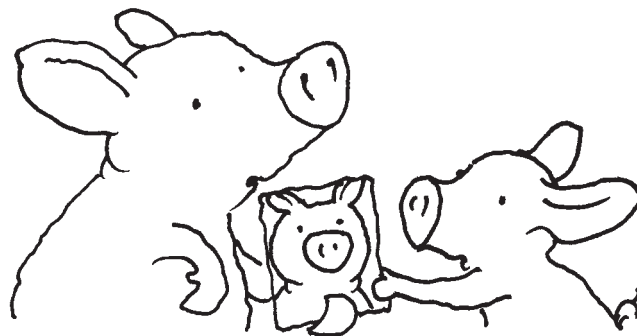
© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: works collaboratively in a group to adapt a known nursery rhyme through expressive movement and speech



© **DRAMA SKILLS:** role-playing, improvising, performing

© **KEY WORDS:** animals, blind people, nursery rhymes

RESOURCES NEEDED: Task Card 7 – enough pictures so that each student has one animal

WARM-UP

WHERE ARE YOU?

Divide the class into two groups. Give one group the baby animal pictures and the other group the adult animal pictures from **Task Card 7**. Explain that they must not tell the other students what type of animal they are because the baby animals have to find their parents.

Have students move around the room making appropriate animal noises and actions. Have the baby animals find their parents without speaking. Encourage effective animal role-play.

Give the students a cue to freeze. Gather the students together and have them sit with their partners. Have each student reveal their animal identity and check that they have found their correct partner.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'I'm going to the beach for a swim.' Have students perform swimming actions.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the

letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

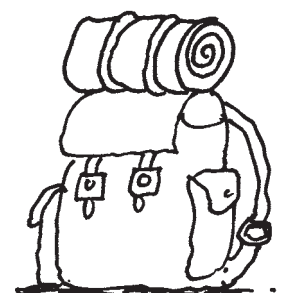
Tell students to practise the letters 'm' and 'n' while humming the statement: 'Get your newspapers, nuts, milk – one dollar.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Get your *nn*newspapers, *nn*nuts, *mm*milk – *nn*one dollar.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'It's cold; put on your jacket!' Have students pretend to shiver and put on a jacket. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 't' and the digraph 'ck' by repeating this statement after you, emphasising the letters in bold: 'Put the pack on your back.'



MOVEMENT

SPATIAL AWARENESS

This is a game based on trust. Have the students form pairs. Explain that each pair will need to choose a person to be student A and a person to be student B.

Explain that student B will role-play a blind person. Tell them that they must close their eyes for this activity. Student A will role-play leading the blind person around the room. Tell student A to put their hands on student B's shoulders and direct them around the room without touching any other students or anything else in the room. Tell them that if they bump into someone or something they will need to sit out of the game. Ensure students understand that they are responsible for another child.

Have students swap roles so that student A is now the blind person. Remind them to close their eyes. Have student B lead the blind person. Tell student B to put their hands on student A's shoulders and direct them around the room.

Have students swap roles so that student B is the blind person and remind them to close their eyes. Have student A lead the blind person. Repeat the activity again, only this time explain that students need to direct each other using speech only, not touch. Explain that they need to tell their partner how many steps to move and in which direction they must go.

Have students swap roles so that student A is the blind person. Remind them to close their eyes. Have student B lead the blind person. Tell student B to direct student A around the room using speech only.

DRAMA ACTIVITY

THIS LITTLE PIGGY

Recite the nursery rhyme 'This Little Piggy' as a class. That is:
'This little piggy went to market.
This little piggy stayed at home.
This little piggy had roast beef
and this little piggy had none. And this little piggy
went wee, wee, wee all the way home.'



Discuss the five pigs in 'This Little Piggy'. Discuss what things the piggy could buy at the market. Talk about what toys the piggy could play with at home.

Discuss how the piggy would eat roast beef. Talk about how the piggy who had nothing to eat would feel. Discuss how the piggy would run home.

Have students volunteer to role-play the characters from the nursery rhyme while the rest of the class recites it. Allocate areas of the room where all the events in the nursery rhyme take place. Encourage the students who role-play the piggies to use improvised speech and appropriate actions to make the piggies appear realistic, for example making pig sound effects when moving around the room.

Divide students into groups of five. Explain that they will recite and perform 'This Little Piggy' again, but substitute a different animal, for example 'This Little Doggie', 'This Little Birdie', 'This Little Monkey', 'This Little Lion' and so on.

Allocate an area of the room for each group to work in. Tell the students that they have approximately two minutes to choose an animal to substitute in the nursery rhyme for their performance. Tell them to discuss the characters in the nursery rhyme and who will role-play those characters.

Give students a cue to freeze. Explain that they will have approximately three minutes to practise performing their nursery rhyme. Encourage students to use improvised speech and appropriate actions to make their animal appear realistic.

Give students a cue to freeze. Have each group sit together on the floor. Allocate one area of the room to be the stage. Have groups tell the class their chosen animal. They perform their nursery rhyme as the rest of the class recites it.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with shoeboxes, coloured paper, textas, scissors and glue. Have students make a diorama of their animals from the drama activity groups.

Music: Hold up various pictures from magazines. Have students use percussion instruments to express the pictures for a blind person.

Party, Party, Party!

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: works collaboratively in groups to create a range of roles appropriate for a party



© DRAMA SKILLS: role-playing, improvising, performing

© KEY WORDS: numbers, flowers, party games

RESOURCES NEEDED: none

WARM-UP

MAGIC NUMBERS

Have students find a spot in the room. Explain that you will describe a way of moving. The students have to move around the room in that way. Encourage well-portrayed movements.

Tell students they must move around the room as if they are swimming. Give them a cue to freeze. Have the students freeze on the spot, in their current position. Call out a number. Tell the students to get into groups of the number called out and sit with their group.

Tell students they must move around the room as if they are walking on quicksand. Give them a cue to freeze. Have the students freeze on the spot, in their current position. Call out a number. Tell the students to get into groups of the number called out and sit with their group.

Continue this process with the following ways of moving: ice-skating, flying, climbing a sticky spider web, walking in gum boots through puddles of water, climbing trees, moving through space without any gravity and spinning on an amusement park ride.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'I'm going to the beach for a swim.' Have students perform swimming actions.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Get your newspapers, nuts, milk – one dollar.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Get your nnnnewspapers, nnnnuts, mmmilk – onnne dollar.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating



the following command: 'It's cold; put on your jacket!' Have students pretend to shiver and put on a jacket. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 't' and the digraph 'ck' by repeating this statement after you, emphasising the letters in bold: 'Put the **pack** on your **back**.'

MOVEMENT

BODY AWARENESS

Tell students that they have to manipulate their bodies to become the shape of a seed in the ground. Suggest they curl their bodies into a tight ball shape. Tell them to break through the ground from their seed, and sprout. Their body movements need to resemble the motions of the seed sprouting.

Explain that the students need to slowly grow taller and taller to become a flower. Encourage them to use their arms and legs appropriately to bloom into a full flower. Have them uncurl their tiny leaves. Have them show the flower, stem and leaves growing larger.

DRAMA ACTIVITY

PARTY GAMES

Divide the students into groups of four. Tell them they will role-play children at a birthday party, involved in a variety of games.

Allocate an area of the room for each group to work in. Tell them that you will present different games for them to role-play. Suggest the following games, one at a time:

Game 1: Pin the Tail on the Donkey. Tell each group to choose a spot where their imaginary donkey is hanging up. Have students take turns, role-playing that they are wearing a blindfold.

Have another student spin the blindfolded student. When the blindfolded student stops spinning they need to put an imaginary tail on the imaginary donkey. Tell the other students in their group that they have to react appropriately. Give a cue for the students to freeze. Explain the second party game.

Game 2: Pass the Parcel. Tell the students to sit in a circle with their group of four. Explain that one student needs to role-play holding an imaginary parcel. Tell them that they need to take turns passing the parcel and opening each layer of wrapping paper from the parcel. Have the students use appropriate facial expressions, responses and improvised speech when opening each layer of paper and present. Encourage them to demonstrate its size and shape as they unwrap the present. Have the students say what they have won and pass the parcel to the next student. Give a cue for the students to freeze. Explain the next party game.

Game 3: Three-Legged Race. Tell each group to divide into pairs for a three-legged race. Emphasise that they must role-play running with one leg tied to their partner's leg. Explain that the pairs will compete against each other. Remind students that they don't actually run in the classroom – they must use their imagination. Give a cue for the students to freeze. Explain the last party game.

Game 4: Bobbing for Apples. Tell each group that the last party game will be bobbing for apples. Have each group choose a spot where their imaginary tub of water with floating apples is located. Explain that the students have to role-play bobbing for apples. Tell them that they have to role-play getting their heads wet and sinking their teeth into an apple. Have the students perform this game one at a time to avoid knocking heads. Give a cue for the students to freeze.

Gather the students together and have them sit with their groups. Have each group perform one of their party games for the rest of the class.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with cardboard, tinsel and sticky tape. Have them make party hats.

Music: Play a game of musical chairs.



Imagine!

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

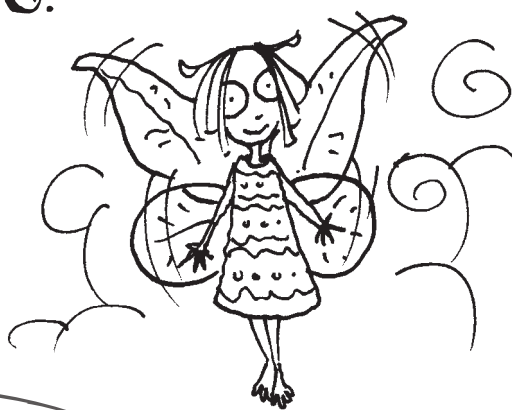
© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: uses sculpting techniques to create an image using a peer as a model



© **DRAMA SKILLS:** sculpting, role-playing, improvising

© **KEY WORDS:** artists, fairies, elves, magic carpet

RESOURCES NEEDED: music appropriate for elves and fairies, such as Edvard Grieg's *Peer Gynt Suite No 1, Section 5: 'Anitra's Dance'*, CD or tape player, scarf or tea towel

WARM-UP

IMAGINE THAT

You will need a scarf or tea towel for this activity. Have students sit in a circle. Take out the scarf or tea towel and tell students to imagine it is like a magic carpet, taking them on a journey. Explain that you will start using the scarf in an imaginative way to role-play a scene. Start by picking up the scarf and holding it like a baby. Have students imagine they are holding the scarf as well. Encourage them to role-play by holding their imaginary scarves like a baby. Ask students to put down their imaginary baby and scarf.

Stand up and hold the scarf as though it was a kite. Ask students to put up their hands and guess what the scarf is. Allow the student who guesses correctly to have the next turn. Tell them to turn the scarf into something else. Ensure that the rest of the class also role-plays what each student initiates with the scarf.

Continue until everyone has had a turn.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'That's cheeky! I'm going to tell on you.' Have students place their hands on their hips.



FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'It might rain – it's very moist and miserable.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'It mmmight rainnn – it's very mmmoist annnd mmmiserable.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following statement: 'Apples aren't always red!' Have students pretend to take a bite out of an apple. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter blend 'ing' by repeating this statement after you, emphasising the letters in bold: 'Fancy that, prancing and dancing in the circus ring.'

MOVEMENT

DANCE DRAMA

Explain to students that you will play a piece of music. Tell them they will role-play fairies and elves.

Have students find a spot in the room. While listening to an appropriate piece of music, such as Edvard Grieg's *Peer Gynt Suite No 1, Section 5: 'Anitra's Dance'*, have the students move in time with the music as fairies and elves. Tell them that if the music gets faster, they have to move more quickly. If the music gets slower, they have to move slowly.

Explain the following scenarios, one at a time, for the students to role-play. Tell them to role-play sleeping, curled up in a flower. Have them wake up, stretching their bodies and wings. Tell them to have breakfast, then run or fly around collect flowers, dance in a circle and discover treasure. Encourage students to use improvised speech to discuss what they have found. They hide from trolls, swim in the river and swing on flower chains attached to a tree. Have them go back to their flowers, fold the petals around them like blankets and go back to sleep.



DRAMA ACTIVITY

BRUSHSTROKES

Divide students into pairs. Have students stand in two straight lines, approximately five steps apart, so that partners face each other. Call one line of students line A and the other line B.

Explain that all students will have a chance to be an imaginary artist for the day.

Have Line A students be the artists. Tell them to imagine that they have a paintbrush in their hand.

Explain that they have to use brushstrokes to change their partner's arm and leg positions, as well as facial expressions. Have line A students paint line B students into a clown. Give examples of painting a smile on their face, painting their arms into a juggling position, painting their legs so that one is in front of the other and so on. Explain that line A students do not actually touch their partner; they simulate brushstrokes. Have the line A artists sit down so they can admire each others' work.

Have Line B students be the artists. Remind them to use brushstrokes to change their partner's arm and leg positions, as well as facial expressions. Have line B students paint line A students into animals. Give examples of painting an elephant, a giraffe, a lion or a snake. Remind line B students not to actually touch their partner; they must simulate the brushstrokes. Have the line B artists sit down so they can admire each others' work. Discuss what animals they have painted.

Have Line A students be the artists again. Remind them to use brushstrokes to change their partner's arm and leg positions, as well as facial expressions. Have line A students paint line B students into a pirate. Give examples of painting a hook for a hand, a pirate's hat, a sword in one hand and a peg leg in place of a real leg. Remind line A students not to actually touch their partner and to simulate brushstrokes. Have the line A artists sit down so they can admire each others' work.

Have Line B students be the artists again. Remind them they have to use brushstrokes to change their partner's arm and leg positions, as well as facial expressions. Have line B students paint line A students into a child playing in the playground. Give examples of painting a child on a swing, a child playing with a ball, a child on the slippery dip or a child climbing the monkey bars. Remind line B students not to actually touch their partner and to simulate brushstrokes. Have the line B artists sit down so they can admire each others' work. Discuss the scenes they have painted.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with empty shoeboxes and play-dough. Have them make a diorama of their animals from the drama activity.

Somewhere over the Rainbow

OUTCOMES

© QLD: DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: makes decisions with others to create a narrated script through dramatic role-play and improvised endings to different scenes



© **DRAMA SKILLS:** improvising, role-playing
© **KEY WORDS:** treasure, rainbows, forest

RESOURCES NEEDED: none

WARM-UP

TREASURE CHEST

Have students sit in a circle. Tell them that you have an imaginary treasure box covered in precious jewels and that you will pass the treasure box around the circle. The students have to take turns filling the treasure box with imaginary treasures such as diamonds, toys, crowns, seashells, coins, jewellery and so on. Encourage students to describe their item and hold it according to its shape as they place it in the box.

Select a student to role-play burying the treasure box in another section of the room.

Imagine that you are taking the students to look for the buried treasure box. When it has been located, re-form the circle. Have the students take turns pulling out an item that was previously placed in the treasure box by another student. Encourage improvised speech, responses and effective actions.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'That's cheeky! I'm going to tell on you.' Have students place their hands on their hips.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the

letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'It might rain – it's very moist and miserable.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'It *mmm*ight rainnn – it's very *mmo*ist *annnn* *mm*miserable.'

JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following statement: 'Apples aren't always red!' Have students pretend to take a bite out of an apple. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter blend 'ing' by repeating this statement after you, emphasising the letters in bold: 'Fancy that, prancing and dancing in the circus **ring**.'

MOVEMENT

SPATIAL AWARENESS

Have students role-play that they are outside in the warm summer sunshine. Brainstorm some activities that students could role-play outside, such as playing catch, riding their bikes and so on. Explain that when students hear the 'ding, ding, ding' of an imaginary ice-cream truck approaching, each student has to stop whatever it is they are doing and sensibly 'run' to line up at the ice-cream truck.

Tell the students that there will be a series of obstacles they have to avoid while running to the ice-cream truck. Explain that as they approach the truck they have to avoid touching each other as well as the other imaginary obstacles around them. Tell them to avoid the following obstacles, one at a time: a sprinkler on the lawn, a dog basking in the sun, a young child riding a tricycle down the footpath, a person hanging laundry on the line, a person washing a car, and newly planted grass seeds.

Encourage appropriate improvised speech and actions for each obstacle that the students avoid. Have the students line up at the ice-cream truck to order their preferred ice-cream, then eat it!

DRAMA ACTIVITY

SOMEWHERE OVER THE RAINBOW

Tell students that they will role-play walking through a forest. Explain that it is a magical forest with something spectacular waiting for them. Narrate the scenario to them and tell them they must role-play and improvise speech and actions to each scene.

Tell the students that they come to an opening in the forest and discover a rainbow. They want to get over to the other side of the rainbow. Discuss how they will do this, for example by climbing, sliding or scampering. Once the students are over the rainbow, have them improvise what they find.

Explain that each time they slide over the rainbow, they make a new discovery. Tell them that the first time they cross the rainbow, they discover a pot of gold. Have them react to this discovery.

Have the students slide back over the rainbow. This time tell them that they have stumbled upon the forest, but it's made of chocolate. The forest includes a chocolate river, chocolate owls, chocolate ants, chocolate flowers, chocolate leaves, chocolate grass and so on. Tell them that different parts of the forest have different flavours, for example white chocolate, caramel, strawberry, orange and mint. Encourage the students to respond with appropriate speech, facial expressions and actions.

Have the students slide back over the rainbow for another new discovery. Explain that they have entered the land of fairies and elves who invite the students to play with them. Tell the students that one of the games includes sprinkling fairy dust on flowers to make them bloom. Tell them another game involves the students sneaking around with the elves to tie the tree roots together. Have them watch the trees untangle themselves. Spend time role-playing each activity.

Have the students slide over the rainbow again. From now on, each time the students cross the rainbow, select a student to suggest a new land while the rest of the students improvise actions and speech to dramatise what is happening in the new land.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide the students with play-dough. Have them make a fantasy land out of the play-dough.

Music: Provide the students with percussion instruments to perform a song for the ice-cream truck music from the spatial awareness activity.



Pirates Ahoy!

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

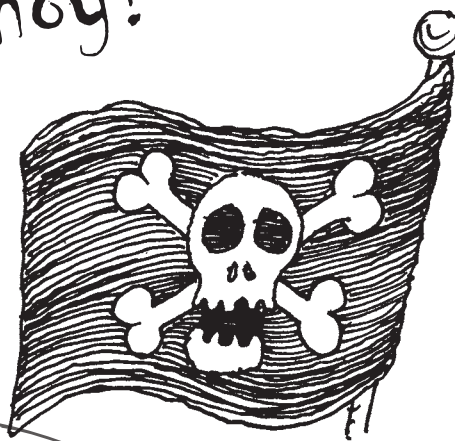
© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: role-plays a range of narrated situations using imagination and appropriate mood and tension



© DRAMA SKILLS: improvising, miming, role-playing
© KEY WORDS: weather, animals, pirates

RESOURCES NEEDED: none

WARM-UP

WEATHER WONDERS

Explain that students will respond to different weather conditions. They will imagine what type of weather it is outside and dress accordingly. Tell them it is raining. Have them mime dressing in a raincoat, rain hat, gumboots and grabbing an umbrella. Tell students that when the rain has ceased, they go outside and jump in the puddles.

Tell the students it is hailing. They have to stay indoors and make a hot chocolate. When the hail has ceased have the students grab a bowl to collect the hail. Have the students imagine that it is cold. Tell them to mime shivering and putting on a jumper. Tell the students it is a warm day. Have them mime dressing in a T-shirt and shorts, putting on sunscreen, sunglasses and a hat. Tell them to have a cold drink and an ice-cream.

Tell the students that it is hot and there has been no rain for months. The wind blows gusts, turning into a dust storm. Have them mime wearing large glasses to protect their eyes and a wet bandanna over their nose and mouth.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Biscuits, cakes, pudding, pie! My oh my!' Have the students rub their hands together and grin.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Hey, the magpie nicked my macadamia nuts!' Have the students put their hands on their hips. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Hey, the mmmagpie nnnicked mmmmy mmmmacadammmia nnnnuts!'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Fly away birdie, fly away!' Have the students move their arms up and down like wings. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'h' by repeating this statement after you, emphasising the letters in bold: 'Have you heard about the happy hero?'

MOVEMENT

BODY AWARENESS

Tell the students that they will role-play different animals going into their various homes. Encourage the students to think about where their homes are and what they will do once they are there. Discuss the various ways the different animals get to their homes, for example bees buzz and fly into a hive to make honey; bears roar and lumber into a cave, then eat, or play with their young; people walk to a house; crabs crawl sideways under rocks; birds fly to their nest and so on.

Introduce the following animals to the students, one at a time, and have them role-play going to their various homes: bees, bears, fish, people, crabs, birds, rabbits, dogs and ants.

DRAMA ACTIVITY

PIRATES AHOY!

Divide students into groups of six. Tell them they will role-play pirates. Have them role-play putting on their pirate outfits, including an eye patch, a pirate's hat or scarf, a sword in their belt, strong boots and maybe even a parrot on their shoulder.

Allocate an area of the room for each group to work in. Explain that you will introduce scenarios, one at a time, that they need to role-play. Encourage improvised speech as well as effective and exaggerated actions.

Tell each group to get onto their imaginary boat. Explain that two pirates will need to steer because it's a very large and heavy wheel. Have another

two pirates climb up the mast and look through a telescope to see if they can find another boat carrying treasure. Tell the remaining two pirates to take turns making each other 'walk the plank'. Explain that if they fall into the water then they have to swim back to the boat.

Have students swap tasks on the boat so that they have a turn at each activity.

Allocate an area of the room to be an island.

Have the pirates steer their ships to the island and disembark from their boats. Tell them that they will play a game of 'Eye Spy', spying pirate's treasure. Whatever is spied needs to be found on the island. For example, tell them, 'I spy with my little eye something beginning with "g".' Explain that the pirates have to take turns answering what they see until someone comes up with the magic treasure word, which in this case is 'gold'. Then have everyone search for the gold.

Continue playing the game using the following ideas for treasure: diamonds, jewels, crowns, coins, pearls, silk, rubies and silver.

Have students pair up and very carefully have a sword fight. Emphasise that if anyone becomes too violent they will not be allowed to continue with their sword fight.

Have the pirates go back into their boats and set sail for sea.



LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with newspaper and sticky tape. Have them make pirate hats out of newspaper.

Music: Have the students create different weather sounds, such as rain, thunder, wind howling and so on, using body percussion.

Bookworms

OUTCOMES

© QLD: DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2

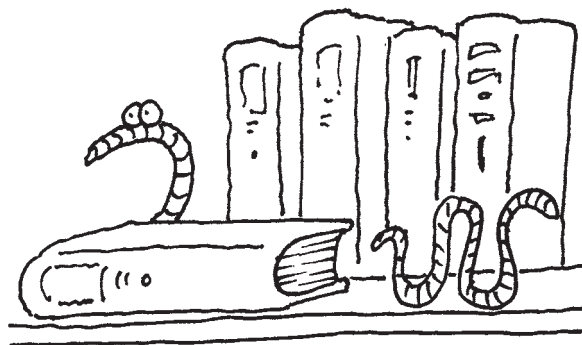
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© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: makes decisions with others to create a narrated script through dramatic role-play and improvised endings to different scenes



© **DRAMA SKILLS:** role-playing, performing dance drama, improvising

© **KEY WORDS:** space, bookworms

RESOURCES NEEDED: chairs, music appropriate for astronauts such as the theme music from *Star Wars* or 'Walking on the Moon' by The Police, **Task Card 8**

WARM-UP

SIMILAR DIFFERENCES

Have students sit in a circle, either on chairs or on the floor. Explain that for this activity, the students need to listen to personal descriptions. When the students recognise a quality about themselves that is the same as your description, they have to get out of their seat and swap places with another student who is also standing.

Begin by standing in the middle of the circle. Choose something about yourself that the students also have, for example 'All those who are wearing black shoes.' Explain that anyone wearing black shoes must swap places, including you. They cannot go back to their original position. Tell the students that the last person standing in the middle of the circle needs to choose something about themselves. They have to state that feature, then swap seats with the students who have that same feature, until there is a new person left standing in the middle of the circle.

Give children examples of features they could give, such as 'All those who had cereal for breakfast', 'All those wearing a jacket', 'All those wearing a red ribbon in their hair', 'All those whose favourite colour is blue', 'All those with green eyes' and so on.

SPEECH AND ENUNCIATION

PROJECTION

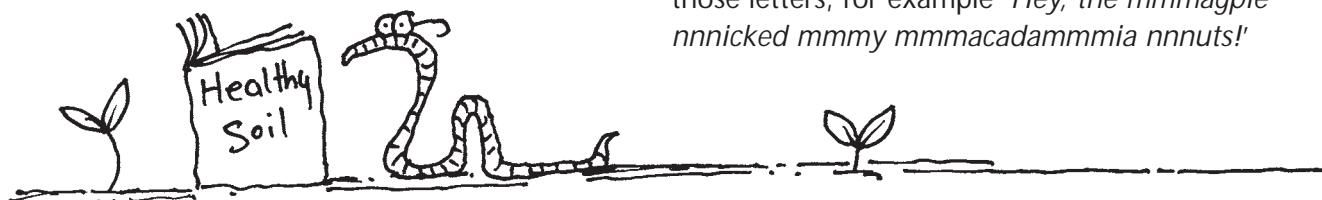
Have the students use one breath and practise saying clearly and with actions: 'Biscuits, cakes, pudding, pie! My oh my!' Have the students rub their hands together and grin.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Hey, the magpie nicked my macadamia nuts!' Have the students put their hands on their hips. Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Hey, the *mmmagpie nnnnicked mmmmy mmmmacadammmia nnnnuts!*'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Fly away birdie, fly away!' Have the students move their arms up and down like wings. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'h' by repeating this statement after you, emphasising the letters in bold: 'Have you heard about the happy hero?'

MOVEMENT

DANCE DRAMA

Explain that you will play a piece of music. Tell students that they will role-play astronauts blasting off into space in their rockets. Have them get dressed in their spacesuits.

Have the students find a spot in the room. While listening to space music, such as the Star Wars theme or 'Walking on the Moon' by The Police, tell the students that they are in orbit. Explain that they are weightless. They need to role-play floating around in their rocket. Explain that as the music gets faster they need to move around faster, and as it gets slower they need to float more slowly.

Have the astronauts try to catch their spoon so they can eat their breakfast. Explain that they need to float around in the rocket to get to their spoon and then they float back to their seat.

Tell the students to guide their rocket to land on the moon. Have them put on a mask and oxygen tank to walk around the moon. Have them collect samples of moon dust, take photos and stick a sign on the moon saying, 'I was here!'

Tell the students to go back into their rocket for the return journey to Earth.

DRAMA ACTIVITY

BOOKWORMS

Sit on a chair and have the students sit in front of you. Read 'Mangles the Moose' from **Task Card 8** to the class.

At the end of the passage look up in surprise and call out, 'Oh no! I hear munching and crunching and the book is disappearing. I think my class has been turned into bookworms. The book witch has come to our school and turned us into bookworms. Slide around the room and we will eat the rest of the book for lunch!'

Explain to the class that they are now bookworms. Pull an imaginary piece of paper out of the mouth of one of the bookworms and tell the class that it is the next part of the book.

Role-play reading the piece of paper to yourself. Look up and tell the bookworms that Mangles is getting olives thrown at him by birds in the olive trees. The birds are mad because he is stealing their olives. Tell the class that they need to become the angry birds chasing after the imaginary Mangles.

Give the students a cue to freeze. Tell the class that Mangles has managed to hide in a cave and the birds have lost him. Ask one of the students to volunteer to tell what adventure happens next in the cave. Have the class role-play the new adventure.

Continue having students describe the adventures Mangles has. Have the class role-play the characters in these new episodes.

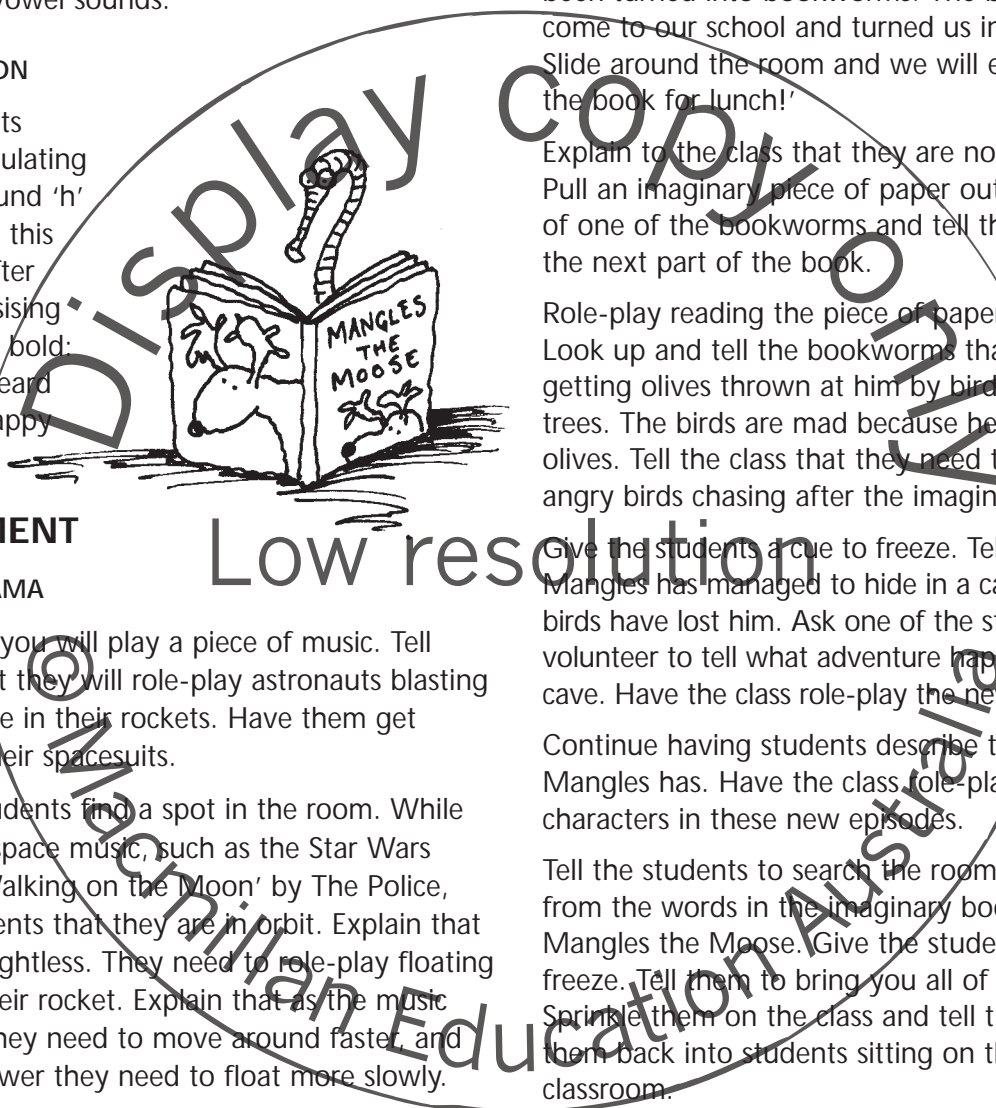
Tell the students to search the room for little letters from the words in the imaginary book about Mangles the Moose. Give the students a cue to freeze. Tell them to bring you all of the little letters. Sprinkle them on the class and tell them to turn them back into students sitting on the floor in their classroom.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with paint, paintbrushes, textas and paper. Have them draw or paint a picture of what Mangles the moose from the drama activity would look like.

Music: Provide students with percussion instruments. Have them make sounds that they think they would hear in space.



An Eye for Detail

OUTCOMES

- © QLD: DR1.1, DR1.2, DR2.2
- © NSW: DRAES1.1, DRAS1.1, DRAS1.2
- © VIC: 1.1, 2.1
- © SA: 1.4
- © WA: CAI, STP

INDICATORS: role-plays a sculpture that comes to life; expresses and interprets dramatic meaning through movement and voice



- © DRAMA SKILLS: role-playing, sculpting
- © KEY WORDS: salmon, sculptures

RESOURCES NEEDED: none

WARM-UP

WHAT HAS CHANGED?

Have students form pairs. Explain that each pair will need to choose a person to be student A and a person to be student B. Have the pairs stand opposite each other in two straight lines, so that there is a line A and a line B.

Explain that the students in line A have to observe their partner in line B. Tell them to look very carefully at their partner's appearance. Explain that they should note the part in their hair, whether they are wearing a watch, if their socks are pulled up and so on.

Tell line A students that they have to turn around so that their backs are facing line B students. Have line B students change two things about their appearance, for example sticking out their tongue, untucking their shirt, changing the part in their hair, moving one of their legs forward and so on.

Give the students a cue to freeze. Tell line A students to turn around and face their partners. Line A students need to identify the two changes that line B students made.

Have the students swap roles and repeat the activity. Repeat the activity twice more.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'It's time to go in; the bell has rung.' Have the students point to their watch and ring an imaginary bell.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the command: 'Mail the magic envelope now.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmmail the mmmmagic ennnvelope nnnnow.'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following statement: 'Far away in space there are many stars.' Have the students look through an imaginary telescope. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sounds 'l' and 'n' by repeating this statement after you, emphasising the letters in bold: 'Little leprechauns live alone under leaves.'

MOVEMENT

SPATIAL AWARENESS

Tell students to imagine they are salmon swimming upstream in a river. Explain that it is the spawning season and there are big schools of salmon jumping and swimming over the top of each other to get upstream.

Tell students that this is an independent activity. Encourage them to be aware of the 'crowded' space around them. They have to avoid touching other students as well as touching the other imaginary salmon, rocks and birds in order to get upstream to their new homes.

DRAMA ACTIVITY

SCULPTING

Tell students to find a partner. Have them stand in two straight lines, approximately five steps apart, so that partners are facing each other. Tell the students they have become famous sculptors and they will be involved in creating artworks that come to life.

- © Have line A students sculpt line B students into a Hawaiian luau (celebratory feast) dancer by physically moving them into position. Have line A students sit down. Explain that when you clap, it is a cue that the sculptures have to come to life. Give the cue for line B students to come to life and perform their dance.
- © Have line B students sculpt line A students into a member of a rock band, for example a drummer, a guitarist, a keyboard player, a singer or a

saxophonist. Have line B students sit down. Give the cue for line A students to come to life and perform playing their instrument.

- © Have line A students sculpt line B students into a farm animal such as a pig, a sheep, a horse, a cow, a chicken or a duck. Have line A students sit down. Give the cue for line B students to come to life and perform as a farm animal with appropriate sounds and actions.
- © Have line B students sculpt line A students into a superhero. Have line B students sit down. Give the cue for line A students to come to life and use their superpowers.
- © Have line A students sculpt line B students into a clown. Have line A students sit down. Give the cue for line B students to come to life and become a performing clown.
- © Have line B students sculpt line A students into a sea creature such as a seahorse, a jellyfish, a whale or a shark. Have line B students sit down. Give the cue for line A students to come to life and become a sea creature.



LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with play-dough. Have them create sculptures from the drama activity out of the play-dough.

Music: Play a piece of Top 40 music for the class. Divide students into groups of four and have them perform as an imaginary rock band while the music plays.

Garden Gnomes

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.4

© WA: CAI, STP

INDICATORS: role-plays a narrated, shared drama to create mood and tension in response to given scenarios



© DRAMA SKILLS: role-playing

© KEY WORDS: singing, animals, garden gnomes

RESOURCES NEEDED: none

WARM-UP

THIS IS THE WAY

Have students sit in a circle. Teach them the song 'This is the way we brush our teeth, brush our teeth, brush our teeth. This is the way we brush our teeth so early in the morning.' Have the class pretend to brush their teeth while they sing the song.

Select a student to suggest a new activity, such as 'comb our hair', 'button our shirt', 'tie our laces', 'pack our lunch' and so on. Have the class sing the song with the new activity, for example 'This is the way we comb our hair, comb our hair, comb our hair. This is the way we comb our hair so early in the morning.' Have the class pretend to comb their hair while they sing the song.

Continue to select students to suggest new activities to sing about, until everyone has had a turn. Have the class perform actions for these suggestions while they sing the song.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'It's time to go in; the bell has rung.' Have the students point to their watch and ring an imaginary bell.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their

lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

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JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following statement: 'Far away in space there are many stars.' Have the students look through an imaginary telescope. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sounds 'l' and 'n' by repeating this statement after you, emphasising the letters in bold: 'Little leprechauns live alone under leaves.'

MOVEMENT

BODY AWARENESS

Brainstorm different animals, their behaviours and how they move. For example a dog wags its tail and stands on all fours, a snake slithers and sticks out its tongue, a monkey swings from tree to tree and so on.

Have students stand in a circle and then walk in a clockwise direction around the circle. Ensure that they all walk at the same pace.

Give the students a cue to freeze. Tell them to select an animal they would like to become. Have them tell you the animal they have chosen. Tell the students to picture the animal they chose in their heads. Have them imagine its head, body and feet, as well as how it would move and its behaviours. As they begin to walk in the circle tell them to slowly transform from a human into their animal, from their head down to their feet. Remind them that they may need to walk on four feet as their animal. Have the students move like their animal and make appropriate sound effects and actions.

Give the students a cue to freeze. Tell them to continue walking around the circle when you give them the cue and slowly return to human form, walking upright.

DRAMA ACTIVITY

GARDEN GNOMES

Discuss what a garden gnome is. Discuss the many shapes, sizes and characters garden gnomes come in. Tell students that they will have to role-play a garden gnome. Have them find a spot in the room and freeze into a garden gnome position.

Set the scene by telling the students that it is night-time and all of the human beings are inside their houses. Tell the gnomes to slowly turn their heads to check that the lights are off and all of the blinds and curtains are shut inside the homes. Once the gnomes are sure that it is safe to 'come alive', have them rub their hands together and giggle in glee. Tell them they are about to become mischievous garden gnomes.

Tell the gnomes to begin their night by running around the garden and planting some weeds. Encourage them to continue to giggle mischievously. Have the gnomes find their friends: the snails and slugs. Have the gnomes move the snails and slugs onto the flowers and vegetables and watch them have their midnight snack.

Tell the gnomes to collect twigs and pull the worms from the damp soil to go fishing in the garden's fish pond. Once they catch a fish from the pond, they wave the fish about and taunt the neighbour's cat, wiggling the fish before the cat's eyes.

Before the cat can take the fish from the gnomes, have the gnomes toss the fish back into the pond. Tell them to run away from the cat and jump into the pond. Have the gnomes take turns to ride the water spurting from the pond's fountain.

Explain that as daylight breaks, the gnomes have to find their original position within the garden as well as their original pose. Tell them to hold still so that the humans have no idea that they came to life that night.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with moulding plaster to make and paint garden gnomes.



Actions Go!

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: expresses a response to a scenario through improvisation and role-play



© **DRAMA SKILLS:** role-playing, performing dance drama, improvising

© **KEY WORDS:** writing, dolphins

RESOURCES NEEDED: nature music with water sounds, other music of your choice, CD or tape player

WARM-UP

WRITING IN STYLE

Have the students find a spot in the room. Tell them to imagine they have a packet of coloured crayons and to take a crayon out of the packet. Tell them the crayons are large and their hands should indicate this. Have them role-play drawing a picture with the crayons, being sure to clean up the bits of crayon that flake away.

Have the students role-play holding a palette of paint in one hand and a paintbrush in the other hand. Tell them that they have an easel in front of them and they have to role-play painting a portrait of a friend. When they complete their painting they need to clean their brushes and the palette.

Tell them to imagine they have a sparkler in each hand. Have them role-play waving the sparklers and writing their names in the air. Tell them that once the sparkler goes out, they have to carefully place the hot end of the sparkler in a bucket of sand so that no one gets burnt.

Tell the students they are now decorating a cake. Have them write 'Happy Birthday' on the cake with a piping bag. Have them scoop the icing into the bag, then twist the bag and squeeze the icing towards the nozzle to write on the cake.

Tell the students to imagine they are flying in a sky-writing plane. Have them fly the plane in order to write a message.

SPEECH AND ENUNCIATION

PROJECTION

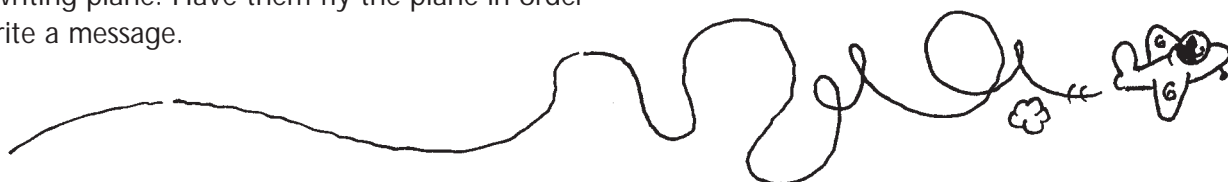
Have the students use one breath and practise saying clearly and with actions: 'Turn off the light and go to bed.' Have the students pretend to switch off a light.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Merry mice like napping in the sunshine.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmerry mmmice like nnnapping innn the sunnnshinnne.'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following statement: 'It's raining cats and dogs.' Have the students point to the window. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'e' by repeating this statement after you, emphasising the letters in bold. 'Elegant elephants dance in a red tent.'

MOVEMENT

DANCE DRAMA

Explain that you will play a piece of music. Tell students they will role-play dolphins swimming in the ocean.

Have students find a spot in the room. While playing a nature CD with water sounds, tell students that they are in the ocean. Have them role-play swimming through the waves. Explain that as the music gets faster they need to swim faster, and that as it gets slower they need to swim slower.

Have the dolphins frolic, dive and jump in and out of the water. Tell the dolphins to roll onto their backs and wave their flippers. Have them turn around, dive under the water and chase the fish. Tell them to surf the waves.

DRAMA ACTIVITY

MORE ACTIONS GO!

Have a CD or tape player and music of your choice for the following activity. Tell the students that you will play music. Explain that they have to move while the music plays. When the music stops, they have to stop and listen to the next set of instructions.

Play the music and have students walk around the room. Stop the music. Have the students freeze on the spot, in their current positions. Call out a number. Tell the students to get into groups of the number called out.

Once the students are in their groups, tell them to imagine and role-play that they are planting vegetables in the garden. Tell them that when you say 'Actions go!', they have to perform the scenario.

Give the students a cue to freeze. Play the music again and have students walk around the room. Stop the music. Have the students freeze on the spot. Call out a number. Tell the students to get into groups of the number called out.

Tell them that when you say 'Actions go!', they have to role-play another scenario – they are jumping through puddles in the rain.

Repeat this process using the following scenarios: eating ice-cream at the beach while trying not to let it melt down their arm, driving a car through the city, riding horses in a rodeo, buying lollies in a lolly shop, painting a portrait of another student, rock climbing.

Have groups volunteer to perform their scenarios.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with wool, glue and paper. Have them write their name on the paper with glue and then stick the wool on top.



Being Scene

OUTCOMES

© QLD: DR1.1, DR1.2, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAS1.1, DRAS1.2

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: uses role-play to improvise characters in various natural and built environments



© **DRAMA SKILLS:** role-playing, improvising
© **KEY WORDS:** greetings, photos

RESOURCES NEEDED: Task Card 9

WARM-UP

GREETINGS

Have students role-play waiting for a friend to arrive at the airport. Tell them to hold up a sign that says 'Welcome'. Tell students to wait patiently while searching through the crowds until they finally spot the person they are waiting for. Have them react to finding their friend.

Have students role-play Hawaiians at a hotel greeting their guests. As each guest arrives have students present them with a lei (garland of flowers), gently placing it over their heads. Tell them to say 'Aloha' to the guests and hand them drinks of juice. Tell them to perform a hula dance for their guests.

Have students role-play standing in line ready to meet the Queen. Tell them to curtsy or bow when the Queen comes to meet them.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Turn off the light and go to bed.' Have the students pretend to switch off a light.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

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JAW EXERCISE

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following statement: 'It's raining cats and dogs.' Have the students point to the window. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'e' by repeating this statement after you, emphasising the letters in bold: 'Elegant elephants dance in a red tent.'

MOVEMENT

SPATIAL AWARENESS

Tell students to role-play that they are in a shopping centre. Have them approach a photo booth with three imaginary friends. Tell them to squish themselves into the photo booth. Encourage students to appear squashed, ready to have their photo taken.

Tell the students that they are mucking around with their friends. Tell them to fall out of the photo booth. Explain they have to quickly scramble to get back into place before the next picture is taken. Have them carefully step over their imaginary friends to get out of the photo booth. Tell them to wait for their photos to be developed.



DRAMA ACTIVITY

IN THE SCENE

Explain that you will show the students various nature scenes from **Task Card 9**. Tell them they will have to role-play a living creature that could be in the scene. Show students the first picture – the underwater scene. Discuss the scene and what kind of creatures could be in that scene, for example clams, seahorses, sharks, eels, fish and so on. Discuss how each creature moves in the water and their activities, such as looking for food, floating in the water or swimming with other fish. Tell students they need to role-play one of these sea creatures.

Give students a cue to freeze. Gather students together and have them sit on the floor. Show them the next scene – the fun fair. Discuss the fun fair scene including the types of activities or rides that could be in that scene, for example the ferris wheel, the hot dog stand, the dodgem cars, clowns on stilts and so on. Tell students to role-play a person participating in an activity or on a ride at the fun fair. Encourage improvised speech and appropriate actions.

Give students a cue to freeze. Gather them together and have them sit on the floor. Show them the next scene – the rainforest. Discuss the rainforest scene and what kind of plant life could be in that scene, for example ferns, canopy trees, moss and so on. Tell students to role-play a flower, tree or vine. Discuss how each plant moves in the rainforest, for example sprouting, gentle swaying, moving when drops of rain fall on their leaves and so on. Encourage appropriate actions.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with strips of black paper and white crayons. Have them draw images of their friends on the paper to portray black-and-white photos from a photo booth.

Music: Select appropriate music to complement the scenes from the drama activity and have students perform each scene and character to the music. For example, whale music for the underwater scene, carousel music for the fun fair scene and rainfall or chirping birds for the rainforest scene.

Cookie Thief

OUTCOMES

© QLD: DR1.1, DR1.2, DR1.3, DDR1.4, DR2.1, DR2.2

© NSW: DRAES1.1, DRAES1.3, DRAS1.1, DRAS1.2, DRAS1.3

© VIC: 1.1, 2.1

© SA: 1.1, 1.2, 1.4

© WA: CAI, STP

INDICATORS: works collaboratively with a partner to adapt a picture to create a role-play



© DRAMA SKILLS: improvising, role-playing, performing

© KEY WORDS: singing, thieves, containers

RESOURCES NEEDED: Task Card 10 – one picture for each pair of students

WARM-UP

WHO STOLE THE COOKIES?

Have students sit in a circle. Teach them the song 'Who stole the cookies from the cookie jar?' The song is as follows:

'Who stole the cookies from the cookie jar? [Insert a student's name from the class] stole the cookies from the cookie jar.' Have that student reply, 'Who me?' Have the class answer, 'Yes you!' Have the student respond, 'It wasn't me.' Have the class ask, 'Then who stole the cookies from the cookie jar?' Have the student suggest another student, '[Insert student's name from the class] stole the cookies from the cookie jar.' Continue singing the song until everyone in the class has had a turn to respond to the accusation.

Periodically interrupt the students singing the song to question the accused student about what they did with the cookies. Explain that each time you interrupt the song to question the accused student, they need to improvise and role-play what they did with the cookies. Also explain that the accuser needs to improvise and role-play where they were hiding when they witnessed the cookie thief stealing the cookies. They also need to improvise how they reacted to what they witnessed. Encourage appropriate improvised speech and actions.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'We have to do our homework now.' Have the students pretend to write in a book.

FORWARD PLACING

Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose lips. They should feel a tickling sensation on their lips if they are forward placing the letter 'm' correctly.

Have students hum the letter 'n'. Tell them to place their tongue behind their teeth while humming the letter. Students should feel an itchy sensation on their tongue and nose if they are forward placing the letter 'n' correctly.

Tell students to practise the letters 'm' and 'n' while humming the statement: 'Musical melodies need notes.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mmmusical mmmelodies nnnneed nnnnotes.'



JAW EXERCISE

Have students open their jaws wide in order to do the next exercise. Tell students to keep their mouths as wide open as they can while repeating the following command: 'Drivers, start your engines now.' Have the students pretend to turn a car key in the ignition. This should be practised clearly, with a loud voice, but not yelling. The open jaws act as a megaphone. This activity will help develop clarity with vowel sounds.

ARTICULATION

Have students practise articulating the letter sound 'w' by repeating this command after you, emphasising the letters in bold. 'Wipe the wet windows with a dry cloth.'

MOVEMENT

BODY AWARENESS

Have students imagine that they are different containers conforming to different sizes and shapes. Explain that they have to manipulate their bodies to become the shape of the container you describe.

Have the students become a gift box. Tell them that someone comes along and takes off their lid. They need to show that they have opened up.

Continue telling the students to become the following containers, one at a time: a round biscuit tin, then a tall cylinder holding tennis balls. Tell them that someone comes along and shakes them up and down. Then have them loosen up and become an empty plastic bag. Explain that a gust of wind blows them away, filling them up with air.

DRAMA ACTIVITY

MORE PICTURE PAIRS

Have students work in pairs. Give each pair of students a picture of an activity scene from **Task Card 10**. Tell them that they will perform that activity scene with their partners. Explain that they must not tell the other students what their scene is because after they perform the scene to the class, the class will have to guess what they have performed.

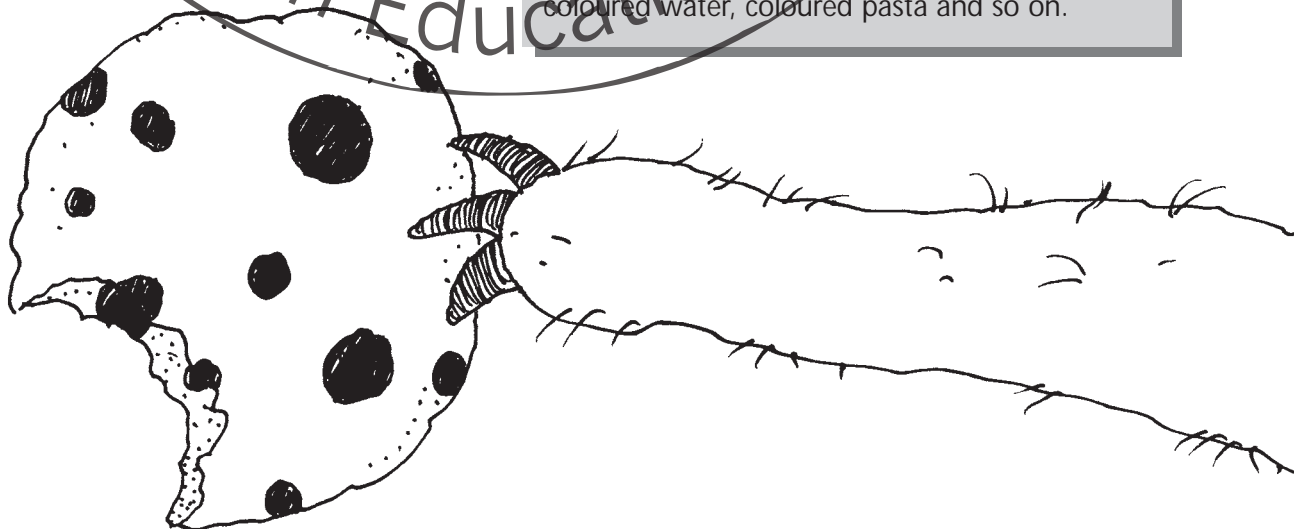
Allocate each pair of students an area of the room. Tell them that they have approximately two minutes to plan and discuss what roles they will take on as well as how to role-play their parts. Walk around to each pair of students to offer suggestions and monitor their progress.

Give the students a cue to freeze. Tell them that they will have approximately three minutes to practise their role-play.

Gather the students together and have them sit in one spot with their partners. Allocate one area of the room to be the stage. Have pairs take turns to perform while the rest of the class acts as the audience. Have the audience guess what the performers are doing.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Have students bring in different types of clear, clean plastic containers from home. Provide the students with different materials so that they can fill up their containers to make ornaments. Materials could include coloured marbles, coloured sand, jellybeans, coloured water, coloured pasta and so on.



All the

TASK

CARDS

Display copy only
You Need

Low resolution

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Farmyard Animals

This page can be photocopied and the animal pictures cut out, laminated and distributed to your students. Students role-play these animals, then try to find the other students who are role-playing the same animal. See **Lesson Plan 2** for more details.



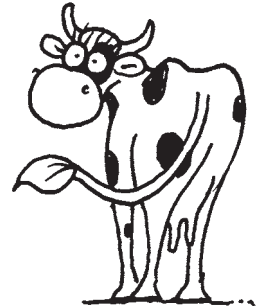
sheep



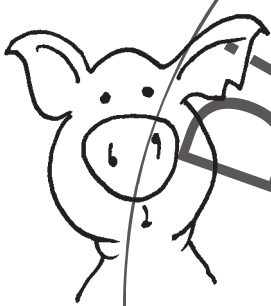
sheep



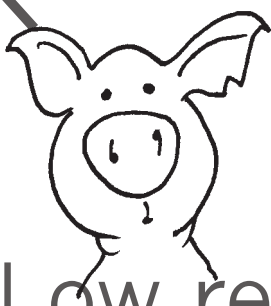
cow



cow



pig



pig



horse



horse



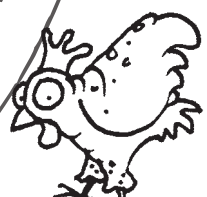
duck



duck



chicken



chicken



cat



cat



dog



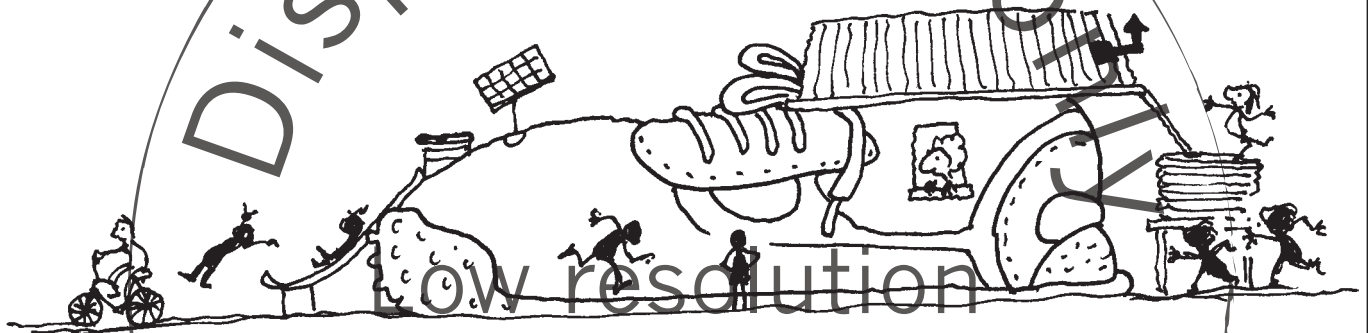
dog

Old Woman in a Shoe

Read this rhyme to the class, teach them the words and discuss the rhyme's meaning. The students will role-play characters from the rhyme in the drama activity. See **Lesson Plan 4** for more details. You can copy this page and distribute the rhyme to the groups to use during the activity.

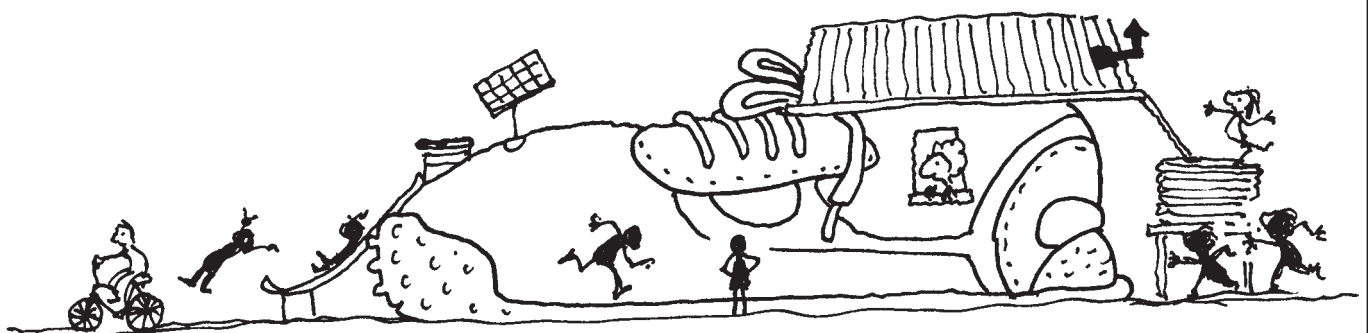
The Old Woman Who Lived in a Shoe

There was an old woman who lived in a shoe.
She had so many children she didn't know what to do.
She gave them some broth without any bread.
Then whipped them all soundly and sent them to bed.



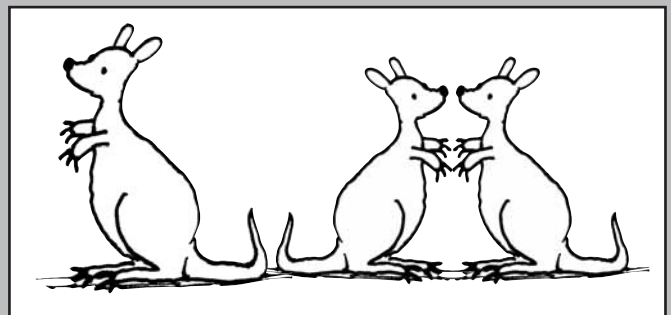
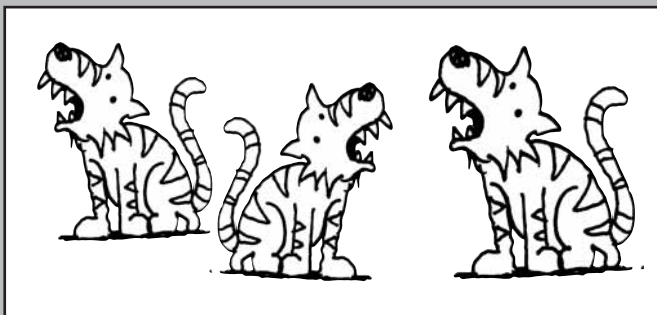
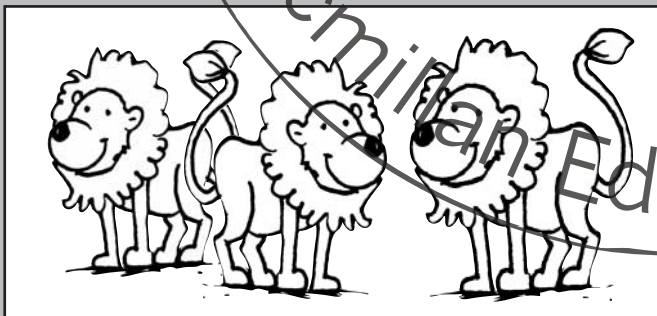
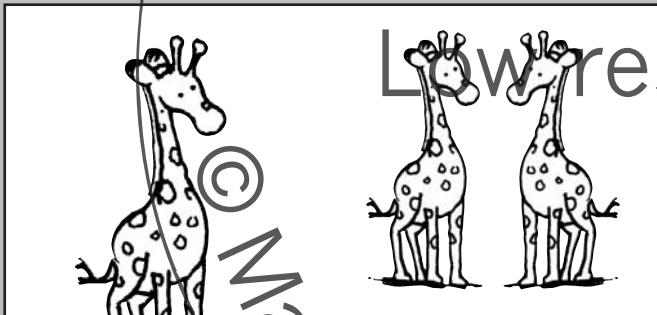
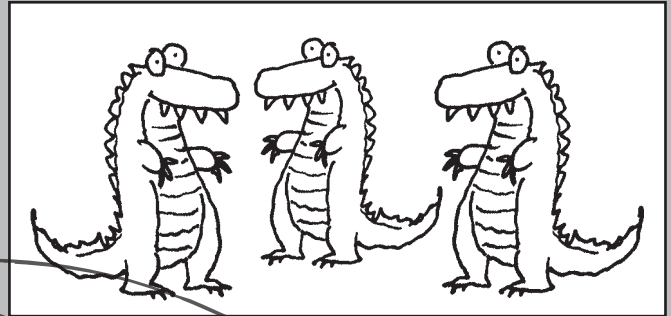
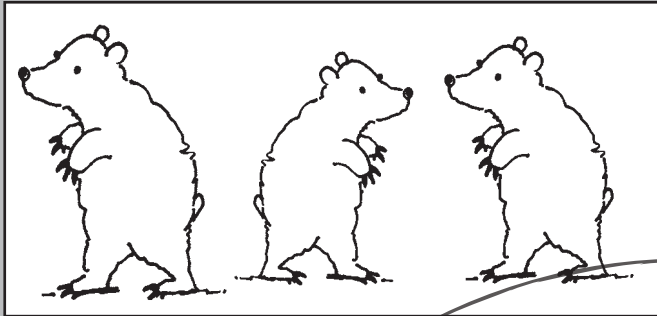
The Old Woman Who Lived in a Shoe

There was an old woman who lived in a shoe.
She had so many children she didn't know what to do.
She gave them some broth without any bread.
Then whipped them all soundly and sent them to bed.



Excursion to the Zoo

This page can be photocopied and the animal pictures cut out, laminated and distributed – one to each group of three students. The students role-play these zoo animals in imaginary enclosures. See Lesson Plan 5 for more details.



Picture Pairs

This page can be photocopied and the pictures cut out, laminated and distributed to your students. Students work in pairs to discuss, plan and practise their scenes. Then each pair performs the scene for the class and the other students guess what is being portrayed. See **Lesson Plan 8** for more details.



ballet dancers



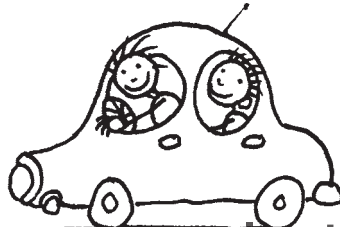
tennis players



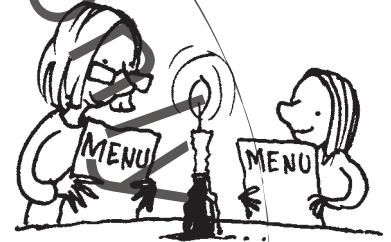
clowns...



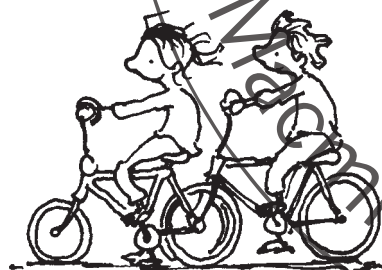
bank robbers



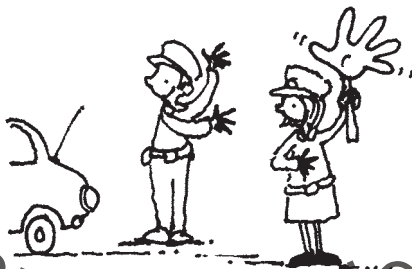
driving a car



ordering in
a restaurant



bike riders



police
directing traffic



sailing a boat



cowboys
and cowgirls



skiing



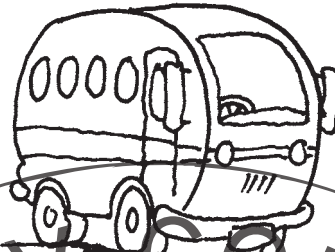
running in
a marathon

The Ride of Your Life

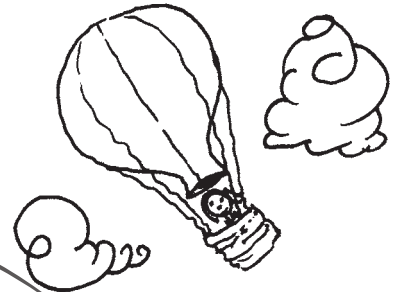
This page can be photocopied and the pictures cut out, laminated and distributed to your students. Students work in pairs to discuss, plan and practise their scenes relating to these forms of transport. Then each pair performs the scene for the class and the class guess what is being portrayed. See **Lesson Plan 11** for more details.



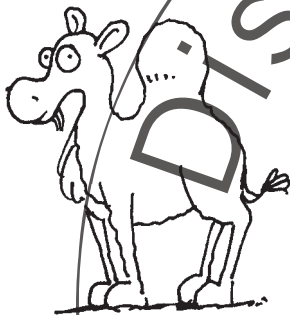
taxi



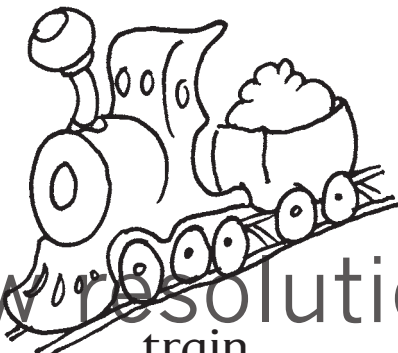
bus



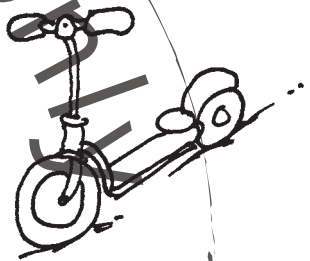
hot-air balloon



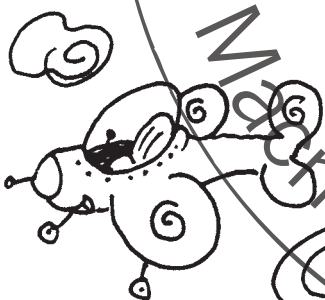
camel



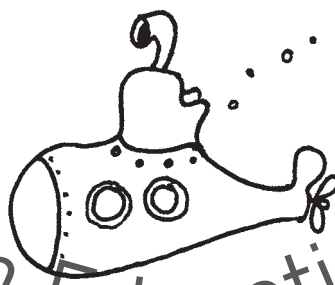
train



scooter



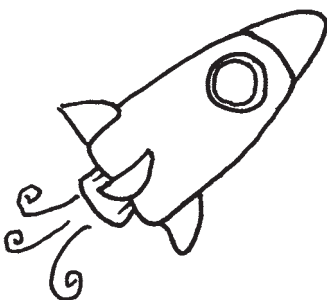
plane



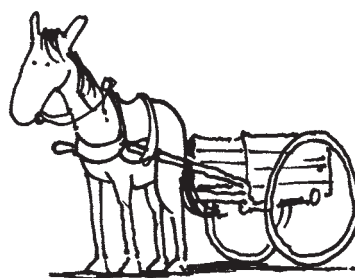
submarine



wheelchair



rocket



horse and cart



pram

Circus-mania

This page can be photocopied and the pictures cut out, laminated and distributed to your students. Students work in pairs to discuss, plan and practise their role-plays relating to the circus. Then each pair performs for the class and the class guess what is being portrayed. See **Lesson Plan 13** for more details.



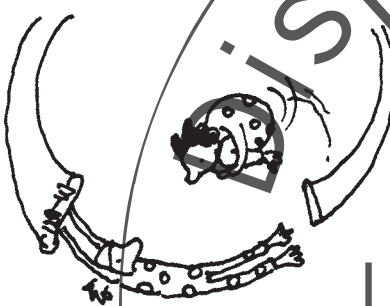
clowns



jugglers



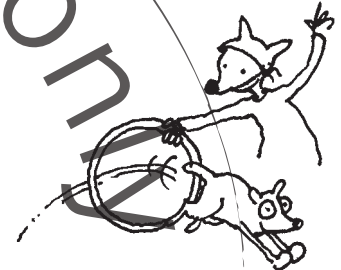
lion tamers



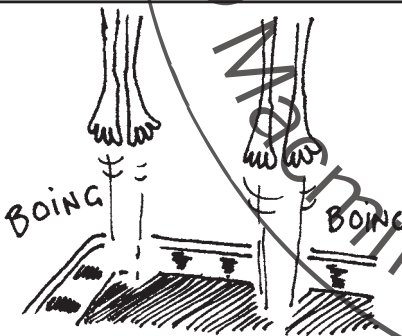
trapeze artists



horse riders



dog and
dog trainer



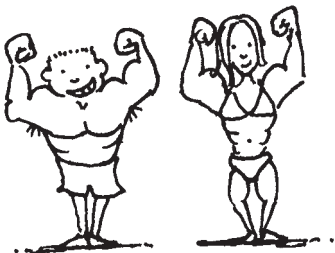
trampoline artists



elephant riders



roller skaters



strong man
and woman



monkey and
monkey trainer



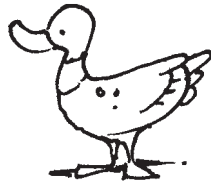
flame throwers

Where Are You?

This page can be photocopied and the pictures cut out, laminated and distributed to your students. Students role-play their animals and find the matching baby or adult animal. See Lesson Plan 15 for more details.



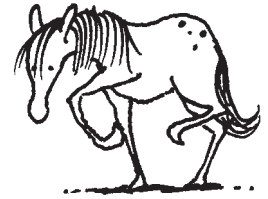
duckling



duck



foal



horse



kitten



cat



lamb



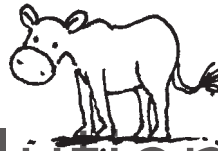
sheep



chick



hen



calf



cow



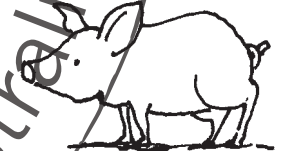
puppy



dog



piglet



pig



lion cub



lion



joey



kangaroo



baby rabbit



rabbit



baby gorilla



gorilla



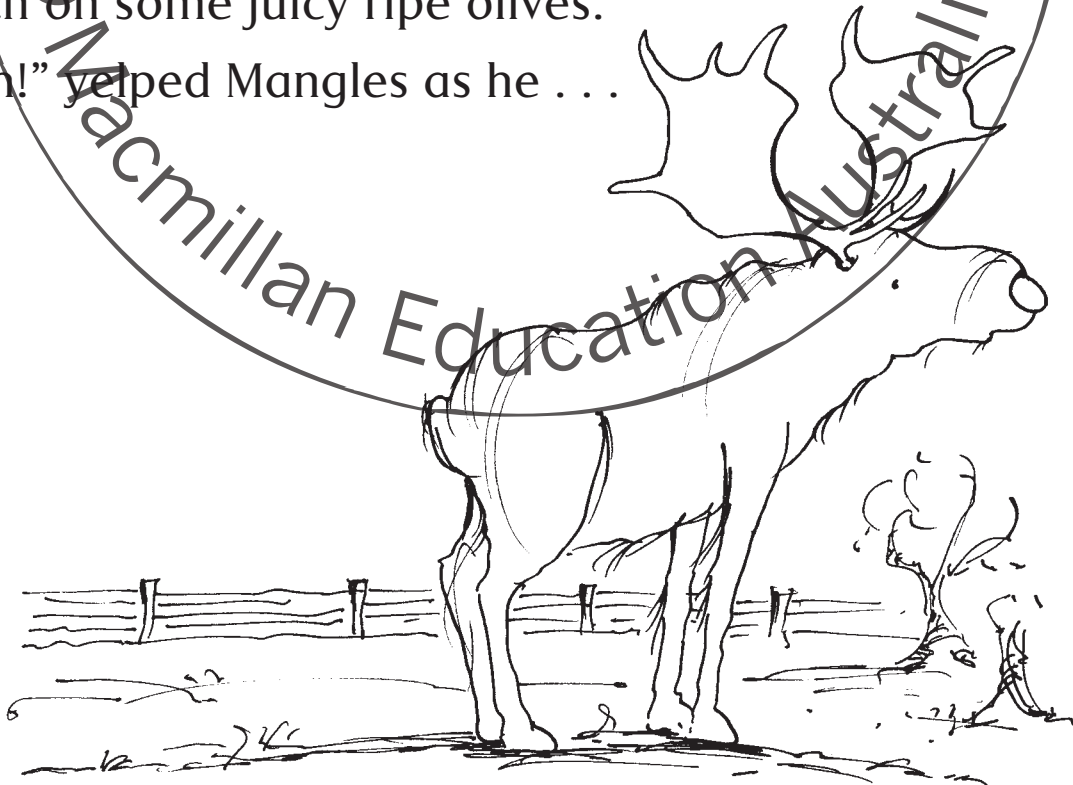
Read this story beginning to the students. The students then become bookworms and interact with the character from this story. See **Lesson Plan 20** for instructions on how to continue this drama activity.

Mangles the Moose

Once upon a time there was a moose that was on the loose. He was short with large, sharp antlers. He had scraggly, brown fur and a large, purple nose like a grape! His name was Mangles.

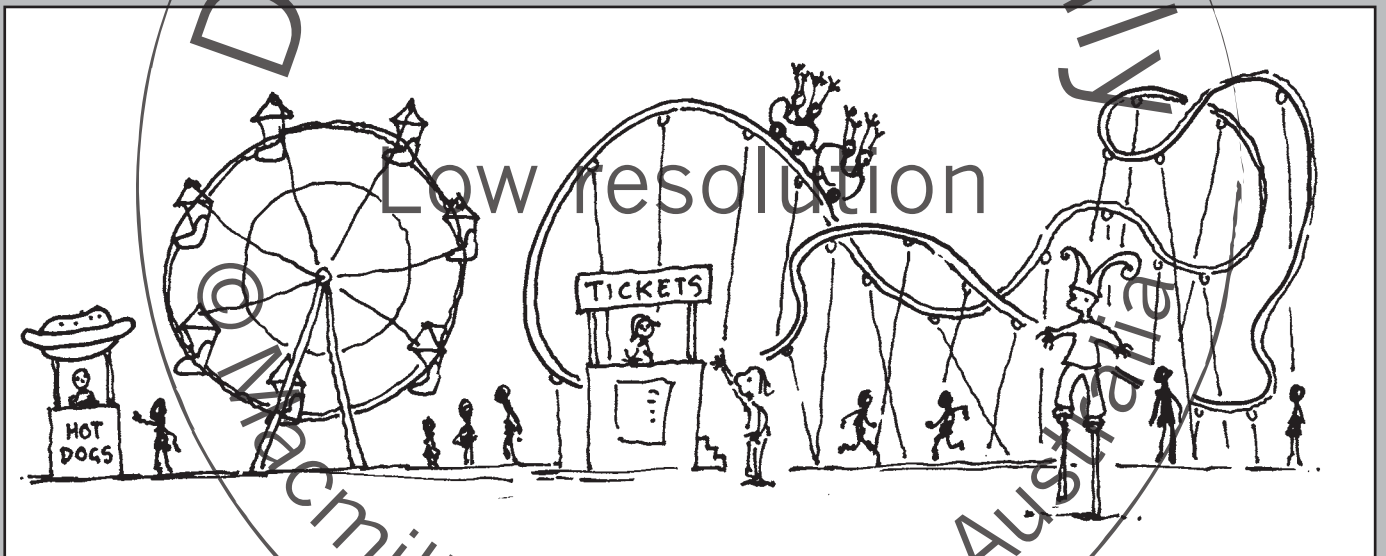
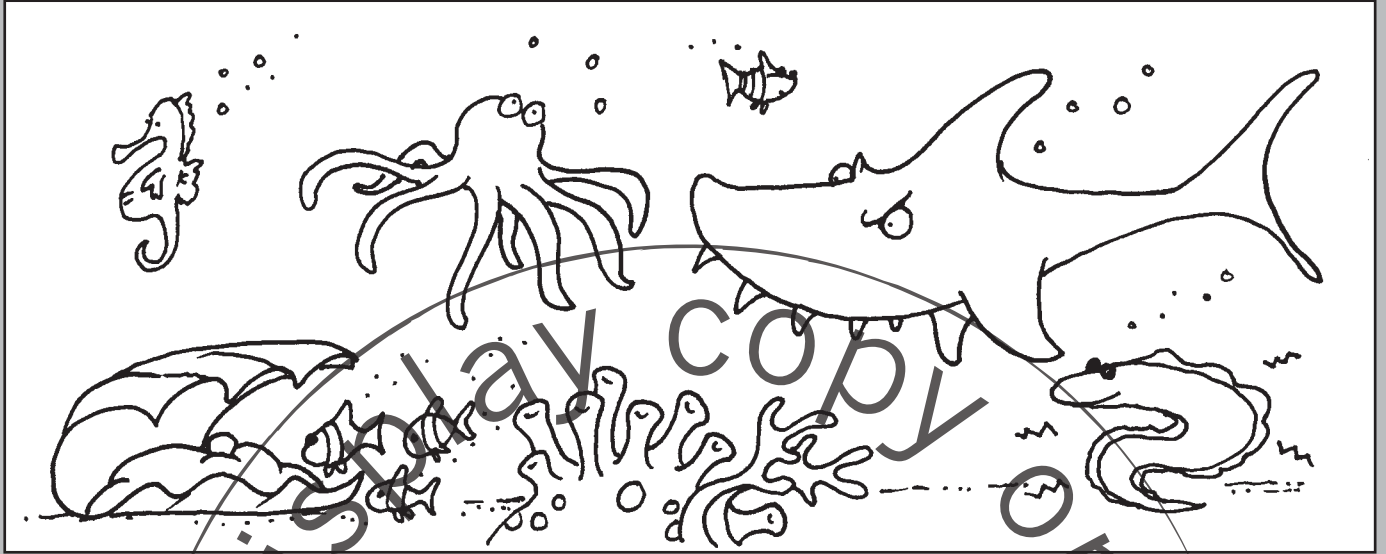
Mangles loved adventures, especially if they involved food. On this particular sunny but ordinary day Mangles decided he was definitely in need of a rather eventful day. Mangles went down the spiral path towards the end of the forest, through the corn fields and into a clear green paddock that was full of olive trees. He lumbered over towards the olive trees to munch on some juicy ripe olives.

“Ouch!” yelped Mangles as he . . .



In the Scene

This page can be photocopied and the pictures cut out and laminated. Students role-play animals or characters that might be found in these scenes. See Lesson Plan 24 for more details.

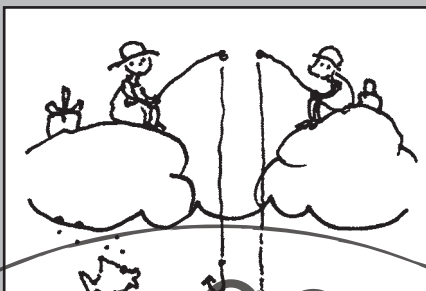


More Picture Pairs

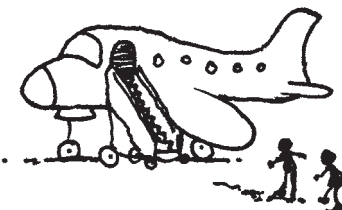
This page can be photocopied and the pictures cut out, laminated and distributed to your students. Students work in pairs to discuss, plan and practise their scenes. Then each pair performs the scene for the class and the class guess what is being portrayed. See Lesson Plan 25 for more details.



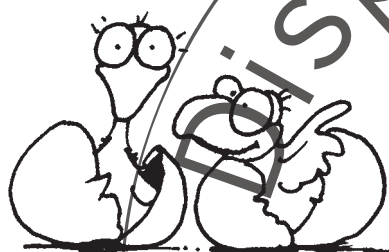
hairdresser
at work



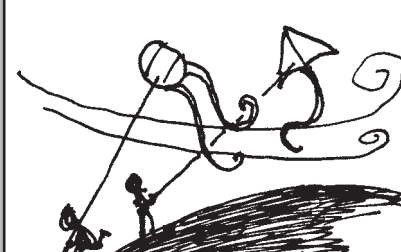
fishing off rocks



passengers
boarding a plane



birds hatching
from eggs



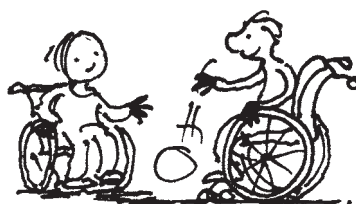
flying kites



dinosaurs



driving remote-
control cars



playing wheel-
chair basketball



dancing



planting seedlings



having a picnic



babies crawling



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