

AGES
8-10



DRAMA



Learning through
movement,

improvisation,



mime

and speech



Julie Chiert
Becky Hunsberger



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Ages 8-10

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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 8-10 is the second 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 middle two 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. 'Dazzling Drama Performance' and 'Amazing Audience Member' awards are provided to encourage students to build on their drama and audience 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 scenarios and activities designed to be photocopied, cut out, laminated and reused. These are linked to the drama activities and students can use the scenarios or questions 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 allow the students to choose their own groups or pairs. This fosters maturity by putting the onus on the students to act responsibly. 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 audience behaviour, including active listening and offering positive feedback to the performers when required, for example 'I liked the way you flapped your arms like wings when you were acting as a bird.'

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, building on skills previously learnt.

All You Need to Teach Drama Ages 8-10 includes two lessons that introduce theatresports. In lessons 14 and 15, a form of theatresports is the main drama activity. Students can be very motivated when participating in theatresports, and for this reason you may decide to include this activity more often. Providing more exposure to theatresports will enable students to develop and perfect the relevant skills. Eventually they may participate in the classical form of theatresports where all improvisation is performed spontaneously.



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.

MOVEMENT

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

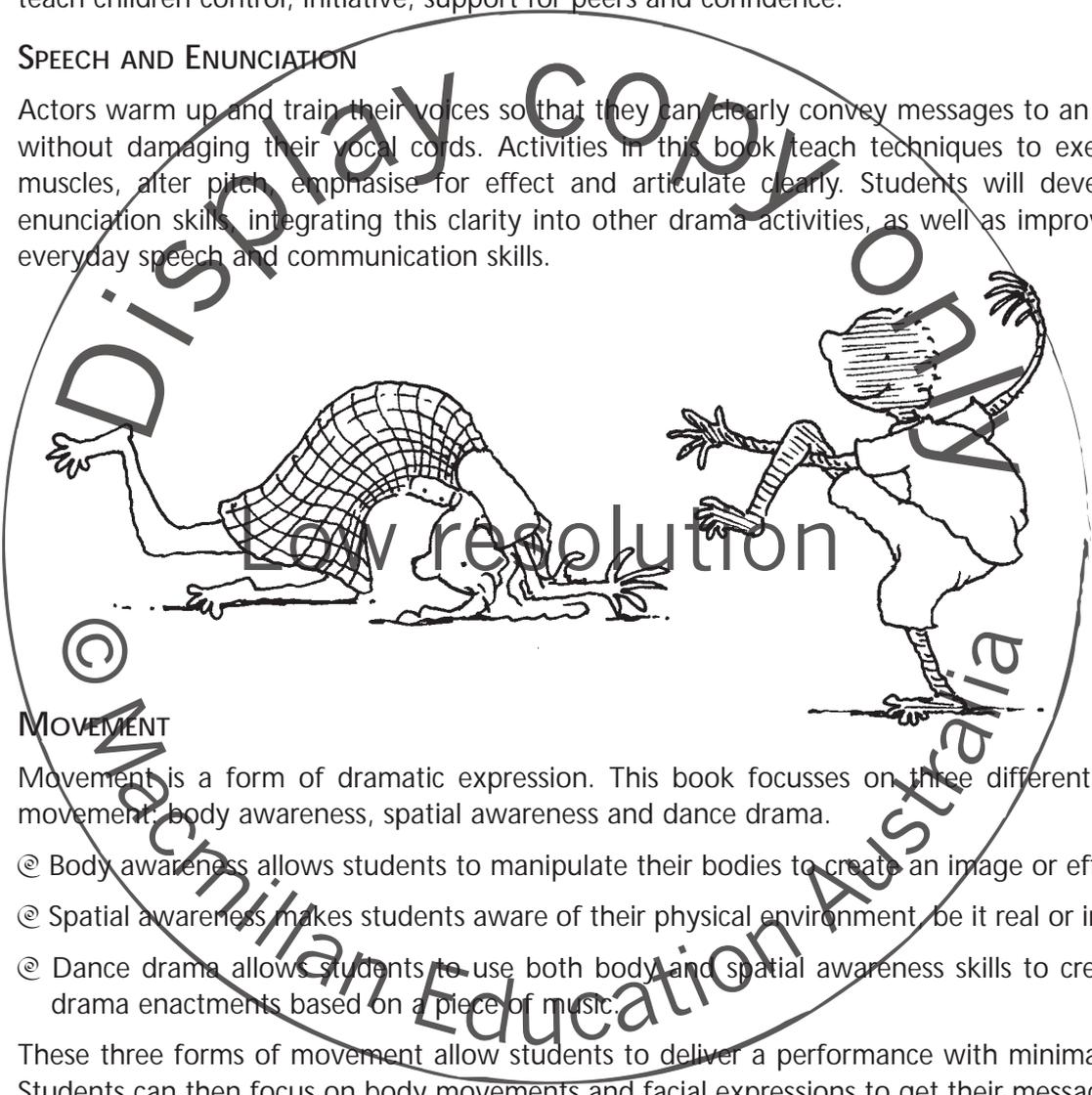
- © Body awareness allows students to manipulate their bodies to create an image or effect.
- © Spatial awareness makes students aware of their physical environment, be it real or imaginary.
- © Dance drama allows students to use both body and spatial awareness skills to create short drama enactments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

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 the many theatrical skills needed when learning to act. Students will evolve as actors through non-threatening experiences. For your convenience, reproducible task cards linked to drama 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. Instant Replay!	moving, role-playing, improvising	DR3.1, DR3.2	DRAS2.2	3.1	2.1, 2.3	CAI, STP	basketball, restaurant, health
2. Throwing and Exploding!	moving, role-playing, improvising	DR3.1	DRAS2.1, DRAS2.4	3.1	2.1, 2.2	CAI, STP	cooking, candles
3. Silent Applause	performing dance drama, miming, moving	DR3.1, DR3.3, DA & DDR3	DRAS2.1	3.1	2.1	CAI, STP	hearing-impaired, butterfly
4. Zap!	role-playing, improvising, freezing	DR3.1	DRAS2.1, DRAS2.2, DRAS2.4	3.1	2.1	CAI, STP	transport, animals
5. Mirror, Mirror . . .	mirroring, improvising, tapping in	DR3.1, DR3.3	DRAS2.1, DRAS2.2, DRAS2.4	3.1	2.1, 2.2	CAI, STP	symmetry, food, parade
6. On Your Marks, Get Set, Go!	performing dance drama, sculpting	DR3.1, DA & DDR3	DRAS2.2	3.1	2.1, 2.4	CAI, STP	racers, plants
7. What Are You Doing?	improvising	DR3.1	DRAS2.1, DRAS2.2, DRAS2.3	3.1	2.1	CAI, STP	cooperation, transport
8. Media Watch	improvising, participating in vox pop	DR3.1, DR3.2, DR3.3	DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	3.1	2.1, 2.2, 2.3	CAI, STP	snow, media, environment
9. Ghostbusters	role-playing, performing dance drama	DR3.1, DA & DDR3	DRAS2.1, DRAS2.2	3.1	2.1, 2.2	CAI, STP	community, ghosts, snakes
10. 3 . . . 2 . . . 1 . . . Blast Off!	role-playing, improvising	DR3.1, DR3.2	DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	3.1	2.1, 2.2	CAI, STP	counting, marathon, machines
11. Order in the Court!	sculpting, freezing, role-playing	DR3.1, DR3.2, DR3.3	DRAS2.1, DRAS2.2, DRAS2.4	3.1	2.1, 2.3	CAI, STP	mannequins, law
12. Monkey Matters	role-playing, improvising, performing dance drama, freezing	DR3.1	DRAS2.1, DRAS2.2	3.1	2.1, 2.2	CAI, STP	community, dance, zoo
13. Tugging and Pulling	improvising, mirroring, shadowing, role-playing	DR3.1	DRAS2.1, DRAS2.2	3.1	2.1	CAI, STP	athletics, shadows, puppeteers

Lesson Plan	Drama Skills	Qld Outcomes	NSW Outcomes	Vic Outcomes	SA Outcomes	WA Outcomes	Key Words
14. Theatresports	freezing, performing dance drama, playing theatresports	DR3.1, DA & DDR3	DRAS2.1, DRAS2.2	3.1	2.1, 2.2, 2.3	CAI, STP	soul music, band, ball games
15. Hi Ho, Hi Ho . . .	mirroring, role-playing, playing theatresports	DR3.1	DRAS2.1, DRAS2.2	3.1	2.1, 2.2	CAI, STP	reflections, pizzeria, careers
16. Moose Mouse	improvising, participating in vox pop	DR3.1, DR3.2, DR3.3	DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	3.1	2.1, 2.3	CAI, STP	animals, fair, school uniform
17. Staged Scenarios	performing dance drama, improvising, role-playing	DR3.1, DR3.2, DA & DDR3	DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	3.1	2.1, 2.2, 2.4	CAI, STP	order, bird, friends
18. Up, Up and Away!	improvising, role-playing	DR3.1, DR3.2	DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	3.1	2.1, 2.2, 2.4	CAI, STP	weather, painters, pirates
19. Freeze Frame Take One	improvising, tapping in, freezing	DR3.1, DR3.2	DRAS2.1, DRAS2.2, DRAS2.4	3.1	2.1, 2.2, 2.4	CAI, STP	memory, 2D shapes
20. Freeze Frame Take Two	improvising, tapping in, freezing	DR3.1, DR3.2, DA & DDR3	DRAS2.1, DRAS2.2, DRAS2.4	3.1	2.1, 2.2, 2.4	CAI, STP	alphabet, models
21. Shopping Spree!	freezing, role-playing, performing	DR3.1, DR3.2, DR3.3	DRAS2.1, DRAS2.2, DRAS2.4	3.1	2.1, 2.3	CAI, STP	nurses, shopping, law
22. Basketball Rap	freezing, role-playing, performing	DR3.1, DR3.2, DA & DDR3	DRAS2.1, DRAS2.2, DRAS2.4	3.1	2.1, 2.3	CAI, STP	water, basketball, rap
23. Hot Seating	performing dance drama, hot seating	DR3.1, DA & DDR3	DRAS2.1, DRAS2.2, DRAS2.3	3.1	2.1, 2.3	CAI, STP	detective, models, questioning
24. Spooky House	playbuilding, improvising, performing	DR3.1, DR3.2, DR3.3	DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	3.1	2.1, 2.4	CAI, STP	whisper, haunted
25. The Cat's Meow	playbuilding, improvising, performing	DR3.1, DR3.2, DR3.3	DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	3.1	2.1, 2.4	CAI, STP	numbers, cats

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.

Allow students discussion time. When students work in groups to plan and create a performance, always give them an allotted timeframe to discuss their ideas and potential activities. Remind students that it is discussion time and ensure all students have an opportunity to participate. Tell students that after discussion time, they will have a chance to put their ideas into practice. Having a plan for a performance better prepares all actors to play their part, unless the drama activity specifically requires improvisation.





TEACHER IN ROLE

'Teacher in role' means that the teacher becomes a part of the dramatic play. You may choose to 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. All lessons in this series are flexible, allowing you to be the lesson facilitator or to participate.

Should you need to step out of role for any reason, you can become the facilitator again. This could 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 middle 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 series involve students improvising and creating their own drama piece. 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. 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 the students or teacher stop an activity because it needs to be improved, this would be a good time to reflect. 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, students need to know when to progress to the next scene and so on. Also encourage students to make positive comments on their dramatic works.

Role-playing activities such as freeze frames, frozen moments, tapping in and hot seating 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.



IMAGINATION



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 8-10 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

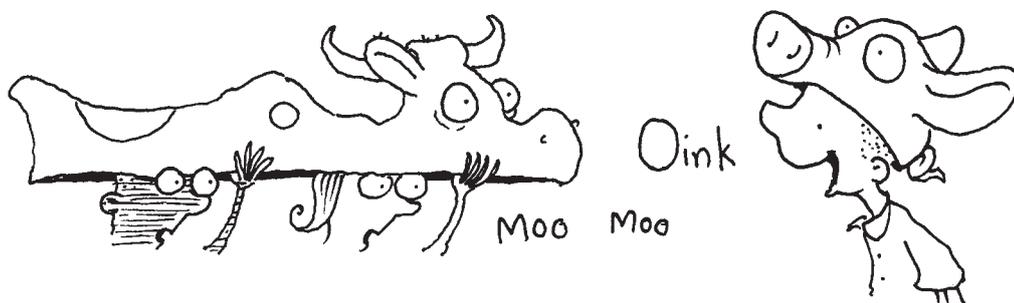
Students are given numerous opportunities to develop their imaginations, for example when they take on the role of a character. Becoming someone else means that the students have to recreate themselves. They think, walk and talk as their new persona would. The students develop story-lines for their character. 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 10 the students use their bodies to become the parts of a machine. They are divided into groups and each student in the group uses their imagination to role-play and create the sound effects for their part of the machine.

Middle primary students are given the opportunity to set the scene themselves. It is not necessary to use background scenery. Throughout the lessons, the teacher introduces the beginning of the scene, then students have to continue and complete the scenario through improvised or structured role-play and speech. As the lessons progress, students are given the opportunity to set the scene themselves. For example, in lessons 24 and 25 groups of students work together for playbuilding. This involves students creating a play using a collection of words as the impetus. The students develop appropriate characters and scenes. Playbuilding allows maximum scope for student imagination and allows the skills developed throughout the lessons to be used.



THEATRICAL TERMS GLOSSARY



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

frozen moments Students freeze in a carefully prepared position that indicates a scene they will perform. The audience should be able to decipher the poses – like reading the images in a picture book – to anticipate what is about to be performed.

hot seating A group of students volunteer to be characters and sit on chairs (the hot seats) in front of the class. The rest of the class interview the characters through questions based on a scenario presented by the teacher. The interviewers and characters hold an improvised conversation. The teacher explains that students need to avoid questions that can be answered with 'yes' or 'no'. All questions need to make the character elaborate and explain their responses. In this book, the hot seating technique can be developed in lesson 23.



improvisation This involves students creatively responding to various scenarios or statements. They do not prepare the performance in advance.

mime 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.



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.

role-play This involves the student playing the role of a character in a performance. This is the actual interpretation of the character in role.

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.

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THEATRICAL TERMS GLOSSARY



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.

shadowing

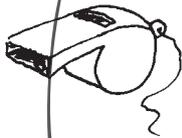


This is a form of acting that involves two people. One actor stands behind and slightly to the side of the other actor. This actor is the shadow. The shadow copies the exact movements of the actor in front of them, just like a real shadow. The shadow must copy all movements using every part of their body.

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, 'What are you thinking at this exact moment?' The student answers the question in role.

theatresports

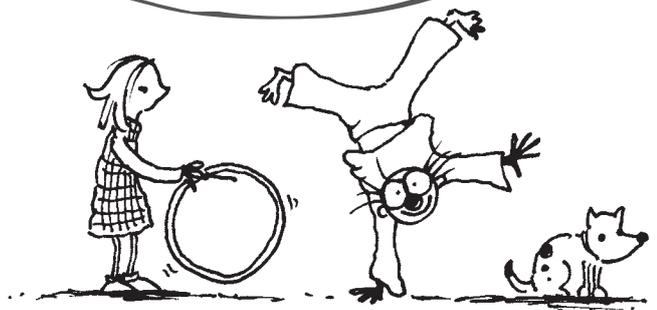


Theatresports uses the improvisation technique. In the theatresports activities in this book, two actors perform a scene based on a category chosen by the teacher. The teacher instructs the actors to freeze in the position they are in and then selects a third actor to take the place of one of the original two. This actor approaches the performers and nominates which player they will replace. The new actor assumes the frozen position of the original actor, then initiates a new activity based on the frozen positions. The remaining actor needs to adapt their performance to the new activity.

vox pop

The teacher provides students with a current affairs question. One student acts as a media reporter and interviews a panel of students who are acting as community members. Improvisation is the technique used in this dramatisation.

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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 their dramatic performances.

Improvisation – Students need to show that they can come up with a convincing and immediate response to a scenario presented to them. The lessons in this book 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 the processes of 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, 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 gradually increase 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 beginning of drama lessons.

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** form 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.

Student Self-Assessment

Colour the face that matches your performance best.
The bigger the smile, the better you were.



Needs improvement



Not too bad, but could be better



Average applause



Good work



Put my name up in lights!

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I enjoyed performing.



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My speech and enunciation were clear.



My drama performance made sense.

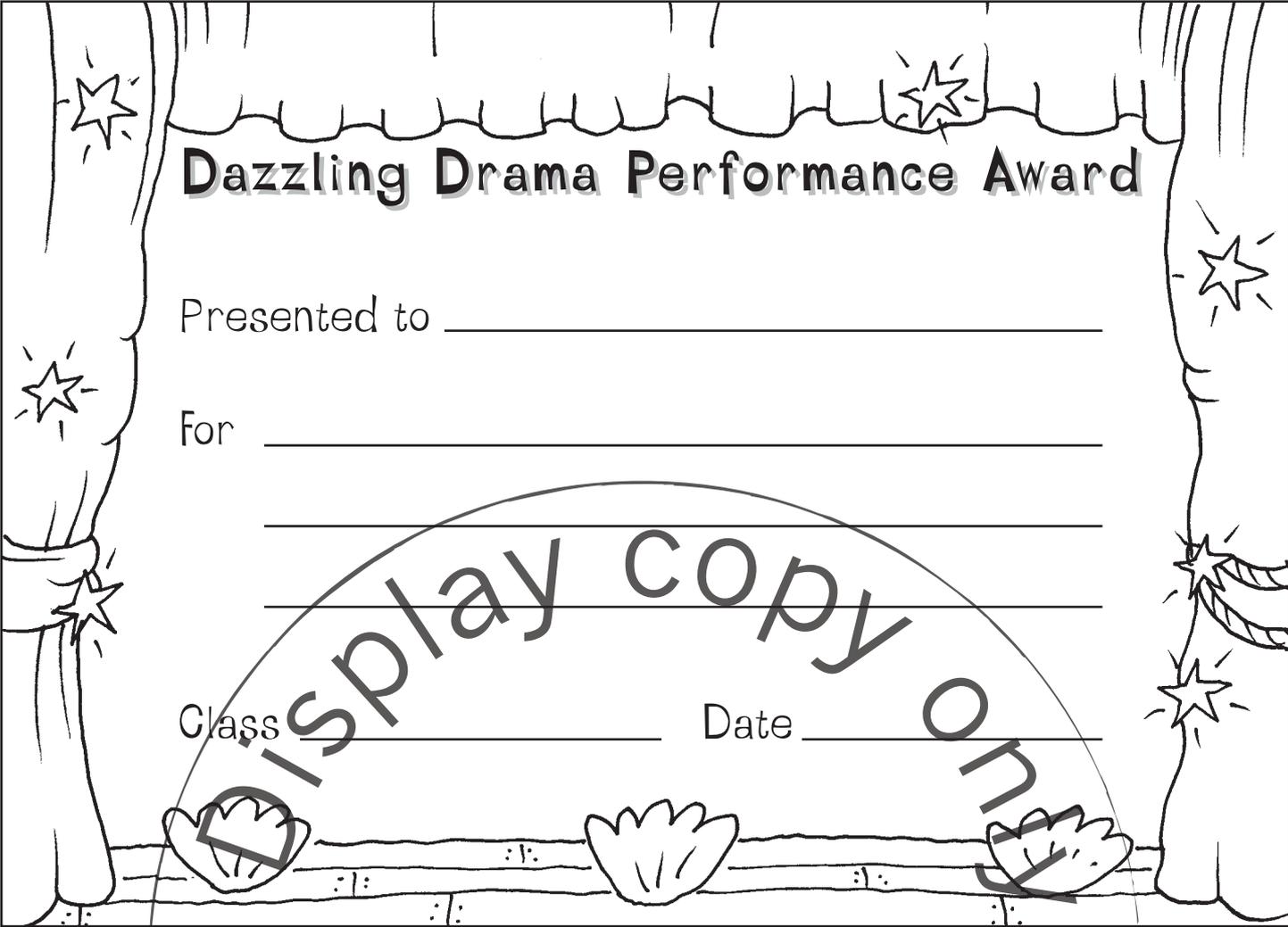


I feel that my drama skills have improved.



I worked well in groups.



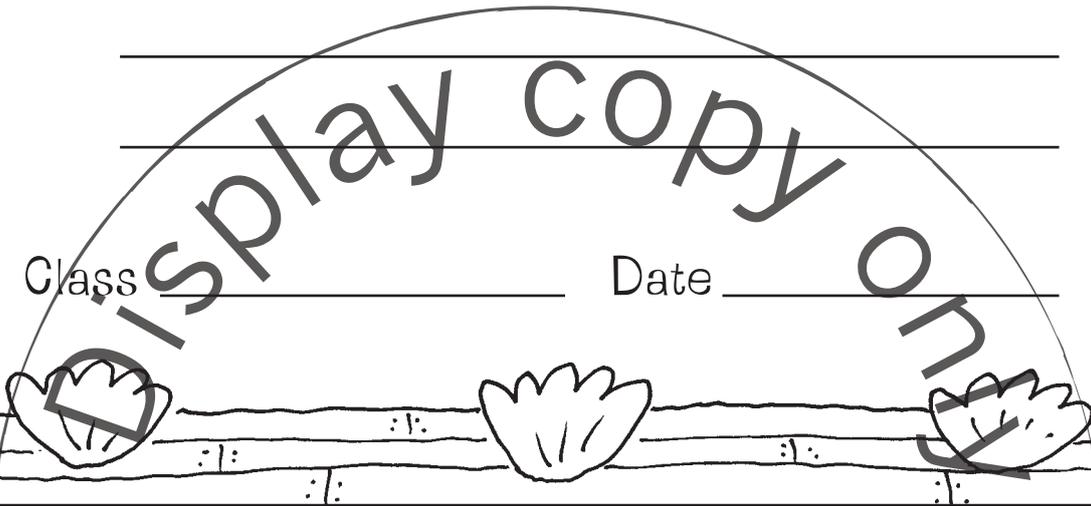


Dazzling Drama Performance Award

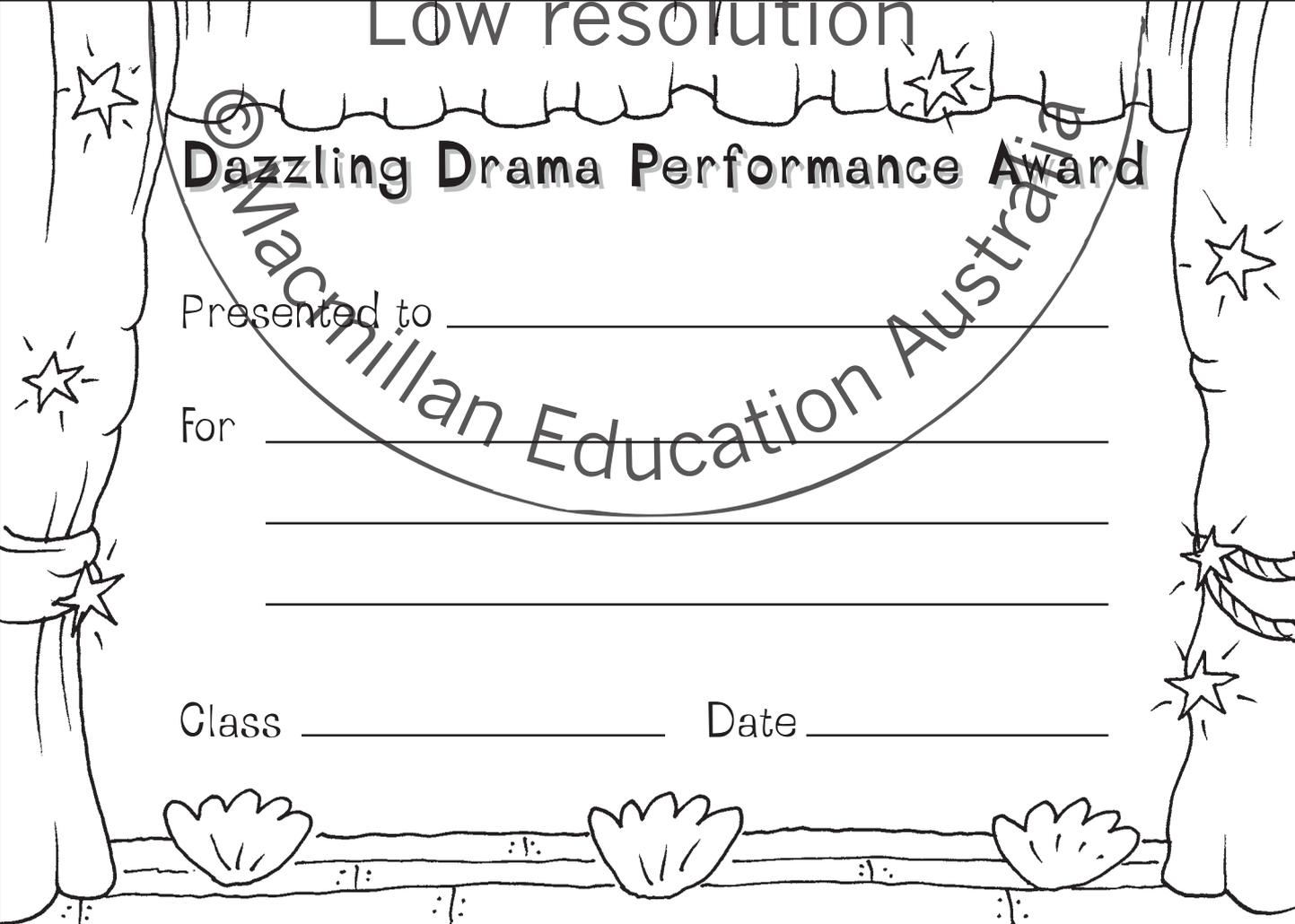
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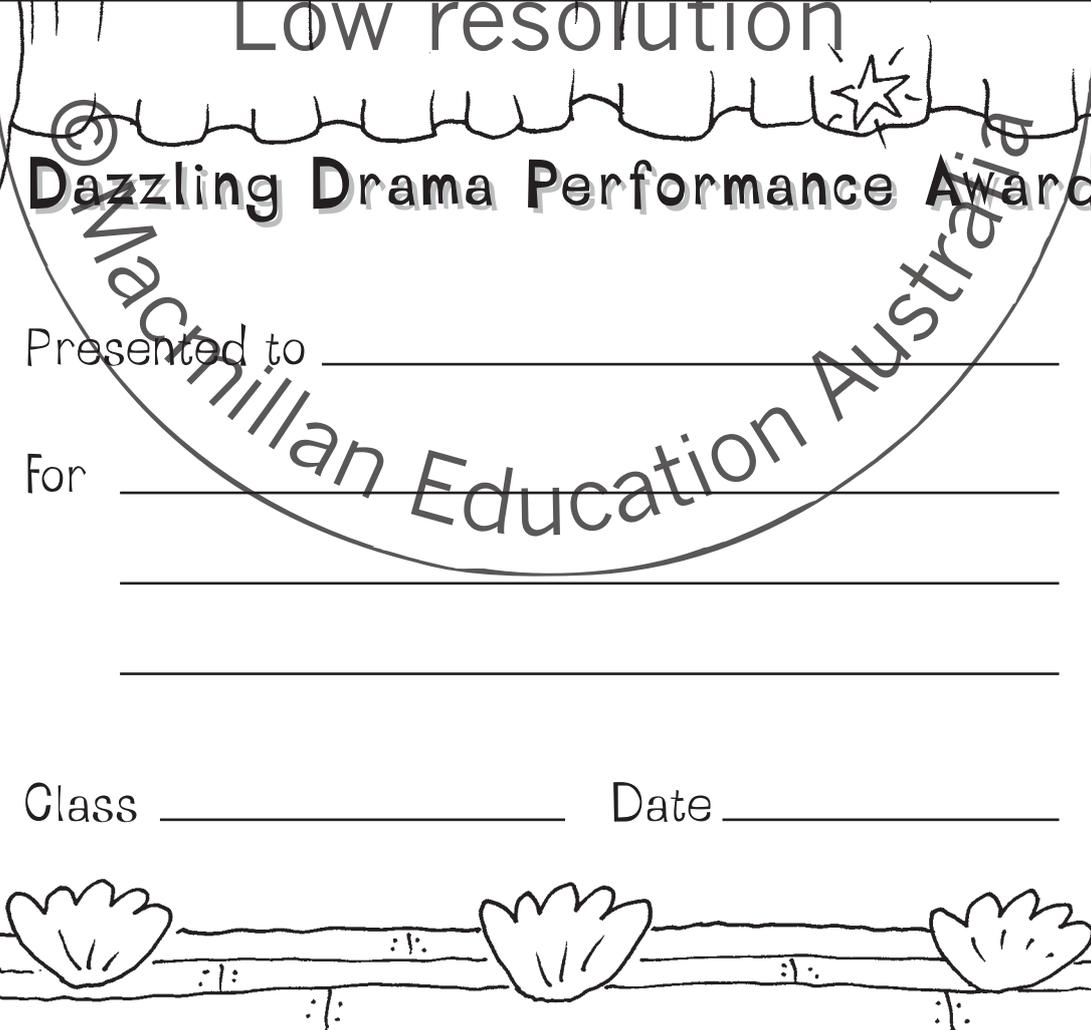


Dazzling Drama Performance Award

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Class _____ Date _____



BRAVO **ENCORE**

Amazing Audience Member Award

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Instant Replay!

OUTCOMES

- © QLD: DR3.1, DR3.2
- © NSW: DRAS2.2
- © VIC: 3.1
- © SA: 2.1, 2.3
- © WA: CAI, STP

INDICATORS: uses movement and voice skills to build the action of drama

Mr Dan
put the
jam on the
flan.



- © DRAMA SKILLS: moving, role-playing, improvising
- © KEY WORDS: basketball, restaurant, health

RESOURCES NEEDED: none

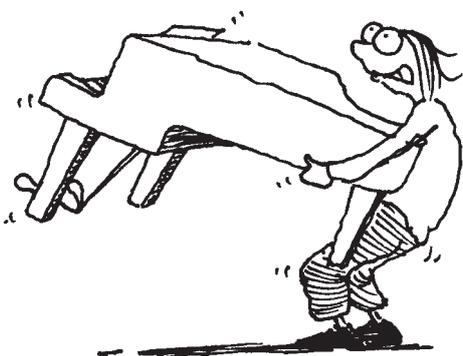
WARM-UP

PASS THE MYSTERY OBJECT

Have the students stand in a circle. Tell them that there is to be no talking or touching during the activity. They can only use facial expressions and exaggerated body movements.

Begin by explaining that students should imagine that an object is to be passed around the circle. Explain that the object could be heavy, light, large, small or whatever is indicated by your actions. Start with an imaginary object and demonstrate the type of object you are passing to the next student through facial expressions and exaggerated body movements. For example, strain your face and struggle as if passing a heavy, wide object. Encourage the student who receives the object from you to indicate the weight of the object as it is passed to the next student. Continue to pass the object around the circle.

The more emphasis on the size and weight of the object through facial expressions and body movements, the more effective the activity. Repeat with another object of a different weight and size.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Oh no . . . it's raining!' Students should shrug their shoulders and move their fingers like raindrops.

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: 'Mr Dan put the jam on the flan.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mr Dannn put the jammm onnn the flannn.'

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: 'Hear the sound all around; now the teacher has a frown.' 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 command, emphasising the letters in bold: 'Don't be slack – straighten your back.'

MOVEMENT

SPATIAL AWARENESS

Tell students that there is to be no talking or touching in this activity. Explain that the drama relies on movement only. Tell each student to imagine that they are a waiter in a busy room, carrying a tray full of drinks. Tell students to freeze into a pose, pretending to carry a tray full of drinks. They must hold this pose for five seconds. They need to take note of and remember their exact position and location. This position will be the starting point, called Spot A.

Tell the students to remember Spot A, then carry their tray full of drinks through the crowded room, without touching any real or imaginary person or talking to anybody. Use a cue to let the students know to freeze again. Tell the students that this is their new spot, Spot B, and they must remember their exact position and location.

Alternate calling out Spot A and Spot B. Have students move between these points as they are called out.

Have the students continue walking around the busy room with their tray of drinks. Use a cue to let the students know to freeze again. Tell them that this is their new spot, Spot C, and they must remember their exact position and location.

Alternate calling out Spot A, Spot B and Spot C. Have students move between these points as they are called out.

DRAMA ACTIVITY

BASKETBALL GAME

Divide students into two teams of five. Have one student role-play the referee.

Tell the students that they are to play an imaginary game of basketball on an imaginary basketball court. Explain that they won't use a ball, but they must act as if there is one. Have the referee check to see if the imaginary movements of the ball correspond closely to the real movements of the actors, and correct them if necessary by blowing an imaginary whistle.

The referee should also check that the students are following the rules of basketball. For example, in a real game of basketball the referee blows a whistle to call a 'foul', 'walking' or 'double dribble'. On the referee's whistle, the game stops and a member of the team who has not misplayed the game is given possession of the ball. The referee starts the game again. Make sure that the student acting as referee knows how to play the game and have them blow an imaginary whistle when an imaginary penalty is played. Please note that if a student is purposefully interfering with the game it is up to you to sit them out of the activity. Encourage the referee to continue with the game.

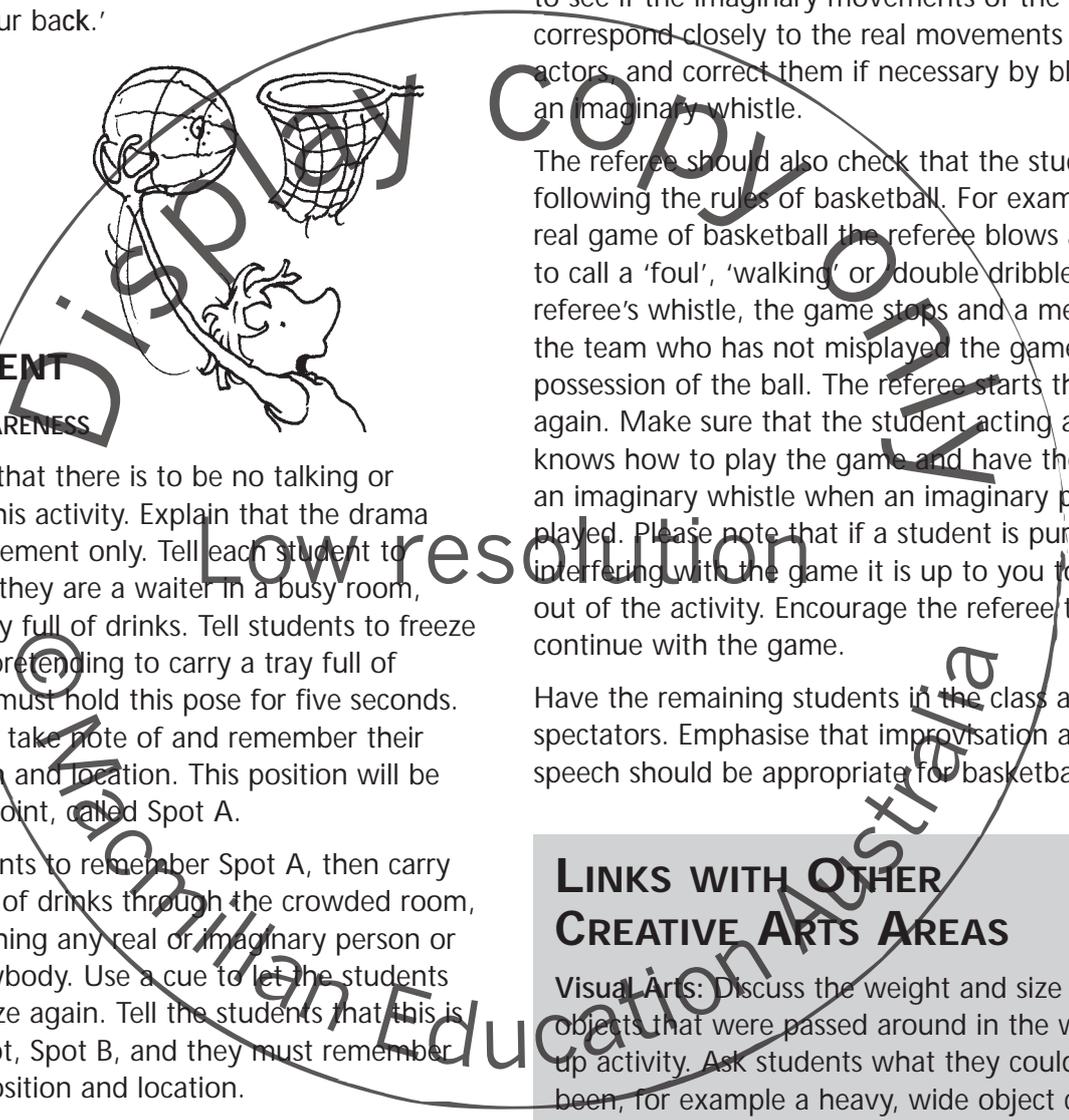
Have the remaining students in the class act as spectators. Emphasise that improvisation and speech should be appropriate for basketball.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Discuss the weight and size of objects that were passed around in the warm-up activity. Ask students what they could have been, for example a heavy, wide object could have been a microwave oven. Have the students make the objects they passed around out of play-dough.

Music: Play 'pass the mystery object' (warm-up activity) to music, changing the volume of the music. The teacher tells the students that the louder the music gets, the faster they pass the object; the softer the music gets, the slower they pass the object.



Throwing and Exploding!

OUTCOMES

- © QLD: DR3.1
- © NSW: DRAS2.1, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2
- © WA: CAI, STP

INDICATORS: takes on a role to interpret, improvise and dramatise a narrative



- © DRAMA SKILLS: moving, role-playing, improvising
- © KEY WORDS: cooking, candles

RESOURCES NEEDED: none

WARM-UP

THROW THE IMAGINARY OBJECT

Have the students stand in a circle. Explain that students should imagine that an object is to be thrown around the circle. Throw an imaginary object to a student while telling them what it is, for example a slinky, a beanbag or slime.

Explain that the students are to imagine they are catching the object that was thrown. Tell them that when they catch, hold and throw the imaginary object, they need to do so with appropriate actions. For example, if the imaginary object is a slinky, the student should try to hold the slinky and stop it from stretching or springing out of their hands. Encourage the student who receives the object from you to show the size, weight and texture of the object as it is thrown to the next student. Continue to throw the object around the circle. Also encourage appropriate reactions to actions such as a high throw, a missed catch, a bounced ball and so on.

The more emphasis on the size, weight and texture of the thrown object through facial expressions and body movements, the more effective the activity. Repeat with a different object.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Oh no . . . it's raining!' Students should shrug their shoulders and move their fingers like raindrops.

FORWARD PLACING

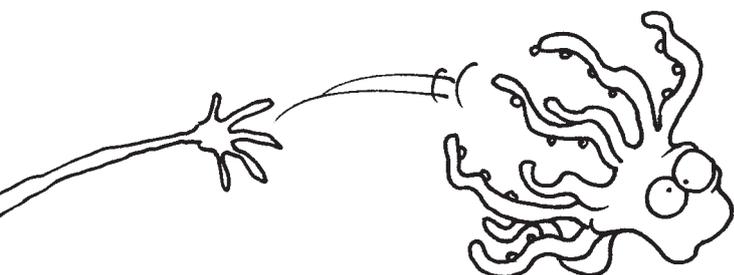
Have students practise speaking from the front of the mouth rather than from the throat, using the letters 'm' and 'n'. Students put one finger on their lips as if saying 'Sh'. Tell them to keep their lips loose, not tightly pursed. Have students hum the letter 'm' while their finger is on their loose 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: 'Mr Dan put the jam on the flan.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Mr Dannn put the jammm onnn the flannn.'

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: 'Hear the sound all around; now the teacher has a frown.' 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 command, emphasising the letters in bold: 'Don't be slack – straighten your back.'

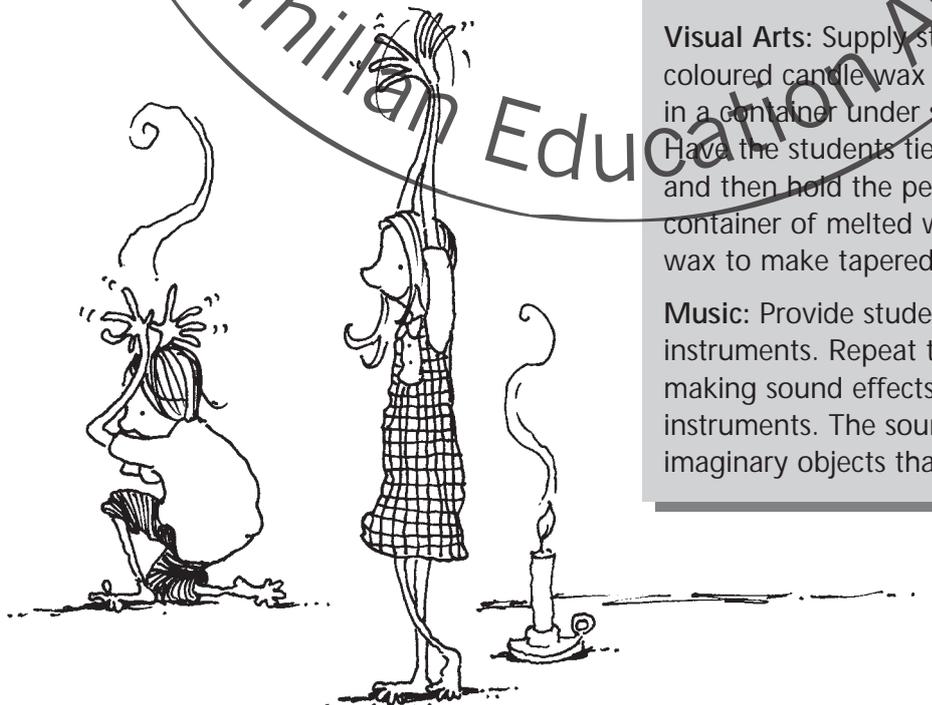
MOVEMENT

BODY AWARENESS

Tell students to imagine that they are different candles. They need to manipulate their bodies according to the shape of the candle you tell them to become. Encourage them to bend, stretch and shape themselves appropriately. Emphasise that this is an independent activity; students are not to work with each other.

Have students become a tall, twisted candle and walk across the room. Give students a cue to freeze. Tell them to now become a short, round candle. Explain that they have had their wick lit and they need to melt slowly. Encourage students to use movements to show that they are melting until they are very small with hardly any wax left.

Give students a cue to freeze. Tell them that they are now a sparkler being waved around. They need to use body movements to indicate the sparks flying as they are waved around.



DRAMA ACTIVITY

POPCORN

Explain to the students that you will give them a scenario to role-play. You will give them a cue to freeze and then tell them changes they need to make to the scenario. Tell them that this is meant to be an independent drama activity. Students should only have conversations with imaginary friends.

Tell the students to imagine that they are at home with a few friends and decide to make popcorn on the stove. The popcorn is popping. After about a minute give students a cue to freeze. Tell them that the popcorn starts popping all over the kitchen. Encourage them to react appropriately to the new situation.

After about a minute give students a cue to freeze. Tell them that their parents, who told them that they are not allowed to touch anything in the kitchen, enter the room. The students should react appropriately.

Encourage appropriate conversation as well as improvised actions, for example trying to put the lid back on the saucepan or saying things like 'Oh no, we're in so much trouble' and 'But, but, Mum, we were hungry.'

Have individual students volunteer to re-enact the activity as a performance for the rest of the class.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Supply students with pencils, coloured candle wax and wicks. Heat the wax in a container under safe, controlled conditions. Have the students tie the wicks to the pencils and then hold the pencil above the warm container of melted wax. Dip the wick into the wax to make tapered candles.

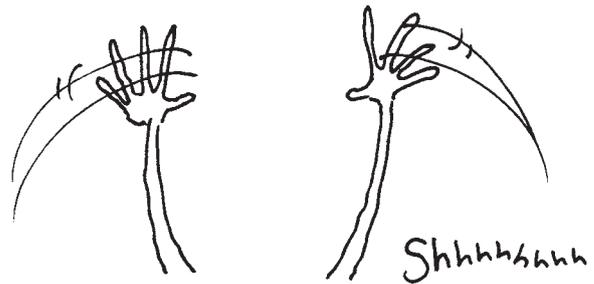
Music: Provide students with percussion instruments. Repeat the warm-up activity while making sound effects with the percussion instruments. The sound effects represent the imaginary objects that are thrown.

Silent Applause

OUTCOMES

- © QLD: DR3.1, DR3.3, DA & DDR3
- © NSW: DRAS2.1
- © VIC: 3.1
- © SA: 2.1
- © WA: CAI, STP

INDICATORS: uses drama skills to communicate with others through mime



- © DRAMA SKILLS: performing dance drama, miming, moving
- © KEY WORDS: hearing-impaired, butterfly

RESOURCES NEEDED: nature music

WARM-UP

PASS THE CLAP

Have the students stand in a circle. Start by turning towards the student next to you. Look straight into their eyes and clap towards them. Explain that the student needs to catch this clap and pass it to the next student, making eye contact with them. Have the students continue passing the clap around the circle, trying not to anticipate the clap before it gets to them.

After the students have mastered this activity, stop them to listen to the next set of instructions. Explain that you will now add the word 'boing'. Tell them that when they say 'boing', they have to do a star jump. Explain that this action signifies that the clap must be passed in the opposite direction around the circle. That is, instead of passing the clap clockwise it will change to an anti-clockwise direction and vice versa.

Allow students to use this new action. Tell them that it must not be overused; it should be random. The aim is to continually and smoothly pass the clap around the circle. Limiting the students to one 'boing' each may ensure that the warm-up runs smoothly.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Quick . . . hurry up . . . we're late!' Students should point to their watch or wrist.

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 Mr Mouse never cleans the house.' Emphasise that any time they say the letters 'm' and 'n', students must hum those letters, for example '*Nnnaughty Mmmister Mmmouse nnnnever cleannns the house.*'

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: 'Out! Out! Put the garbage out!' 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 'b' and 'd' by repeating this statement after you, emphasising the letters in bold: 'You must be mad if you think I'm glad.'

MOVEMENT

DANCE DRAMA

Listen to nature music and have each student role-play a caterpillar weaving its cocoon. Ensure that the students move to the rhythm of the music. Explain that different scenarios will be presented. The students' body movements need to change accordingly.

Tell the students that they need to slowly come out of the cocoon as a butterfly. When they first come out, their wings are wrapped around their bodies. They should stretch their wings. Emphasise that their body movements need to resemble the motions of the butterfly.

As the music continues, have the students flutter around and explore their environment as butterflies. Suggest that they could move from leaf to leaf, smell the flowers, look at their reflection in the river and so on.

DRAMA ACTIVITY

THEATRE OF THE DEAF

Divide students into groups of five or six. Explain that each group has to stand in a straight line. All groups will be lined up in rows, next to each other and facing you. Tell the students that the first student in each line will be the leader of their group. State that everyone will have a turn at being the leader.

Ensure that the leaders of each group face you. The rest of the students need to face the other direction so that they cannot see the leader.

This activity involves the same concept as 'Chinese Whispers'. Explain that you will perform a three- to four-part mime sequence, for example place your hands on your head, place your hands on your hips and then wiggle about. Ensure that this sequence is

observed by the leaders of each group, but not by the rest of the students. The leaders have to remember the sequence because they will perform it for the next person in their group.

Explain that this activity revolves around the students imagining that they are deaf. There is to be no talking; the entire activity is based on observation. State that the leader has to turn around and tap the next student on the shoulder. The tapped student has to turn around and watch the leader of their group do the mime. The tapped student has to remember the sequence because they will perform it for the next person in their group. When the sequence is complete they turn around and tap the next student on the shoulder.

Have all groups continue until the sequence has reached the last student in the line. Then have the last student of each group come out to the front of their line and demonstrate the mime to the class, as they remember it.

Have the last student become the new leader of their group. Everyone else stays in the same order. Have the new leaders of each group face you. The rest of the students need to face the other direction so that they cannot see the leader. Perform a new mime sequence that the leaders have to observe in silence. Repeat the activity.

Continue the activity until all students have had a turn to be the leader of their groups.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Have students fold an A3 piece of paper into eight squares. Provide them with coloured pencils. Explain that they need to use colour and various line manipulations to draw sounds for a deaf person. They cannot draw a picture of an exact object; they need to represent it creatively. For example, draw the sound of birds chirping, a piano playing, a dog barking, a baby crying, children playing and so on.

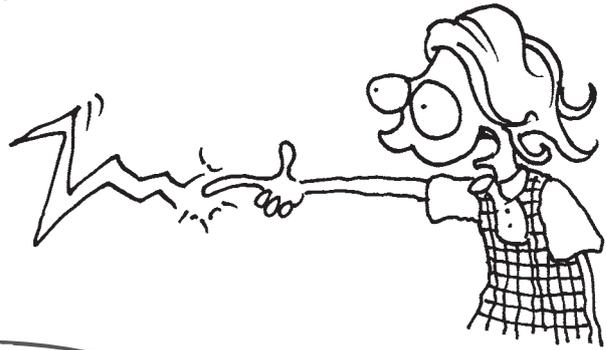
Music: Provide students with various percussion instruments, such as tambourines, triangles, bongos and cymbals. Have the students play 'Pass the Clap' (the warm-up activity), but in place of clapping, each student uses a percussion instrument. The rules of 'Pass the Clap' still apply.

Zap!

OUTCOMES

- © QLD: DR3.1
- © NSW: DRAS2.1, DRAS2.2, DRAS2.4
- © VIC: 3.1
- © SA: 2.1
- © WA: CAI, STP

INDICATORS: creates performances that use character roles and sounds to convey situations



- © DRAMA SKILLS: role playing, improvising, freezing
- © KEY WORDS: transport, animals

RESOURCES NEEDED: Task Card 1

WARM-UP

PASS THE CLAP AGAIN

This follows on from the warm-up activity in the previous lesson. Have the students stand in a circle. Start by turning towards the student next to you. Look straight into their eyes and clap towards them. Have students continue passing the clap around the circle, trying not to anticipate the clap before it gets to them. Allow the students to add the word 'boing' and the star-jump action from lesson three.

After the students have mastered these activities, stop them to listen to the next set of instructions. Introduce a ducking action into the activity. Explain that ducking down to a squatting position allows the clap to skip over the student who has ducked. The student next to them has to catch and continue passing the clap.

Allow students to use this new action. Tell them it must not be overused; it should be random. The aim is to continually and smoothly pass the clap around the circle.

After the students have mastered this activity, stop them to listen to the next set of instructions.

Explain that you will now add in the word 'Zap'. Tell them that when they say 'Zap', they have to use eye contact and point their finger to a student on the other side of the circle. The student who was zapped continues passing the clap in the same direction that it was previously being passed.

Allow students to use this new action but remind them not to overuse it. Limiting the students to

one of each action besides clapping may ensure that the warm-up runs smoothly.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly and with actions: 'Quick . . . hurry up . . . we're late!' Students should point to their watch or wrist.

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 Mr Mouse never cleans the house.' Emphasise that any time they say the letters 'm' and 'n', students must hum those letters, for example 'Nnnaughty Mmmister Mmmouse nnever cleannns the house.'



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: 'Out! Out! Put the garbage out!' 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 'b' and 'd' by repeating this statement after you, emphasising the letters in bold: 'You must be mad if you think I'm glad.'

MOVEMENT

SPATIAL AWARENESS

Tell students to imagine they are standing in the aisle of a crowded, moving bus. It is rush hour and they are on their way home. The students are holding bags of shopping in one hand and holding onto the rail above them with the other hand.

Explain that with so many people on the bus, it is getting very hot. Tell the students that the imaginary person near them is trying to open a window but the window is stuck. The imaginary person asks the student for help. Give the students a cue. This signifies that they have to avoid the imaginary people sitting and standing near them while reaching over to open the window. They must avoid hitting anyone with their bags and must try not to lose their balance.

DRAMA ACTIVITY

ANIMALS

Give students a piece of paper with the name of an animal from **Task Card 1**. Tell them that they are not allowed to say the name of their animal or let anybody else in the class know what their animal is. Although they do not know it, there are two of each animal.

Give students a cue to freeze. Tell them that they have to start role-playing their animals. Encourage the students to make noises and appropriate actions.

After a few minutes, give students a cue to freeze. Tell them that there are really two of each animal within the class. Give students one minute to find

their partner while making animal noises and actions, but ensure that they do not talk or discuss their animals with each other. Tell students that they will have a chance to share their identities with each other after the class re-forms as a group.

Once all students have paired up, have the class form a circle so that partners are next to each other. Remind students not to talk or discuss their animals with each other. On completion of the circle, go around the circle and have each student make the sound of their animal to discover whether or not they have joined up with the correct animal partner.

Tell the students to continue role-playing their animals and give them specific scenarios to represent. Give them a cue to freeze. Tell them that the animals are hungry. Suggest that they could eat in a greedy, devouring fashion or eat slowly.

Give the students a cue to freeze. Tell the students that the animals are thirsty. Suggest that the animals could show that they are thirsty by drinking with big gulps or little sips.

Give the students a cue to freeze. Tell the students that the animals are tired. Encourage the students to sleep how their animal would sleep, for example upright, sitting, lying down on a branch and so on.



LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with a papier-mâché mix of flour and water for paste, strips of newspaper and balloons. Have the students blow up the balloons and create the papier-mâché animals that they role-played in the drama activity.

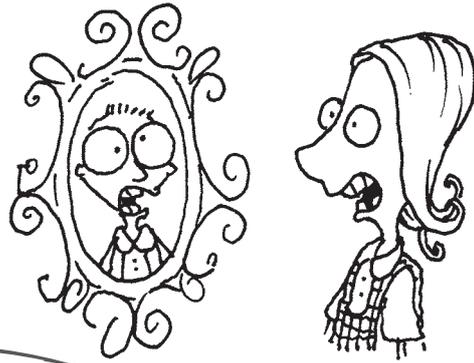
Music: Have the students find various objects from within the immediate environment to make animal sounds, for example by scrunching up paper, scratching chairs, tapping pencils and so on.

Mirror, Mirror ...

OUTCOMES

- © QLD: DR3.1, DR3.3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2
- © WA: CAI, STP

INDICATORS: takes on a range of characters to interpret different situations with a focus on mirroring



- © **DRAMA SKILLS:** mirroring, improvising, tapping in
- © **KEY WORDS:** symmetry, food, parade

RESOURCES NEEDED: none

WARM-UP

MIRRORING

Divide students into pairs. Explain that student A is the person looking in the mirror and student B is the reflection. Tell student B that they must copy all of student A's movements. Inform pairs that student A is looking in the mirror above a sink, washing their face. Suggest that they could be using soap, a washer, cleanser, water and a towel.

Tell students to swap roles. Student A must copy student B's movements. Inform pairs that student B is a clown, painting their face to get ready for the circus. They must take great care when applying the face paint around their eyes, mouth and nose.

Tell students to swap roles again. Student B must copy student A's movements. Inform pairs that student A is at the sink, brushing and flossing their teeth.

Tell students to swap roles again. Student A must copy student B's movements. Inform pairs that student B is blow-drying, brushing and styling their hair.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Hooray, hooray, it's time to play.'

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 'Peter Pan tried to foil the plan by making a make-believe man.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example '*Peter Pannn, tried to foil the plannn by mmmaking a mmmake-believe mmmannn.*'

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: 'Look up, look down, see what I have found.' 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 'g' and 'r' by repeating this statement after you, emphasising the letters in bold: 'Gavriel is rolling along in the green grass.'

MOVEMENT

BODY AWARENESS

Tell students to imagine that they are different food items. They need to manipulate their bodies according to the shape of the food you tell them to become. Encourage students to bend, stretch and shape themselves appropriately. Emphasise that this is an independent activity; students are not to work with each other.

Have students twist themselves into a pretzel, roll up like an orange, pour out of a jug like milk, melt like an ice-block, then sizzle like an onion.

DRAMA ACTIVITY

FANCY DRESS PARADE

Have students work in pairs. Ask them to form an inner circle and an outer circle so that partners are facing each other. Call one circle A and the other circle B. Inform students that student A must improvise a character of their choice at a fancy-dress parade. Tell them that they must take on the persona of this character, including their facial expressions, hand gestures and body movements. Have student B mirror student A's actions.

Give students a cue to freeze. Tell students to swap roles. Student B must improvise a different character of their choice at a fancy-dress parade. Have student A mirror student B's actions.

Give students a cue to freeze. Tell them to find a spot in the room. Explain that they are no longer working with partners; the rest of this activity is to be performed independently. State that they still need to imagine that they are wearing their fancy-dress costumes, because they are still involved in a fancy-dress parade. Tell them that you will describe various scenarios and they must imagine that they are involved in them. They need to react appropriately.

Tell the students that they have won a prize for the best-dressed character in the fancy-dress parade. They need to react to this news. Give the students a cue to freeze in their exact position. Explain that you will be using the 'tap in' method to initiate action. That is, you will tap individual students on the shoulder. They need to act out exactly what would be happening from their freeze. You can tap more than one student at a time so that more than one character is performing at a time. Tap a student again to signify that he or she needs to re-freeze.

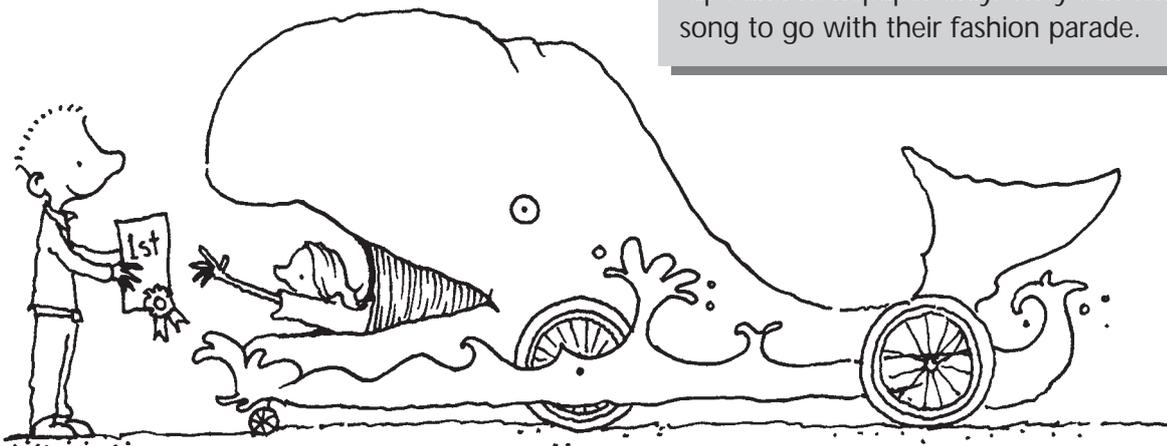
Give all students a cue to freeze. Tell them that a child with melted chocolate on his hands bumps into them and spoils their costume. They need to react to this. Give students another cue to freeze. Tell them that the child starts crying and they need to respond. Give students a cue to freeze in their exact position. Use the 'tap in' method to initiate action from various students. They need to act out exactly what would be happening following their freeze.

Give all students a cue to freeze. Tell them that a man on stilts, walking next to them, falls over. They need to react. Give them a second cue to freeze. Use the 'tap in' method to initiate action from various students. They need to act out exactly what would be happening following their freeze.

Give the students a cue to freeze and tell them that it starts to rain. They need to react. Give the students a cue to freeze in their exact position. Use the 'tap in' method to initiate action from various students. They need to act out exactly what would be happening following their freeze.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts and Music: Divide students into groups of four. Have the groups make costumes for a fancy-dress parade using scissors, masking tape and newspaper only. They can select a song to go with their fashion parade.

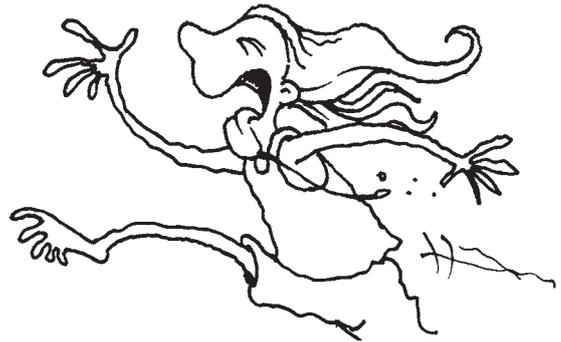


On Your Marks, Get Set, Go!

OUTCOMES

- © QLD: DR3.1, DA & DDR3
- © NSW: DRAS2.2
- © VIC: 3.1
- © SA: 2.1, 2.4
- © WA: CAI, STP

INDICATORS: uses movement and voice skills to interpret and represent various characters through sculpting



- © **DRAMA SKILLS:** performing dance drama, sculpting
- © **KEY WORDS:** races, plants

RESOURCES NEEDED: nature music

WARM-UP

SLOW-MOTION RACE

Divide the students into two groups. Tell students that one group will be competitors and the other group will be spectators. Explain that the competitors will role-play an imaginary race while the spectators role-play cheering on the side of the imaginary racecourse. Explain that all actions must be role-played in slow motion.

Line up the competitors on one side of the room. Tell them that they will have to race from that side of the room to the other side in slow motion. Tell the spectators that they have to cheer on the competitors, also using slow-motion actions. Explain that even the spectators' words have to be expressed in a slow-motion fashion.

Explain to the competitors that as one foot hits the ground, the other foot has to come up, otherwise they are disqualified from the race. Tell them that the winner is the last person to cross the finish line.

Have the groups swap roles and repeat the activity.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Hooray, hooray, it's time to play.'

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: 'Peter Pan tried to foil the plan by making a make-believe man.' Emphasise that any time students say the letters 'm' and 'n', they must hum those letters, for example 'Peter Pannn tried to foil the plannn by mmmaking a mmmake-believe mmmannn.'

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: 'Look up, look down, see



what I have found.' 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 'g' and 'r' by repeating this statement after you, emphasising the letters in bold: 'Gavriel is rolling along in the green grass.'

MOVEMENT

DANCE DRAMA

Listen to nature music and have students imagine and role-play that they are seeds blossoming into flowers. Ensure that students move to the rhythm of the music. Explain that different scenarios will be presented to them. Their body movements need to reflect the scenarios.

Tell students that they need to curl their bodies up so that they resemble a seed in the ground. Tell them to slowly break through the earth into a stem with leaves. When they first come out, their leaves are wrapped around themselves. They should stretch their leaves out into full bloom. State that they then develop a small bud at the top of their stem, gracefully opening up and blooming into a beautiful flower. Emphasise that their body movements need to resemble the motions of the flower opening up.

As the music continues have the students react to different weather conditions. Tell them that it is raining. Next, the sun comes out, and it is an extremely hot day. The flowers might droop until the next rainfall. Eventually there is a slight breeze, and the day becomes very windy. There are a few drops of rain and then the air becomes still.



DRAMA ACTIVITY

SCULPTING

Tell students to find a partner. Have them stand in two straight lines, approximately five steps apart, so that partners face each other. Call one line A and the other line B.

Line A students step up to their partner in line B and sculpt them into a robot by physically moving them into position. Line B students then sculpt their partner in line A into an animal by physically moving them into position. Have students move five steps apart again, and line A students move down one place to a new partner.

Line A students sculpt their partner in line B into an animal by using verbal commands only; they are not allowed to touch their partner. Have line B students verbally sculpt their partner in line A into a robot. Have line A students move down one place to a new partner.

Have line A students sculpt their partner in line B into a fairytale character by using hand gestures. Tell them that they are only allowed to point and move their hands. They are not allowed to demonstrate the position. Remind students there is to be no speaking or touching. Have line B students sculpt their partner in line A into a different fairytale character using hand gestures. Have line A students move down one place to a new partner.

Have line A students sculpt their partner in line B into a toy. Tell students that they can use eye contact and facial expressions only, for example pointing with their nose. Emphasise that there is to be no speaking or touching. Have line B students sculpt their partners in line A into a different toy using eye contact and facial expressions only.

LINKS WITH OTHER CREATIVE ARTS AREAS



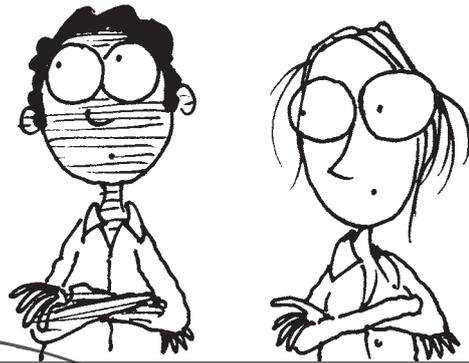
Visual Arts: Complete an artist study on the artist Claude Monet, focussing on his waterlily paintings.

What Are You Doing?

OUTCOMES

- © QLD: DR3.1
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3
- © VIC: 3.1
- © SA: 2.1
- © WA: CAI, STP

INDICATORS: role-plays and improvises a range of everyday situations



- © DRAMA SKILLS: improvising
- © KEY WORDS: cooperation, transport

RESOURCES NEEDED: none

WARM-UP

LINE WALK

Divide students into two groups. Tell students that one group will be competitors and the other group will be spectators. Explain that the room will be an imaginary racecourse. Appoint one side of the room as the start line and the other side of the room as the finish line. Explain that the spectators will sit and watch from the finish line.

Tell the students that the competitors will stand in a straight line, touching shoulder to shoulder, but not uncomfortably squashed together. The competitors will walk in a straight line from one side of the room to the finish line. Explain that if a student moves too quickly, too slowly, or breaks the line, the line walk will begin again from the starting line. Have students do this activity without talking.

Swap roles and repeat the activity.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying in a whisper: 'Sh. The movie is about to start and I can't hear.' Students should place their finger to their lips when saying 'Sh'.

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: 'Mmmm, crunchy M & M's are nice and yummy in my tummy.' Emphasise that any time they say the letters 'm' and 'n', students must hum those letters, for example 'Mmmm, crunnchy Mmm & Mmm's are nnnice annd yummmmy innn mmmmy tummmmy.'

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: 'Look out or I'll wash out your mouth.' 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 blend 'ing' by repeating this question after you, emphasising the letters in bold: 'Can you think of something to **ing**?'

MOVEMENT

SPATIAL AWARENESS

Tell students to imagine they are in a crowded airport shuttle bus, carrying a suitcase in one hand and a big bouquet of flowers in the other hand.

Give students a cue and explain that this cue signifies that they sneeze from the mixture of fragrances in the airport shuttle bus. Tell the students that they must somehow get a tissue from their pocket and wipe their nose without putting down their things or touching anybody else in the crowded bus.

Give the students a cue to freeze. Tell them that this cue signifies that they have dropped the tissue onto the head of a sleeping person in front of them. They have to try to get the tissue off the sleeping person's head, without disturbing or waking them. Remind students that they still have their hands full with a suitcase and a bouquet of flowers.

Give students a second cue to freeze. Tell them that this cue signifies that they have disturbed the sleeping person because the bouquet of flowers has gently rubbed and tickled the person's neck. That person has woken and is very cranky. The students must react to the situation.



DRAMA ACTIVITY

WHAT ARE YOU DOING?

Have the students sit in a circle. Stand in the centre of the circle and mime the action of brushing your hair. Explain that a student must ask, 'Mrs/Ms/Miss/Mr _____, what are you doing?' Choose a student from the circle to repeat the question to you.

Reply with an answer different from the action, such as 'I'm tying my shoelace,' while miming brushing your hair. The student who asked the question goes into the centre of the circle. Explain to that student that they now have to mime the action of tying their shoelace.

Prompt the next student in the circle to ask, '_____, what are you doing?' Explain that the student has to repeat the procedure set by you originally. That is, the student must reply with an answer different from the mimed action.

Continue the process until all students have had a turn.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with grey paper, textas, magazines with pictures of people, scissors, glue and coloured cellophane. Have the students use all of the materials provided to create a picture of a crowded shuttle bus.

Music: Provide students with percussion instruments such as tambourines, triangles, bongos and cymbals, and have a piece of instrumental music ready to play to them. Play the drama activity 'What are you doing?'. Place the percussion instruments in the centre of the circle. Have a student play an instrument in time to the instrumental music. Have the next student in the circle ask, 'What are you playing?' Have the student playing the percussion instrument name a different instrument. Then have the student who asked the question pick up the named instrument and play in time to the music. Continue around the circle.

Media Watch

OUTCOMES

- © QLD: DR3.1, DR3.2, DR3.3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2, 2.3
- © WA: CAI, STP

INDICATORS: works in collaboration with others to develop an improvisation related to a given current affair issue



- © DRAMA SKILLS: improvising, participating in vox pop
- © KEY WORDS: show, media, environment

RESOURCES NEEDED: Task Cards 2 and 3

WARM-UP

FURNISH THE EMPTY SPACE

Divide students into pairs. Have each pair find a spot in the room and ask them to stand facing each other. This activity is very similar to mirroring. Explain that student A will perform a simple action, such as beginning with their arm and hand outstretched and pulling it back towards their body. Student B needs to fill in or 'furnish' the empty space. That means that as student A stretches their arm and hand out in front of them, student B must pull their arm and hand back towards their body. Alternatively, should student A pull their arm back towards their body, then student B must stretch their arm out in front of their body. This furnishes the empty space.

Student B must copy all of student A's body movements, only in the opposite direction. Any body movement must be filled. For example if student A moves forwards, student B moves backwards; if student A draws back, student B leans out; if student A shrinks, student B grows taller and so on.

Have the students swap roles and repeat the activity.

SPEECH AND ENUNCIATION

PROJECTION

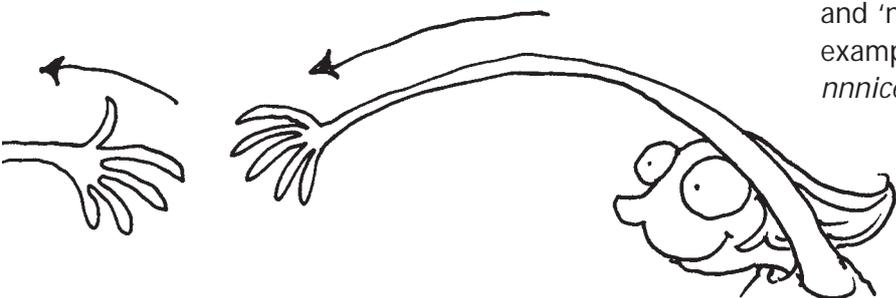
Have the students use one breath and practise saying in a whisper: 'Sh. The movie is about to start and I can't hear.' Students should place their finger to their lips when saying 'Sh'.

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: 'Mmmm, crunchy M & M's are nice and yummy in my tummy.' Emphasise that any time they say the letters 'm' and 'n', students must hum those letters, for example 'Mmmm, crunnchy Mmm & Mmm's are nnnice annnd yummmmy innn mmmmy tummmmy.'



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: 'Look out or I'll wash out your mouth.' 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 blend 'ing' by repeating this question after you, emphasising the letters in bold: 'Can you think of something to **ing**?'

MOVEMENT

BODY AWARENESS

Tell students to imagine that they are snow. They need to manipulate their bodies according to the shape of the snow you tell them to become. Encourage students to bend, stretch and shape themselves appropriately. Emphasise that this is an independent activity; students are not to work with each other.

Have students roll into the shape of a small snowball. Tell them that they begin to roll down a slope and slowly grow larger as they collect more snow.

Give students a cue to freeze. Tell them to imagine that someone is building them into a snowman. After approximately one minute explain that the sun has come out and they slowly melt until they are just a puddle of water.

DRAMA ACTIVITY

Vox Pop

Divide students into groups of five. Have each student decide which one of the following roles they will role-play in their group so that all roles are represented: reporter, parent, student, principal or school cleaner. Give each group their role cards from **Task Card 2**. They could tape these to their shirts.

Explain that 'vox pop' is all about improvisation. The groups will not be given time to practise; they need to quickly think of answers to a question asked of them. Answers need to be relevant to the character they are role-playing. Have a group volunteer to perform their 'vox pop' first.

Give the student who is role-playing the reporter a cue card from **Task Card 2**. Explain that the reporter has to pose this question to the other four students, one at a time. Each student must improvise a response using a voice level, tone, mood, emotion and gestures appropriate to their character. Encourage the reporter to improvise follow-up questions to the other students' responses and encourage clearly expressed and thorough answers.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Have students work in pairs. Provide each pair with a shoebox, coloured paper and a variety of craft materials so that they can create a diorama. Explain that they are to design and furnish their dream bedroom.

Music: Have students perform the vox pop drama activity but sing their responses as an opera, rap, quickly, slowly, softly, loudly and so on.



Ghostbusters



OUTCOMES

- © QLD: DR3.1, DA & DDR3
- © NSW: DRAS2.1, DRAS2.2
- © VIC: 3.1
- © SA: 2.1, 2.2
- © WA: CAI, STP

INDICATORS: role-plays a wide range of characters and imagined situations, creates performances that use character roles and sounds to convey situations

- © **DRAMA SKILLS:** role-playing, performing dance drama
- © **KEY WORDS:** community, ghosts, snakes

RESOURCES NEEDED: *Ghostbusters* soundtrack or similar music

WARM-UP

CHARACTER CAREERS

Discuss different careers with the class, such as hairdresser, firefighter, waste-collection worker and so on. Brainstorm the different roles and activities involved in each of the careers.

Have students find a spot in the room. Explain that you will name one of the careers brainstormed. Have all students role-play this career. Encourage appropriate and clearly expressed actions for the career the students role-play.

Give students a cue to freeze. Have them offer suggestions of other careers for the class to perform. Continue to name more careers for students to role-play.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Our school – it's what we make it.'

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 letter 'n' while humming the statement: 'You'll never, never know if you never, never go.' Emphasise that any time they say the letter 'n', students must hum it, for example 'You'll *nn*ever, *nn*never *knn*now if you *nn*ever, *nn*never go.'

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: 'The tower holds a lot of electrical power.' This should be practised clearly,



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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 'f' and 'v' by repeating this statement, emphasising the letters in bold: 'Of course we have fun with our fabulously favourite teachers, Mrs Chiert and Ms Hunsberger.' (Insert appropriate teacher names for your class.)

MOVEMENT

DANCE DRAMA

Divide students into two groups. Tell one group that they are ghosts, while the other group are ghostbusters.

Listen to the theme song from the movie *Ghostbusters*, by Ray Parker, Jr, or a similar piece of music. Have the ghostbusters put on or carry ghost-extinguishing gear. Explain that the ghostbusters need to save the earth from pesky ghosts. They have to pretend to be on the prowl, looking for ghosts. The ghostbusters try to chase and 'spray' the ghosts. These ghosts are menaces but not dangerous.

Have the ghosts move about the room, waving their arms and behaving in a pesky manner, but not in a dangerous or inappropriate manner. Ensure that all students use their drama skills to role-play their characters and avoid overactive, rough behaviours.

Encourage appropriate comments for ghosts and ghostbusters, such as 'You'll never get me!' or 'I'll spray you with my supersonic spray!'

Explain that the ghosts are in a movie theatre and are behaving very badly. They are flapping the movie screen around, bumping popcorn out of viewers' hands, swinging the empty seats open and shut and so on. The ghostbusters need to capture the ghosts.



Give the students a cue to freeze. Explain that they are now in the Queen's Palace. They have been called in as the pesky ghosts are moving the furniture around and emptying out the drawers. The ghostbusters need to be careful not to trip over as they chase the ghosts.

Swap roles and repeat the activity.

DRAMA ACTIVITY

THE DIAMOND PYTHON

Divide students into groups of approximately five. Have the students form a straight line and close their eyes. Tell the students that they must become a diamond python. Explain that with their eyes still closed, they must use their hands to investigate the back of the head, neck and shoulders of the person in front of them. Encourage students to touch their peers gently.

Give the students a cue to freeze. Tell them to open their eyes and tell them that their diamond python has to break up into pieces.

Give the students a second cue to freeze. Tell them that they have to regroup with their eyes shut to become the original diamond python. They must use touch and not talk. After all groups have formed themselves into groups of five again, have them open their eyes and slither around room like a diamond python in their groups.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts and Music: Provide students with stockings and string. Have the students make snake puppets using the stockings. Cut string into one-metre lengths and have the students attach a length of string to the top of their stocking snake puppet heads.

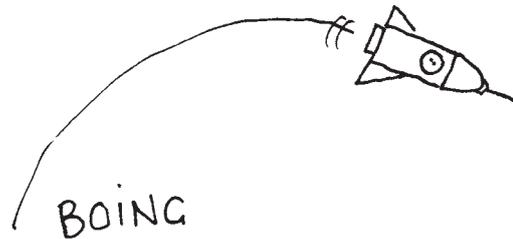
Have the students get into groups of four. Provide groups with xylophones. Explain that two students will act as puppeteers, making the snakes dance out of a basket. Have the other two students use the xylophones to compose a piece of music for the snakes to dance to.

3... 2... 1... Blast Off!

OUTCOMES

- © QLD: DR3.1, DR3.2
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2
- © WA: CAI, STP

INDICATORS: collaborates and responds through improvisation and movement to present characters and machines



- © DRAMA SKILLS: role playing, improvising
- © KEY WORDS: counting, marathon, machines

RESOURCES NEEDED: none

WARM-UP

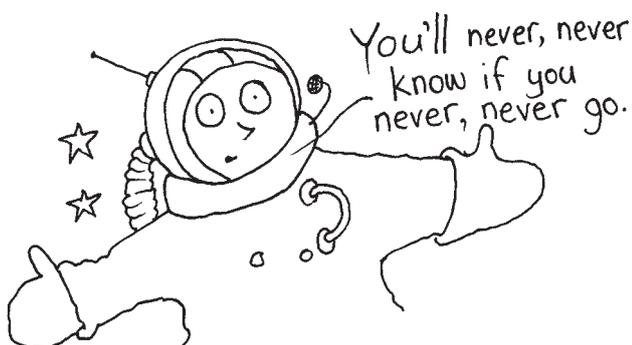
FOCUS CIRCLE COUNTING

Divide students into groups of approximately ten. Form one group into a circle and have students close their eyes, while the other students sit down and watch.

Explain that the challenge is to count up to ten. This needs to be done without allocating numbers to students, no can two people say a number at the same time. Explain that one student, not on cue and not chosen, says 'one'. Another student says 'two' and so on until the number ten is reached.

Explain that if two people say the same number at the same time then the entire process is repeated, starting with the number one. Students must independently and spontaneously count from one to ten. Tell students that once a student has said a number they are not allowed to say another number unless the counting has re-started or everyone else in the group has said a number. This will ensure that all students have had a chance to participate.

Swap groups and repeat until all groups have had a turn.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Our school - it's what we make it.'

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 letter 'n' while humming the statement: 'You'll never, never know if you never, never go.' Emphasise that any time they say the letter 'n', students must hum it, for example 'You'll nnever, nnever knnow if you nnever, nnever go.'

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: 'The tower holds a lot of electrical power.' This should be practised clearly,

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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 'f' and 'v' by repeating this statement, emphasising the letters in bold: 'Of course we have fun with our fabulously favourite teachers, Mrs Chiert and Ms Hunsberger.' (Insert appropriate teacher names for your class.)

MOVEMENT

SPATIAL AWARENESS

Explain that students need to imagine they are runners in a marathon. Tell them they have already been running for 40 minutes and they see the refreshment drinks. They are in a pack with other runners who are running really close to them. Unfortunately this poses a difficulty because they are very thirsty and need to break away from the pack to get a drink. They must do this without touching or speaking to any real or imaginary people.

Give the students a cue to freeze. Tell them that after drinking a cup of water, they need to try and rejoin the pack of runners.

Do not allow students to run at full speed. They must use their imaginations.

DRAMA ACTIVITY

MACHINES ACTIVITY

Brainstorm different types of machines the students would like to create, such as a money-making machine, a lolly machine, a homework machine and so on. Divide students into groups of five. Each group forms their own circle.

Tell groups that they need to create a machine with their bodies. Have them discuss and name the type of machine they would like to become. Explain that a student from the group moves into the middle of the circle, making a repetitive noise and a gesture related to their machine, such as a creaking sound and a star jump to begin a lolly machine. The next student joins in, making a different noise and gesture that complements the previous student's response, adding to the machine. Have each student in the group add their own noise and gesture until the machine is complete. Ensure that the students remember the order in which they attach themselves to the machine. The process continues until all five members are participating and performing their own parts, complete with sounds and gestures.

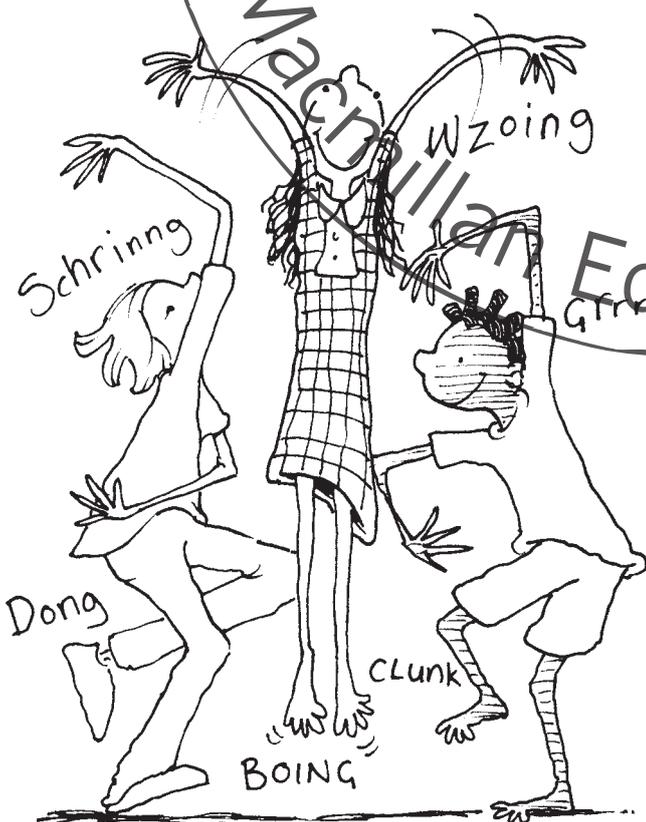
Remind students that sounds and movements should directly relate to the machine and its functions. Have groups practise their machine, each student in the group adding their part of the machine in order.

Have groups volunteer to perform for the class.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Divide students into the groups they worked in for the main drama activity. Provide each group with soft metal wire and a pair of wire cutters. Tell students to use the wire to make a representation of the machine they created in the drama activity. Each student has to design the section of the machine they became with their bodies. All students then need to decide how to put the machine together as one.

Music/Dance: Divide students into the groups they worked in for the main drama activity. Have each group create a dance to a song related to machines, such as 'The Locomotion' or 'Get Out of My Dreams, Get into My Car'.



Order in the Court!

OUTCOMES

- © QLD: DR3.1, DR3.2, DR3.3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.3
- © WA: CAI, STP

INDICATORS: rehearses and role-plays a dramatic performance and then evaluates others' performances in order to give a concluding judgment; creates performances that use character roles and sounds to convey situations



- © **DRAMA SKILLS:** sculpting, freezing, role-playing
- © **KEY WORDS:** mannequins, law

RESOURCES NEEDED: Task Card 4 – enough scenarios for each group of six

WARM-UP

WINDOW DRESSER

Have students find a partner. Tell pairs that one will be student A and the other student B. Assign student A the role of a window-dresser, while student B role-plays a mannequin.

Explain that the window-dressers will have to dress the mannequins in outfits that complement the store. Also explain that each activity must be completed without talking or touching.

Tell students which shop they are dressing the mannequins for. Suggested shops include: bridal, sports, kitchen (chef), beach, baby, car, designer label (posh), garden, grocery, home improvements.

Have student A dress the mannequin appropriately for the shop-window display suggested. Ensure that students include hair and make-up preparation. Encourage student A to imagine that they have all the items needed to dress their mannequin. They paint on the make-up, do the hair, and place the arms and legs into a position that suits the outfit for the mannequin. Encourage students to exaggerate the movements of putting on the mannequin's clothes, doing hair and so on. For example, a long train on a wedding dress needs fluffing.

After approximately two to three minutes have all window-dressers sit down, while all mannequins hold their positions. Have the window-dressers look at and discuss the mannequins.

Swap roles, telling students to prepare the mannequins for their new shop.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Hold your hands up high and touch the sky.'

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 knew Naughty Natalie knocked over Mr Matthew's mailbox.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmighty Mmmouse nnnnever knnnnew Nnnaughty Nnnatalie knnnknocked over Mmmister Mmmatthew's mmmmailbox.'

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: 'Get out of the rain; get into the car.' 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 'c' and 't' by repeating this statement, emphasising the letters in bold: 'The **c**at in the **t**hat **s**at on the **m**at.'



MOVEMENT

BODY AWARENESS

Tell students that they will walk around the room and, when they hear a cue, respond by finding their nearest classmate. When a pair of students have found each other, they need to cooperatively form an image.

Have students walk around the room in silence. Elaborate that when students hear the cue 'K**ab**bam!', they have to freeze on the spot and listen for the next call. Call out 'K**ab**bam! Iceberg!'

Ensure that all students freeze, then turn to their nearest classmate. With a fist they must join knuckles and say 'Wonder friends activate! Make us an iceberg. K**ab**bam!' Then students use both of their bodies to become one iceberg.

Give a second cue for students to freeze. This cue signifies that all students carefully separate from their partners and resume walking around the room.

Repeat activity using different dramatisations such as fire, a snake, a tall building, a typhoon, a wave, an erupting volcano and so on.

DRAMA ACTIVITY

LAW AND ORDER

If possible, the class should watch an episode of a courtroom drama to give them an idea of what happens in a courtroom.

Divide students into groups of six. Assign roles to each student: one student is the teacher, one is the witness, one is the accused, two are lawyers and one is the judge.

Distribute and explain the crime scene and court case from Task Card 4. Discuss the scenario and brainstorm questions and answers appropriate to the case. Encourage students to use effects such as pauses, change of pitch, enunciating words and facial expressions to emphasise what is being dramatised.

After the explanation, have students role-play their characters to investigate, question and prosecute the case before them as in a normal court case. Explain that each group will perform for the rest of the class. The groups that are not role-playing will sit aside and act as the jury. Have the judge seek the ruling of the jury by a vote after the court case.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with A4 paper, magazines, scissors and glue. Explain that they will create a window scene. Have the students draw a window on an A4 piece of paper. Then have them find in the magazines photographs of people doing everyday activities such as driving a car, walking a dog, washing the dishes and so on. Have them create a collage of either looking in through the window or looking out of the window using the pictures.

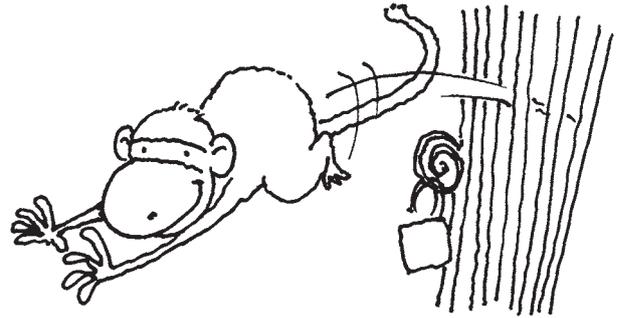
Music: Provide students with percussion instruments. Allow them to create musical sound effects of their own using either the percussion instruments supplied or various objects from within the classroom. Explain that they have to create, develop and play a piece of music that complements the crime scene from the Law and Order scenario in the drama activity.

Monkey Matters

OUTCOMES

- © QLD: DR3.1
- © NSW: DRAS2.1, DRAS2.2
- © VIC: 3.1
- © SA: 2.1, 2.2
- © WA: CAI, STP

INDICATORS: takes on a variety of character stereotypes to express meaning in an imagined situation



- © **DRAMA SKILLS:** role-playing, improvising, performing dance drama, freezing
- © **KEY WORDS:** community, dance, zoo

RESOURCES NEEDED: none

WARM-UP

COMMUNITY WORKERS

Discuss different careers within the community, such as a house painter, gardener, waste-collection worker, streetlight maintenance person and so on. Brainstorm the different roles and activities involved in each of the careers.

Have students find a spot in the room. Name a community worker. Explain that students need to act out these careers independently. Encourage them to exaggerate movements, such as dipping a brush into a paint tin and painting long brushstrokes for the painter; unravelling the garden hose, turning the water on too high and chasing after the reeling hose, watering the plants and digging a hole for the gardener.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Hold your hands up high and touch the sky.'

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 knew Naughty Natalie knocked over Mr Matthew's mailbox.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmighty Mmmouse nnnnever knnnnew Nnnaughty Nnnatalie knnnknocked over Mmmister Mmmatthew's mmmmailbox.'

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: 'Get out of the rain; get into the car.' 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 'c' and 't' by repeating this statement, emphasising the letters in bold: 'The **c**at in the hat sat on the **t**at.'

MOVEMENT

SPATIAL AWARENESS (DANCING DUOS)

Divide students into pairs. Explain that they will be dancing to an imaginary song with their partner. Tell students that they must first select the type of music they will dance to, for example, a slow love song, rock-and-roll or jazz.

Explain that the dance floor is full, and students must be aware of the people, both real and imaginary, sharing the dance floor with them.

Give the students a cue to freeze. Tell the pairs to separate; they will complete the activity independently. Explain that students must imagine that they are still with their partner. They must continue to dance on the ballroom floor as if they are still dancing with their partner. For example, if students were arm in arm, they must continue to pretend that they are dancing arm in arm with their partner.

DRAMA ACTIVITY

ESCAPE FROM THE ZOO

Divide students into groups of three. Explain that two students will act as animals of their choice and one student will act as a zookeeper. Give them approximately one minute to decide what they will be.

Tell the students to imagine that it is night-time and the zoo has closed. They are in an imaginary cage appropriate for their animal, for example a snake is in a large tank with a lid that flips open, lions are in an open space surrounded by a barbed-wire fence, bats are in a cave with the opening covered in mesh and so on. Explain that there is an office near the cages where the zookeeper performs tasks such as filing papers and returning phone calls.

Give students a cue and tell them that this signifies that the zookeeper checks that all the cages are locked and the animals are fed and resting.

After approximately one minute give the students a cue to freeze. Explain that the zookeeper returns to the office. While the zookeeper is gone, the animals attempt to escape. Encourage students to move and make sounds like the animals they are role-playing.

After approximately one minute, give the students a cue to freeze. Explain that the zookeeper hears all the commotion, exits the office and reacts.

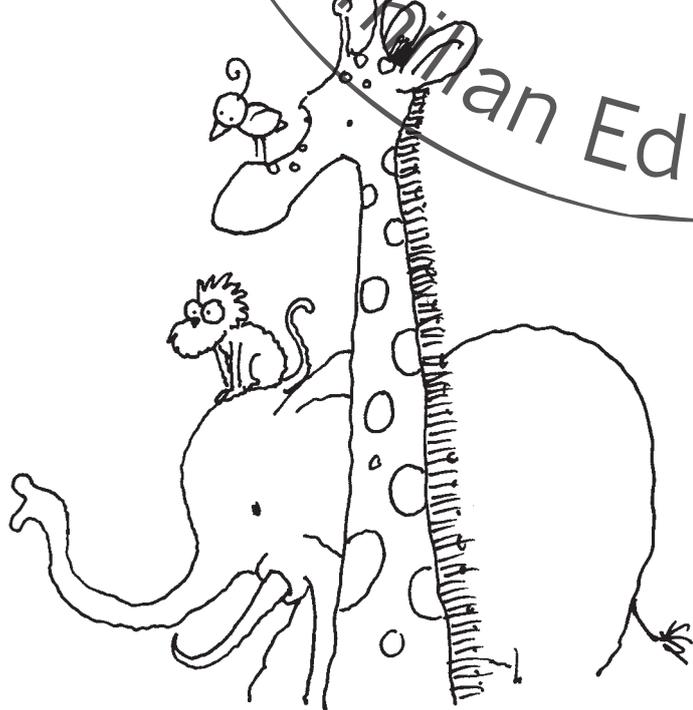
Emphasise that both the zookeeper and the animals need to improvise their role-play appropriately. Encourage appropriate sounds and movements from students. Remind them that they are in imaginary cages.

Have the students swap roles and choose different animals to role-play. Repeat the activity. Ask groups to volunteer to perform one of their role-plays.

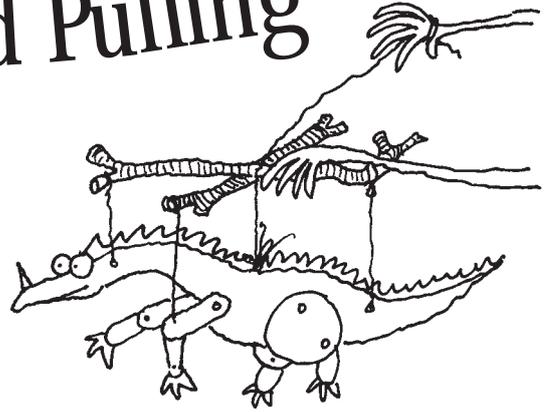
LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with flour, water, glue, newspaper and bowls. Ask them to make papier-mâché animal masks using the bowls as the mould for the animal's face.

Dance: Teach the class linedancing or a simple, repetitive dance.



Tugging and Pulling



OUTCOMES

- © QLD: DR3.1
- © NSW: DRAS2.1, DRAS2.2
- © VIC: 3.1
- © SA: 2.1
- © WA: CAI, STP

INDICATORS: portrays the movements of string puppets through symbolic representation

- © DRAMA SKILLS: improvising, mirroring, shadowing, role-playing
- © KEY WORDS: athletics, shadows, puppeteers

RESOURCES NEEDED: none

WARM-UP

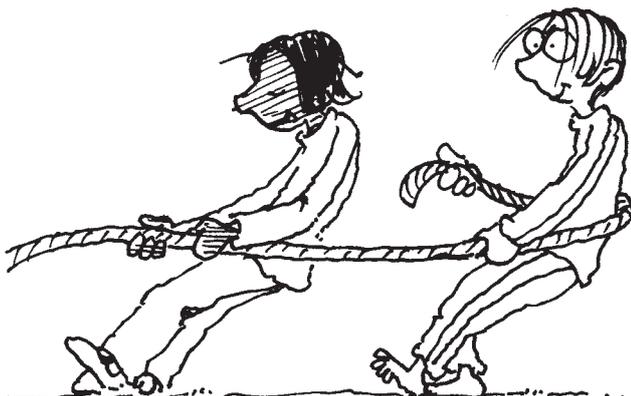
TUG OF WAR

Divide the class into two groups. Explain that they will have a tug of war with an imaginary rope. Have each group stand at opposite ends of the room in straight lines in their two opposing teams. Have each team approach their section of the rope and pick it up. Ensure that each team also allows the anchor person to step into the loop at the end of the rope and wrap it around their waist.

Give the students a cue to signify that the tug of war begins.

Watch the actions of the students. Describe the scene before you. Ensure that the students follow your commentary and/or directions. For example, if you exclaim that one side is pulling the rope further over the line, then the students have to role-play this.

Encourage teams to talk to each other, for example 'Pull', 'We can do it' and so on.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Brush my teeth, wash my hands, make my bed, anything else?'

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 mother told me that you never know when you'll need new matching mittens.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mummy mmmother told mmmme that you nnnnever knnnnow whennn you'll nnneed nnnew mmmatching mmmittens.'

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: 'Zap! Pow! Bang! The hero wins again!' 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 'd' and the digraph 'th' by repeating this statement, emphasising the letters in bold: 'Throw **the** **d**iscus, but avoid **the** **d**itch.'

MOVEMENT

BODY AWARENESS (SHADOWS)

Have students form pairs. Assign roles to each pair. One is student A and the other is student B. Explain that student A is student B's shadow. Have student A stand behind and slightly to the side of student B, and imitate their movements like a shadow. Inform pairs that student B is playing hopscotch.

Tell the students to swap roles. Inform the pairs that student A is a dog chasing a ball in the park. Student B must copy student A's movements.

Tell the students to swap roles again. Inform the pairs that student B is a tree blowing in the breeze. Student A must copy student B's movements.

When the students swap roles again, student A is a child playing in the sand. Student B must copy student A's movements.

DRAMA ACTIVITY

PULLING-STRING PUPPETS

The students find partners. Tell them that one will be student A and the other student B. Have them stand in two straight lines, with partners facing each other, approximately five steps apart.

Explain that each student will have an opportunity to role-play both a puppeteer and a puppet. Tell them that they will have to listen carefully to each activity and the instructions because they will change for each puppeteer.

Begin by having line A students act as the puppeteers. Explain that the puppeteers pull imaginary strings as if line B students are puppets. Line A students use their hands to pull the imaginary pieces of string to move the puppet's body parts. For example, the puppeteer pulls the

string that is attached to the puppet's right hand, right knee, left foot, head and so on. When the line A student pretends to pull a string, the line B student must respond appropriately.

Then line A students move down one place to a new partner. This time line B students role-play the puppeteers. The same activity is repeated so that both groups have an opportunity to participate in the same puppeteer challenge.

Give students a cue to freeze. Explain that line A students are the puppeteers again. Tell line A students that they can use verbal commands only to direct the line B 'puppets'. Line A students are not allowed to touch their partners. Give students an example that line A students may say to the line B students, 'Raise your right arm above your head. Spread out your fingers.' Tell line B students that they will have to obey the verbal command and respond appropriately. Then have line A students move down one place to a new partner.

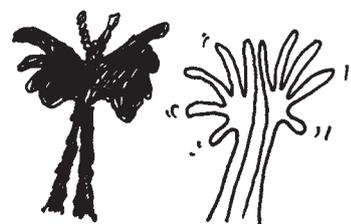
Give students a cue to freeze. Explain that line A students are the puppeteers again. Tell line A students that they can only use eye contact and facial expressions to direct line B students. For example, they may point with their nose or nod to move the strings attached to the puppets in line B. Make it clear that the puppeteers are only allowed to gesture; they are not allowed to demonstrate the position. Tell students that this activity is to be completed without any speaking or touching. Have the students swap roles.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with felt, straws, buttons, craft glue, pieces of material and other resources and have them make finger puppets.

Music: Play a piece of opera music. Divide students into groups of three or four. Have them create a play using their hands to make shadow puppets in the light of an overhead projector. Tell the students that their plays must complement the piece of opera music. Play the music while each group performs their shadow plays.



Theatresports



OUTCOMES

- © QLD: DR3.1, DA & DDR3
- © NSW: DRAS2.1, DRAS2.2
- © VIC: 3.1
- © SA: 2.1, 2.2, 2.3
- © WA: CAI, STP

INDICATORS: spontaneously responds to and improvises a variety of situations through performances with peers and frozen positions in theatresports

- © **DRAMA SKILLS:** freezing, performing dance drama, playing theatresports
- © **KEY WORDS:** soul music, band, ball games

RESOURCES NEEDED: a recording of Aretha Franklin's 'Respect' or a similar song

WARM-UP

WAYWARD WALKING

Tell students to imagine that they are walking across different surfaces. Explain that they need to walk independently around the room for this activity.

Tell the students to imagine that they are walking in mud. They must make the appropriate sound effects or comments as well as suitable actions.

Give students a cue to freeze. Continue the same procedure for the following surfaces: they are walking on hot coals, ice, jelly, a pit of balls, a tightrope, a trampoline and the beach where the waves meet the sand. Remind students to make the appropriate sound effects or comments as well as suitable actions.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Brush my teeth, wash my hands, make my bed, anything else?'

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 mother told me that you never know when you'll need new matching mittens.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mummy mmmother told mmme that you nnnnever knnnnow whennn you'll nnneed nnnew mmmatching mmmittens.'

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: 'Zap! Pow! Bang! The hero wins again!' 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 'd' and the digraph 'th' by repeating this statement, emphasising the letters in bold: 'Throw **the** **d**iscus, but avoid **the** **d**itch.'



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MOVEMENT

DANCE DRAMA

Select a soul music song, such as Aretha Franklin's 'Respect' for this next activity. Divide students into groups of seven, forming a soul band. Tell them that the band should consist of a lead singer, two back-up singers, a trumpet player, a saxophonist, a pianist and a tambourine player. Tell them that they have a choice to either mime the song or sing and create sound effects while the song plays. Encourage them to move or dance to the music appropriately for their role in the band.

Play the song for students to listen to. Then play the song a few more times so that groups can practise their performance.

Have groups volunteer to perform their rendition of the song, with the music playing in the background.



DRAMA ACTIVITY

THEATRESPORTS

This is actually an adaptation of theatresports. It introduces students to this traditional drama activity and to the skill of improvisation used in theatresports.

Have students form a circle. Explain that two students will perform a dramatic activity involving a ball game in the middle of the circle. They have to improvise their performance and think quickly because there is no preparation time. The two students in the centre of the circle will alternate so that everyone has a turn.

Instruct two students to begin acting out a ball-playing activity, such as basketball, table tennis, cricket, football, tennis, lawn bowls, golf or volleyball.

Call out 'Freeze!' after approximately 30 seconds. Ensure that both students freeze in their current positions. Ask a student in the circle to nominate one of the students in the centre. The student must first observe the exact position of the nominated student, then tap that student on the shoulder. The tapped student sits down while the new student takes on his or her exact position.

Have the new student elect a ball-playing activity to perform, based on the frozen position of both students. For example, if one student has their hands reaching towards the other student they may be playing a game of basketball. They would not be playing lawn bowls because they are not rolling the ball along the ground. Have the new student state the new activity aloud and then perform it with the second person, beginning in the frozen position. The other student has to adapt their performance to this new activity and forget about what they were previously performing.

Call out 'Freeze!' after approximately 30 seconds. Ensure that both students freeze in their current positions. Ask the next student in the circle to approach the performers and nominate to take the exact position of one of those students. Continue until all students have had a turn.

Ensure that there are always two students performing. Emphasise that the new student must decide on a new ball-playing activity based on the frozen positions. Improvisation is the aim of this activity.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Supply students with paint and a variety of balls, such as tennis balls, ping-pong balls and squash balls. Use the balls as paintbrushes and paint a picture with them.

Music: Divide students into the groups they were in for the dance drama activity. Have each group create a dance to the song 'Respect', by Aretha Franklin. Tell one group to imagine that they are dancing on hot coals, one group to imagine they are dancing on jelly, one group to imagine they are dancing on the waves at the beach, and one group to imagine they are dancing on a tightrope.

Hi Ho, Hi Ho . . .

OUTCOMES

- © QLD: DR3.1
- © NSW: DRAS2.1, DRAS2.2
- © VIC: 3.1
- © SA: 2.1, 2.2
- © WA: CAI, STP

INDICATORS: spontaneously responds to and improvises a variety of situations through performances with peers and frozen positions in theatresports



- © **DRAMA SKILLS:** mirroring, role-playing, playing theatre sports
- © **KEY WORDS:** reflections, pizzeria, careers

RESOURCES NEEDED: none

WARM-UP

REFLECTIONS IN THE WATER

Have students form pairs. Assign roles to each pair, with one as student A and the other as student B. Explain that student A stands and looks into water. Have student B lie on their back and act as the reflection in the water.

Ensure that student A acts and moves naturally while student B is the reflection in the water, mirroring student A's actions. Have the students swap roles.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Quick, catch the water bomb before it bursts!'

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: 'Mr and Mrs Muscle never eat meat pies while pumping iron.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmister annnd Mmmissus Mmmuscle nnnnever eat mmmeat pies while pummmmping ironnn.'

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: 'Cats, dogs and parrots make great pets.' 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 's' by repeating this statement, emphasising the letters in bold: 'Susan said Sam is seriously a silly sausage.'



MOVEMENT

SPATIAL AWARENESS

Tell students to imagine that they are the pizza chefs in a busy pizzeria. Have students find a place in the room.

Explain that the preparation counter with dough, flour, tomato paste, cheese and all the toppings is in front of them. Add that the oven is behind them. Tell the students that there are other pizzeria staff members working around them – getting drinks, getting the pizzas out of the oven, passing plates and so on.

Have students begin making their pizza at the preparation counter, spinning dough in the air, avoiding oven doors opening and people reaching behind them. Remind students that this is an independent activity and they are not to interact with their peers. All role-playing must be exaggerated to create a dramatic piece in an imaginary, crowded space.

Instruct two students to begin acting out a career, for example by being construction workers, street cleaners, gardeners, teachers, doctors, dentists or hairdressers.

Call out 'Freeze!' after approximately 30 seconds. Ensure that both students freeze in their current positions. Ask a student in the circle to nominate one of the students in the centre. The student must first observe the exact position of the nominated student, then tap that student on the shoulder. The tapped student sits down while the new student takes on his or her exact position.

Have the new student elect a career to perform, based on the frozen position. For example, if both students are holding out their hands in front of them they may be sanitation workers emptying bins into a garbage truck. They would not be news reporters reading a monitor for the daily television news bulletin. Have the new student state the new career aloud and then perform it with the second person, beginning in the frozen position. The other student has to adapt their performance to this new career and forget about what they were previously performing.

Call out 'Freeze!' after approximately 30 seconds. Ensure that both students freeze in their current positions. Ask the next student in the circle to approach the performers and nominate to take the exact position of one of those students. Continue until all students have had a turn.

Ensure that there are always two students performing. Emphasise that the new student must decide on a new career based on the frozen positions. Improvisation is the aim of this activity.

DRAMA ACTIVITY

MORE THEATRESPORTS

This is actually an adaptation of theatresports. It introduces students to this traditional drama activity and to the skill of improvisation used in theatresports.

Have students form a circle. Explain that two students will perform a dramatic activity involving careers in the middle of the circle. They have to improvise their performance and think quickly because there is no preparation time. The two students in the centre of the circle will alternate so that everyone has a turn.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with empty boxes such as shoe or boot boxes. Have the students use the boxes to design briefcases or tool cases for the following careers: teachers, doctors, gardeners and hairdressers.

Music: Provide students with a series of styles of music, for example from classical to jazz to rhythm and blues. Have students design a 15-minute music show to play on the telephone at a workplace, for clients who call and are put on hold.



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Moose Mouse



OUTCOMES

- © QLD: DR3.1, DR3.2, DR3.3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.3
- © WA: CAI, STP

INDICATORS: works in collaboration with others to develop a given current affair issue

© **DRAMA SKILLS:** improvising, participating in vox pop

© **KEY WORDS:** animals, fair, school uniform

RESOURCES NEEDED: Task Cards 5 and 6

WARM-UP

MOOSE MOUSE

Have the students stand in a circle. Explain that you will be pointing to students in turn and telling them which animal they are to become. Each animal has its own action that students must perform.

Introduce the first animal identity: a mouse. Explain that to become a mouse, students must hold a closed fist against their noses, as well as exclaiming 'Mouse!'. Stand in the centre of the circle and point to the students one by one in a clockwise direction exclaiming 'Mouse!'. Explain that the students need to perform the correct action after they are pointed to, as well as exclaiming 'Mouse!'

After every student has performed the first animal, introduce another animal: the moose. Demonstrate the moose by holding open hands above your head for moose's antlers and exclaiming 'Moose!'. Walk around the circle pointing to students one at a time, calling out one of the two animals. If a student performs the incorrect sign or does not say aloud the name of the animal they have become, they must sit down.

Slowly introduce the following animals with their actions: elephant – extend one arm in front of your nose as a trunk; giraffe – extend one arm above your head resembling a long neck; pig – push your nose upwards with your finger making your nose look like a snout. Walk around the circle pointing to each student and calling out different animals. Once students have succeeded in remembering all their animal actions, play the game quickly. If students

do not respond correctly within approximately three seconds, they are out.

Have the last student left standing take your position in the centre of the circle for the next round of the game.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Quick, catch the water bomb before it bursts!'

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: 'Mr and Mrs Muscle never eat meat pies while pumping iron.'

Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmister annnd Mmmissus Mmmuscle nnnever eat mmmeat pies while pummming ironnn.'

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: 'Cats, dogs and parrots make great pets.' 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 's' by repeating this statement, emphasising the letters in bold: 'Susan said Sam is seriously a silly sausage.'

MOVEMENT

BODY AWARENESS

Tell students to imagine that they are at a fun fair, in a room full of different mirrors.

Explain that the students will become their own reflection in each mirror. Each mirror will contort their bodies into different shapes. They must manipulate their bodies appropriately into the image they would see if they looked into the mirror.

Tell students that the first mirror reflects them as very tall and thin, so they need to stretch their bodies and hold themselves in tightly. The next mirror reflects them as short and stocky, so they need to squat down and make themselves look wide. The next mirror reflects them as disjointed, so they need to make sure that they manipulate their bodies so that they look disjointed. The next mirror is shaped from top to bottom in waves. Students need to demonstrate their reflection as it rolls in and out down the mirror. The last mirror is triangular and reflects the students as having a very small head at the top point of the mirror and widens out to the two bottom corners of the triangle, where the students' feet are reflected.

DRAMA ACTIVITY

MORE VOX POP

Divide students into groups of five. Have each student decide which one of the following roles they will role-play in their group so that all roles are represented: reporter, parent, student, principal, or the shopkeeper who sells the uniforms. Give each group their role cards from **Task Card 5**. They could tape these to their shirts.

Explain that 'vox pop' is all about improvisation. The groups will not be given time to practise; they need to quickly think of answers to a question asked of them. Answers need to be relevant to the character they are role-playing. Have a group volunteer to perform their 'vox pop' first.

Give the student who is role-playing the reporter a question card from **Task Card 6**. Explain that the reporter has to pose this question to the other four students, one at a time. Each student must improvise a response using a voice level, tone, mood, emotion and gestures appropriate to their character. Encourage the reporter to improvise follow-up questions to the other students' responses and encourage clearly expressed and thorough answers.



LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with coloured cardboard, scissors and craft glue. Have them make animal masks.

Music: Play 'Moose Mouse' from the warm-up with body percussion, such as clicking fingers for the mouse.

Staged Scenarios

My new musical melody is nearly maestro material.



OUTCOMES

- © QLD: DR3.1, DR3.2, DA & DDR3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2, 2.4
- © WA: CAI, STP

INDICATORS: collaboratively plans and performs a scenario using both scripted and unscripted material, and uses role-play and improvisation skills

- © **DRAMA SKILLS:** performing dance drama, improvising, role-playing
- © **KEY WORDS:** order, bird, friends

RESOURCES NEEDED: nature music

WARM-UP

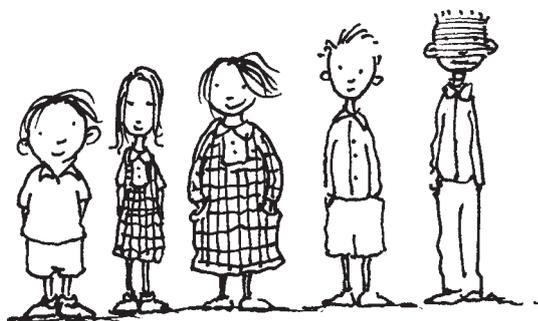
LINE-UPS

Divide students into two groups. Tell them that they have to proceed with this activity using facial and hand gestures only; there is to be no talking. The two groups will be competing with each other.

Tell the class that each group of students will need to organise themselves into a specific order without speaking. Tell the groups they must line up from shortest to tallest. The groups must order themselves using non-verbal communication. The first group ready and in order wins a point. Should a student speak, their team loses a point.

Give students a cue to freeze. Tell the groups that they must line up from youngest to oldest. Explain that this refers to the exact date they were born, not just the age in years. Groups must order themselves using non-verbal communication. The first group ready and in order wins a point. Should a student speak, their team loses a point.

Continue the game using the following categories: the month they were born in from January through to December, the number of letters in their first name (from lowest to highest number), and the length of their hair from longest to shortest.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Oh gee, oh my, I ate the whole pie!'

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 new musical melody is nearly maestro material.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmy nnnew mmmusical mmmelody is nnnearly mmmaestro mmmaterial.'

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: 'Hey you, turn around!' 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 blend 'fr' and the digraph 'ph' by repeating the following command, emphasising the letters in bold: 'Put the **ph**oto frame in front of the tele**ph**one.'

MOVEMENT

DANCE DRAMA

Listen to nature music and have students move to the rhythm of the music. Have each student imagine and role-play that they are a baby bird cracking through an egg, interpreting their movements to the piece of music. Explain that different scenarios will be presented to the students. Emphasise that their body movements need to resemble the motions of the bird.

Give students approximately 30 seconds for each of the following scenarios before telling them the next one. Tell students that they need to stretch themselves as they climb out of the egg; eat food from the mother bird; stretch out their wings and begin learning to fly, eventually soaring through the air.

As the music continues, have the students sing and then stumble across a cat. They are feeling very mischievous and tease the cat, flying up close and dive-bombing it. They get away just as the cat stretches out its paw. Then they fly back to the nest and huddle together, ready for a night of rest.

DRAMA ACTIVITY

STAGED SCENARIOS

Divide students into groups of four. Explain that the students will be told the beginning of a scenario. Each group needs to decide what happens next and who the characters are in the scene.

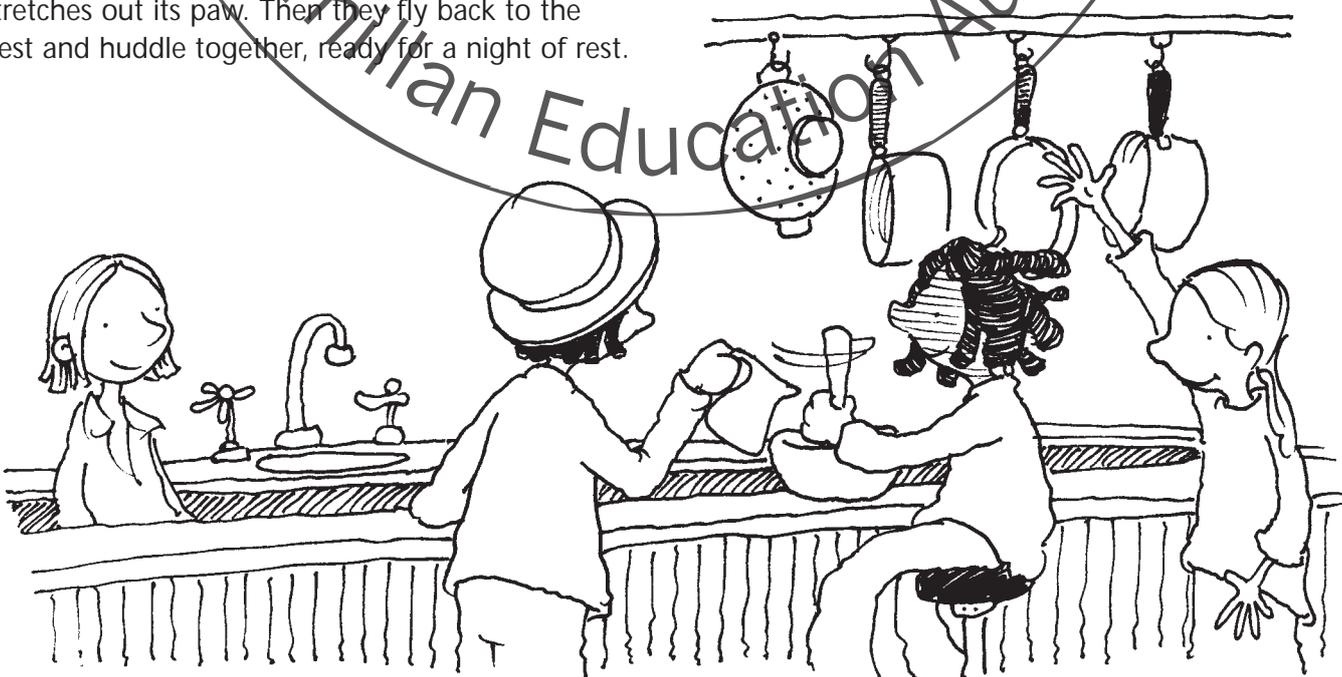
Read the following scenario to the students: 'Your parents are away and you have a few friends over. You go into the kitchen to create a surprise for your parents.'

Tell the students that they need to perform the beginning of this scenario, as well as what happens next. Allocate each group an area of the room to work in. Give groups approximately three minutes to discuss their performances, then give them approximately five minutes to practise and improvise their performances.

Have groups volunteer to perform their scenarios.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with old calendars for referencing the features and structure of calendars. Give the students paper, paint and a feather. Have them design a calendar, using a feather to do the painting.



Up, Up and Away!



OUTCOMES

- © QLD: DR3.1, DR3.2
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2, 2.4
- © WA: CAI, STP

INDICATORS: collaboratively plans and performs a scenario using both scripted and unscripted material, and using role-play and improvisation skills

- © **DRAMA SKILLS:** improvising, role-playing
- © **KEY WORDS:** weather, painters, pirates

RESOURCES NEEDED: none

WARM-UP

HOT-AIR BALLOONING

Divide students into groups of four. Explain that they need to imagine that they are about to embark on a grand adventure, hot-air ballooning with their friends around the world.

Allocate each group an area of the room. Tell them to approach their hot-air balloon, open the basket door and board their balloon. Tell them to let out the flames until the balloon rises, ready for their trip around the world. Explain that they need to respond appropriately as they fly through the various weather conditions you describe.

Tell students to imagine they are flying high above the desert. It becomes very hot and humid. Tell them to cool off appropriately using supplies they have brought with them.

Give students a cue to freeze. Explain that they are flying over the Arctic icecaps and they are freezing cold. They need to warm themselves. Suggest they might warm themselves up by moving a little closer to the flames, or by drinking a cup of hot chocolate.

Give students a cue to freeze. Tell them they are flying over the Daintree Rainforest and a large flock of tropical birds zooms above the hot-air balloon. Explain that they need to avoid the birds that are trying to peck at the balloon.

Give students a cue to freeze. Tell them they are flying above a tornado zone and need to avoid the twisters. After each scenario, have groups volunteer to perform their role-play.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Oh gee, oh my, I ate the whole pie!'

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 new musical melody is nearly maestro material.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmy nnnew mmmusical mmmelody is nnnearly mmmaestro mmmaterial.'

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: 'Hey you, turn around!' 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 blend 'fr' and the digraph 'ph' by repeating the following command, emphasising the letters in bold: 'Put the **ph**oto frame in front of the **ph**one.'

MOVEMENT

SPATIAL AWARENESS

Tell students to imagine that they are painting contractors, painting the outside of a house. Explain that you will be describing different scenarios to them and they need to improvise to each change appropriately.

Tell students that this is an independent activity. They need to find their own space in the room. Inform students that they need to decide if they are painting from a ladder or scaffolding. They have tins of paint, paintbrushes, rollers and rags. It begins to rain. Have them react to this situation.

Give students a cue to freeze. Explain that as they try to put the lids on their tins of paint, the paint spills and they lose their balance. Have them react to this situation.

Give students a cue to freeze. Tell them that the ladder or scaffolding falls. They need to hang on while trying to get a solid footing and trying not to touch the wet paint. Have them react to this situation.

DRAMA ACTIVITY

STAGED SCENARIOS

Divide students into groups of four. Explain that students will be told the beginning of a scenario. Each group needs to decide what happens next and who the characters are in the scene.

Read the following scenario to the students: 'You are pirates and have discovered a secret treasure map.'

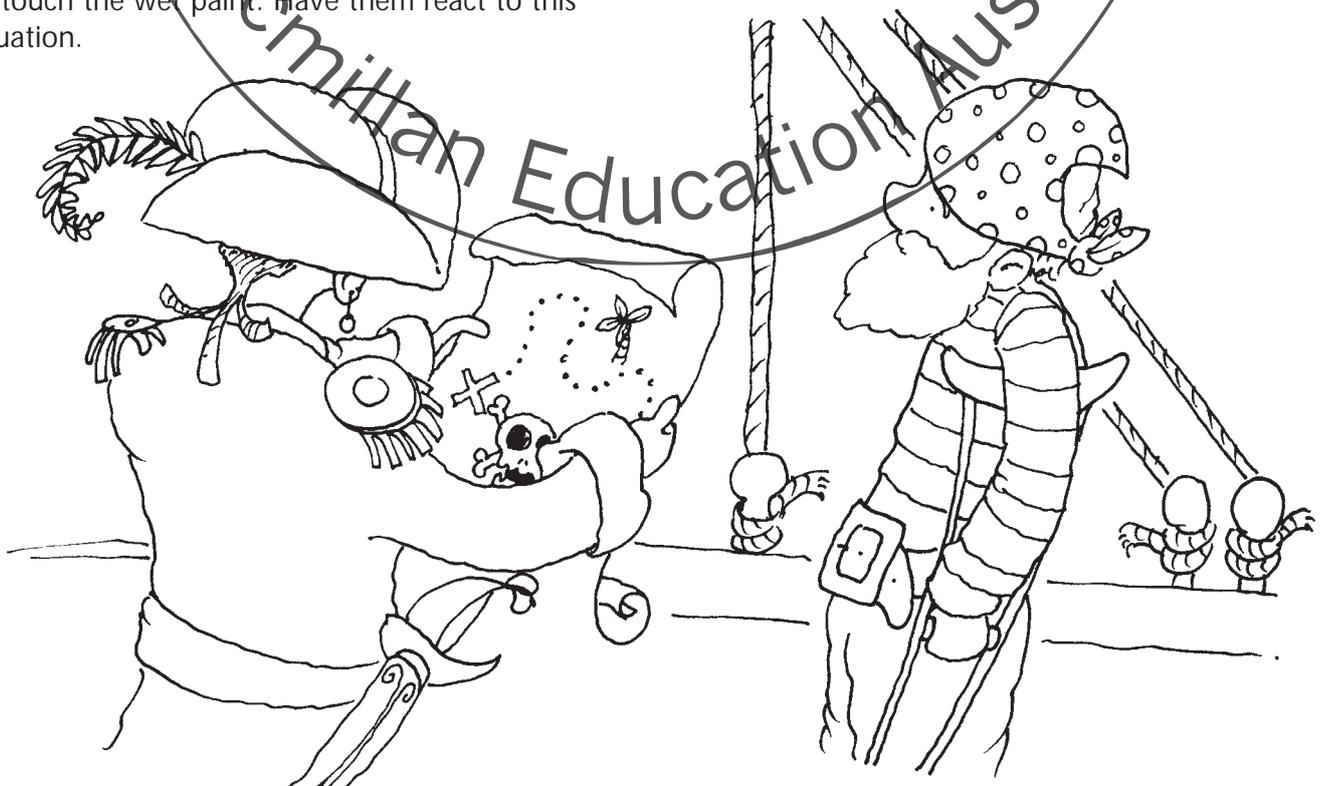
Tell students they need to perform the beginning of this scenario as well as what happens next. Allocate each group an area of the room to work in. Give groups approximately three minutes to discuss their performance and then give them approximately five minutes to practise and improvise their performance.

Have groups volunteer to perform their scenarios.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Ask students to draw a treasure map. Have them crumple it up and dip it in cold tea to make it look old.

Music: Listen to music from different cultures. Compare and contrast instruments, tempos, beat, rhythm and so on.



Freeze Frame Take One

OUTCOMES

- © QLD: DR3.1, DR3.2
- © NSW: DRAS2.1, DRAS2.2, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2, 2.4
- © WA: CAI, STP

INDICATORS: interprets situations using a variety of drama elements including facial expression, exaggerated movement, mood and tension for a frozen moment



- © **DRAMA SKILLS:** improvising, tapping in, freezing
- © **KEY WORDS:** memory, 2D shapes

RESOURCES NEEDED: Task Card 7 – enough scenarios for each group of five

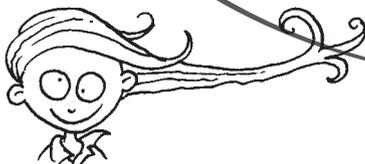
WARM-UP

MEMORY

Have students work in pairs. One student is student A and the other is student B. Explain that student A observes student B for approximately one minute. Emphasise that they need to take note of every detail, for example how their partner is wearing their hair, how they are wearing their socks, which wrist their watch is on, whether or not they are smiling and so on. Tell them that student A then turns their back on student B. Explain that student B has to change three things about their appearance.

Tell the class that when student A turns around, after approximately one minute, they need to identify the changes that student B made.

Have students swap roles. Continue the activity until all students have had three turns each.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'On your marks, get set, go!'

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: 'Morning, noon and night make a new day.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example *Mmmorning, nnnoonnn annnd nnnight mmmake a nnnnew day.*

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 with different accents, that is: 'Ello, 'ello. I'll 'ave 'alf a sandwich' (using a cockney or ocker accent); 'Hello, hello. I'll have half a sandwich' (using a posh accent). 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 words 'this' and 'that' by repeating the following command,

emphasising the words in bold: 'Put **this** over there and put **that** on my chair.'

MOVEMENT

BODY AWARENESS

Tell students to imagine they are different 2D shapes. They need to manipulate their bodies according to the shape you tell them to become. Encourage them to bend, stretch and shape themselves appropriately. Allow students to lean against the wall and use the floor to form shapes. Emphasise that this is an independent activity; students are not to work with each other.

Have students use their bodies to become the following 2D shapes: circle, square, triangle, trapezium, rectangle, rhombus, star and diamond.

DRAMA ACTIVITY

FROZEN MOMENTS

Divide students into groups of five. Explain that each group will receive a scenario card (from Task Card 7), with the beginning to a scene that they need to freeze into. They also need to decide on characters and appropriate activities to portray.

Give the example 'You are working on the computer.' As a class, brainstorm the different activities they could be involved in, for example researching on the internet, writing to a friend, playing a game, talking to an important person, fixing the computer and so on.

Give each group a different scenario. Tell them that they must not reveal what they have been given to the other groups. Allow groups approximately two minutes to organise themselves into a frozen position that depicts their scenario.

Emphasise that the aim of this activity is the frozen moment, and that acting is not the focus. Tell students that perfecting drama skills involves not only acting, but also the actor's ability to portray an image through frozen expression. This involves exaggerated facial expressions as well as very dramatic body positions, for example a strained, twisted smile to define a confused expression while looking at the computer screen. Explain to students that in a live stage performance, actors often begin on stage in a frozen position to create an atmosphere relevant to the performance.

Have a group volunteer to go on stage in their frozen scene. Use the 'tap in' method to initiate action. That is, 'tap in' individual students using a touch on the shoulder. They need to act out exactly what would be happening in their frozen moment. You can tap more than one student at a time so that more than one character is performing at a time. Tap a student again to signify that they need to re-freeze.

Tap individual students again. Explain that this second 'tap in' signifies that students need to say what their character is feeling. When they are tapped again they re-freeze.

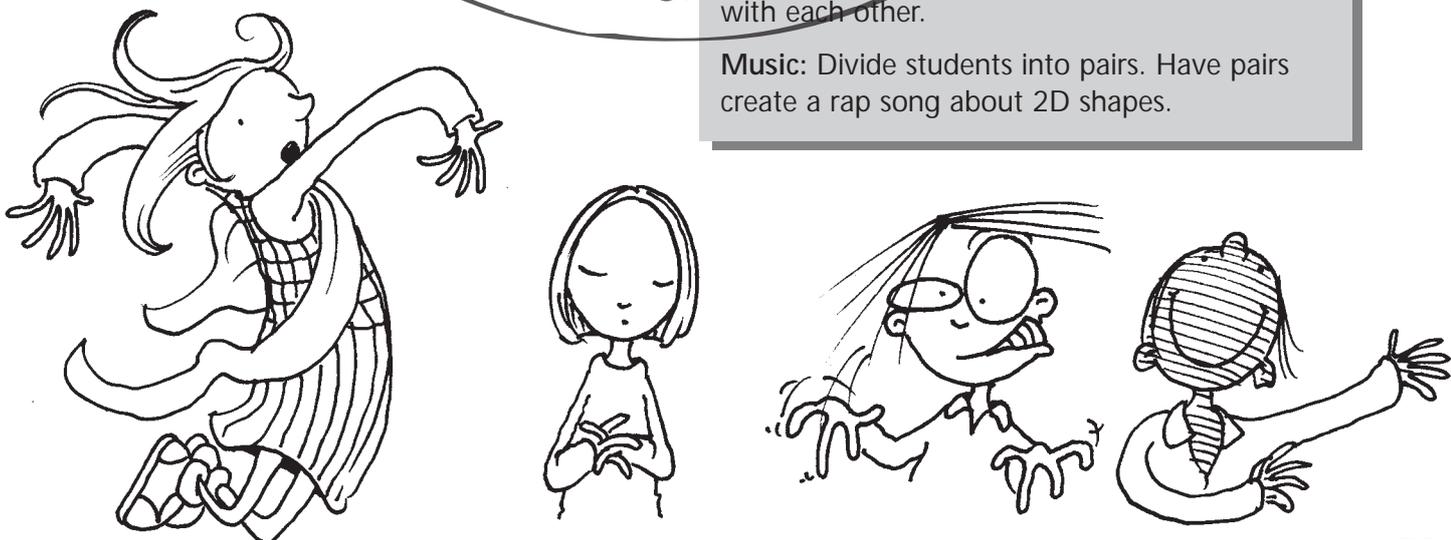
After the group has completed their actions and feelings, have the other students guess what their peers performed. Give all groups the opportunity to perform their frozen moment.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Provide students with square cardboard cards and textas. Have them create a set of cards for a game of memory. Laminate the cards and allow students to play the games with each other.

Music: Divide students into pairs. Have pairs create a rap song about 2D shapes.



Freeze Frame Take Two

OUTCOMES

- © QLD: DR3.1, DR3.2, DA & DDR3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.2, 2.4
- © WA: CAI, STP

INDICATORS: interprets situations using a variety of drama elements including facial expression, exaggerated movement, mood and tension for a frozen moment



- © **DRAMA SKILLS:** improvising, tapping in, freezing
- © **KEY WORDS:** alphabet, models

RESOURCES NEEDED: recording of a song that is suitable for a catwalk fashion show, Task Card 8 – enough scenarios for each group of five

WARM-UP

HUMAN ALPHABET



Divide the class into two groups. Explain that the groups will be competing with each other to form themselves into letters of the alphabet.

Tell students that everyone in their group must become a part of a letter you tell them. The challenge is to do so without speaking. Give the example of the letter 'o'. Each group of students must form a circle, representing the letter 'o', and they must do so without saying a word.

Explain that once a group believes they have created themselves into the letter they must all raise their hands. Tell both groups to freeze. If the first group has formed themselves correctly they receive a point. If they do not look like the letter, then both teams continue to create their letter, until one group is satisfied that they are complete. If someone in the group speaks their group loses a point.

Have the students form a capital 'Q'. The first group who completes this correctly receives a point. Continue this process using capital letters and lower-case letters. You can also ask students to form themselves into numbers. The winning group is the group with the highest score.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'On your marks, get set, go!'

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: 'Morning, noon and night make a new day.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmornning, nnnnoonn annnd nnnight mmmake a nnnnew day.'

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 with different accents, that is: 'Ello, 'ello. I'll 'ave 'alf a sandwich' (using a cockney or ocker accent); 'Hello, hello. I'll have half a sandwich' (using a posh accent). 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 words 'this' and 'that' by repeating the following command, emphasising the words in bold: 'Put **this** over there and put **that** on my chair.'

MOVEMENT

DANCE DRAMA

Select a song that could be used for a catwalk fashion parade, for example 'Vogue' by Madonna or 'Fashion' by David Bowie.

Divide the class into two groups. Tell one group they are photographers and tell the other group they are catwalk models. Explain that the models will strut down the catwalk, one at a time to music. You will tell them what they will be modelling. Explain that the photographers need to take imaginary photos and encourage the models with comments such as, 'You look gorgeous!'; 'Show me a huge smile!'; 'Do a twirl on the catwalk!' and so on.

Play the music in the background and have models walk down the catwalk wearing clothes for a children's fashion parade. Stop the music and have the students freeze in their current positions. Have the two groups swap roles. Tell the models to walk down the catwalk wearing clothes for a sportswear fashion parade.

Continue swapping the groups' roles for the following fashion shows: male fashion, female fashion, evening wear and beach wear.

DRAMA ACTIVITY

MORE FROZEN MOMENTS

Divide students into groups of five. Explain that each group will receive a scenario card (from Task Card 8), with the beginning to a scene that they need to freeze into. They also need to decide on characters and appropriate activities to portray.

Give the example, 'You are at a dog show and as someone bites into their sausage sandwich, tomato sauce and mustard spurt onto your white poodle.' As a class, brainstorm the different reactions you may have as the dog owner. For example you use a bottle of water and a tissue to clean the dog; you wipe your dog all over the shirt of the person that made the mess; you start to cry and scream at the person, and so on.



Give each group a different scenario. Tell them that they must not reveal what they have been given to the other groups. Allow groups approximately two minutes to organise themselves into a frozen position that depicts their scenario.

Emphasise that the aim of this activity is the frozen moment, and that acting is not the focus. Tell students that perfecting drama skills involves not only acting, but also the actor's ability to portray an image through frozen expression. This involves exaggerated facial expressions as well as very dramatic body positions, such as a strained face and tense, outstretched arms depicting anger. Explain that in a live stage performance, actors sometimes begin on stage in a frozen position to create an atmosphere relevant to the performance.

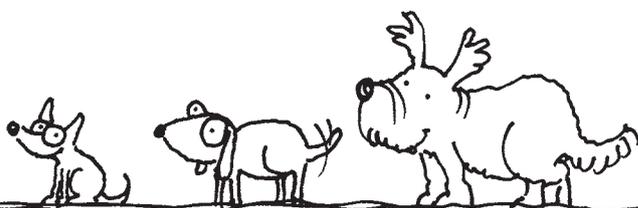
Have a group volunteer to go on stage in their frozen scene. Use the 'tap in' method to initiate action. That is, 'tap in' individual students with a touch on the shoulder. They need to act out exactly what would be happening in their frozen moment. You can tap more than one student at a time so that more than one character is performing at a time. Tap a student again to signify that they need to re-freeze.

Tap individual students again. Explain that this 'tap in' signifies that students need to say what their character is feeling. When they are tapped again they re-freeze.

After the group has completed their actions and feelings, have the other students guess what their peers performed. Give all groups the opportunity to perform their frozen moment.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts and Music: Provide students with newspaper, masking tape and scissors. Divide students into groups of four. Have each group create evening clothes for themselves out of newspaper. Then have each group model the clothes for the rest of the class, choosing their own music to model to.

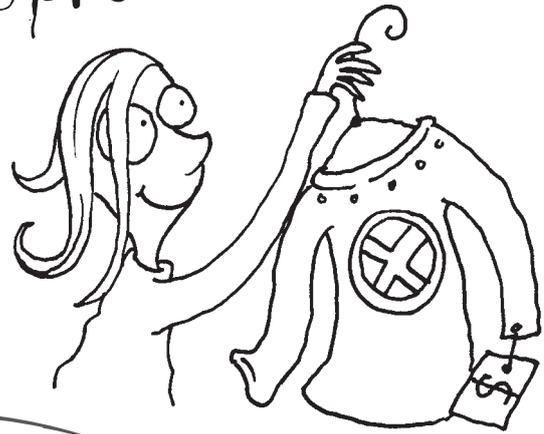


Shopping Spree!

OUTCOMES

- © QLD: DR3.1, DR3.2, DR3.3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.3
- © WA: CAI, STP

INDICATORS: rehearses and role-plays a dramatic performance and then evaluates others' performances in order to give a concluding judgment; creates performances that use character roles and sounds to convey situations



- © **DRAMA SKILLS:** freezing, role-playing, performing
- © **KEY WORDS:** nurses, shopping, law

RESOURCES NEEDED: chairs, Task Card 9 – enough scenarios for each group of eight

WARM-UP

NURSES AND PATIENTS

Prepare the room by arranging chairs in a circle. The number of chairs will depend on the number of students in the class. Have the amount of chairs equal half of the total amount of students in the class, plus one extra chair.

Divide the class into two groups. Ensure that one group has an extra person – you may need to join in. Tell the smaller group that they will be the patients. Explain that each patient will need a chair and have them sit in the circle on the chairs. Make sure there is one empty chair in the circle.

Tell the larger group that they will be the nurses. Explain that each nurse needs to stand behind a patient. Have the extra nurse stand behind the empty chair.

Tell the nurse without a patient to look at another patient without talking. Once eye contact has been made, that patient needs to stand up and walk to the empty chair before their own nurse taps them on the shoulder. If the patient succeeds, the new nurse without a patient has their turn to look at another patient. If the patient is unsuccessful, the nurse without a patient must try again with a different patient.

Explain that all students have to participate so that the patients try to get to a new chair with a new nurse, while all nurses try to keep their patients.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Hello there! Do you really think that I care?'

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: 'Me mammy needs many reminders' (using an Irish accent). Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmme mmmammmmy nnnneeds mmmannny remmmminnders.'



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: 'Oh no, we ought to stop before we fall!' 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 blend 'str' by repeating the following statement, emphasising the letters in bold: 'The stranger **str**utted in the street.'

MOVEMENT

SPATIAL AWARENESS

Tell students to imagine that they are shoppers browsing through specials racks in a busy department store. Tell them to freeze into a pose, pretending to browse. They must hold this pose for five seconds. They need to take note of and remember their exact position and location. This position will now be their starting point, called Spot A.

Tell students to remember Spot A, then continue browsing through the racks in the crowded shop without touching or talking. Students may move to another area of the shop, perhaps to another sales rack. Use a cue to let the students know to freeze while holding their selected sale items. Tell the students that this is their new spot, Spot B. They must remember their exact position and location.

Alternate calling out Spot A and Spot B. Students move between these points as they are called out. Have students continue walking around the crowded shop with their items of choice in their hands.

Use a cue to let the students know to freeze while holding their selected sale items. Tell them that this is their new spot, Spot C. They must remember their exact position and location.

Alternate calling out Spot A, Spot B and Spot C. Students move between these points as they are called out.

DRAMA ACTIVITY

MORE LAW AND ORDER

If possible, the class should watch an episode of a courtroom drama to give them an idea of what happens in a courtroom.

Divide students into groups of eight. Assign roles to each of the students: one is the teacher, two are witnesses for the teacher, two are animal activists, two are lawyers and one is the judge.

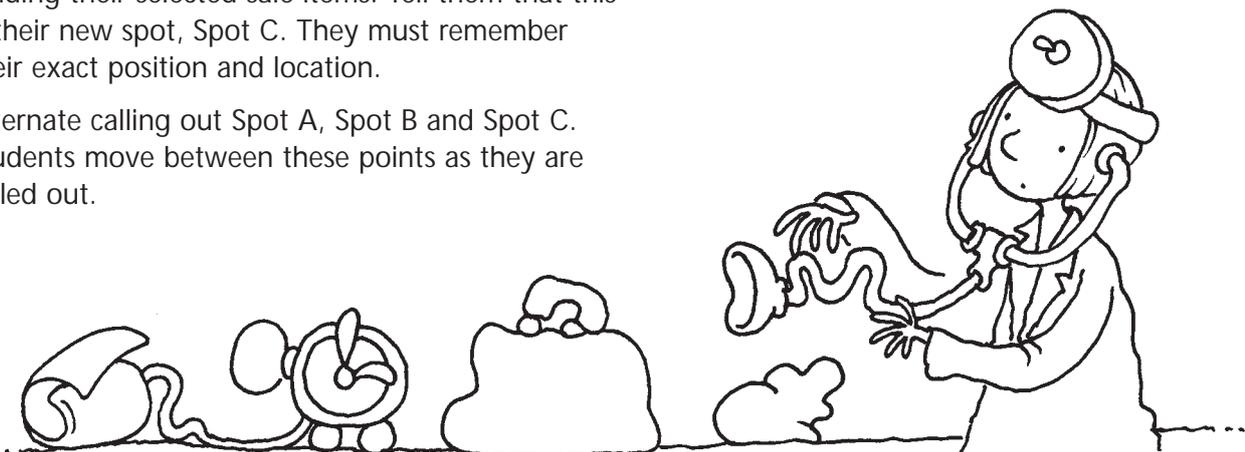
Distribute and explain the court case from **Task Card 9**. Discuss the scenario and brainstorm questions and answers appropriate to the case. Encourage students to use effects such as pauses, change of pitch, enunciating words, facial expressions and so on to emphasise what is being dramatised.

After the explanation, have students role-play their characters to investigate, question and prosecute the case before them as in a normal court case. Explain to the class that each group will perform for the rest of the class. The groups that are not role-playing will sit to one side and act as the jury. Have the judge seek the ruling of the jury by a vote after the court case.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with play-dough. Have students create a doctor's kit out of the play-dough.

Music: Provide students with a variety of different genres of recorded music, such as classical, jazz, rhythm and blues, hip hop, reggae, rock and-roll, children's music and so on. Discuss the types of shops that would play these as their background music.

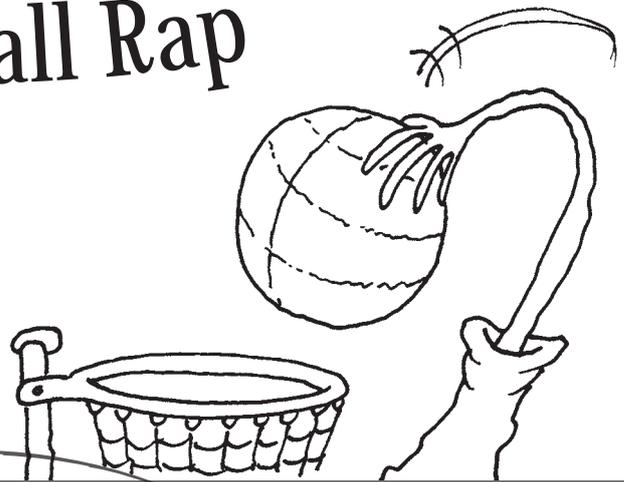


Basketball Rap

OUTCOMES

- © QLD: DR3.1, DR3.2, DA & DDR3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.3
- © WA: CAI, STP

INDICATORS: works with others to interpret and perform a dramatisation based on scripted material



- © DRAMA SKILLS: freezing, role-playing, performing
- © KEY WORDS: water, basketball, rap

RESOURCES NEEDED: enough copies of Task Card 10 for each group of five

WARM-UP

WITCHES, DRAGONS, TROLLS

This is similar to the game Paper, Scissors, Rock. Divide the class into two groups. Witches beat trolls, dragons beat witches, and trolls beat dragons.

Have each group stand on opposite ends of the room. Their side is their 'home' side. Explain that they need to decide as a group whether they are witches, dragons or trolls. Tell them they have only ten seconds to decide. The whole group has to become the same character. Witches fly on imaginary broomsticks, dragons breathe fire and flick one hand like a tail, and trolls carry an axe.



Give a cue and have the two groups line up on their home sides, approximately one metre apart. Count to three and tell the groups that this means they have to become their character and move towards each other. When they realise what the other group has become, the dominant character needs to chase the weaker character and tap them. They need to do this without running. If a student runs, that student is out and can no longer

participate in the activity. If someone from the weaker side is tapped by someone from the stronger side before they reach their home side, they are out. If a student is not in character, for example not holding a broomstick for a witch, or if they take on the role of the wrong character, for example they act as a witch instead of a troll like the rest of their group, they are out.

Have groups re-form on opposite sides of the room and tell them to decide on their next character. Continue the game until a whole team is sitting out. The last side with students standing wins the game for their team.

If both groups choose the same character, each group must re-form on their home side and choose another character within the ten-second time limit.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'Hello there! Do you really think that I care?'

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: 'Me mammy needs many reminders' (using an Irish accent). Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmme mmmammmy nneeds mmmannny remminnders.'

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: 'On no, we ought to stop before we fall!' 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

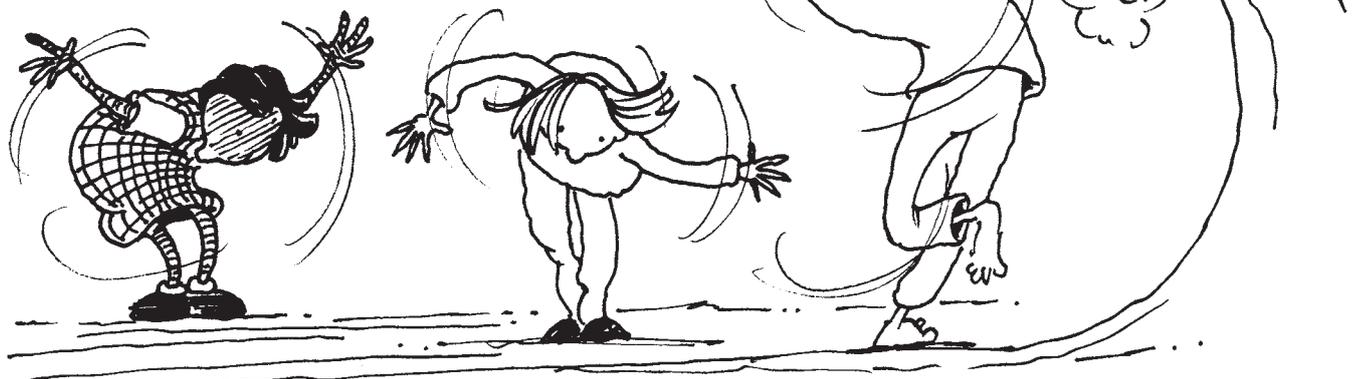
Have students practise articulating the blend 'str' by repeating the following statement, emphasising the letters in bold: 'The stranger **str**utted in the street.'

MOVEMENT

BODY AWARENESS

Tell students to imagine that they are water. They need to manipulate their bodies into different shapes according to the type of water you tell them to become. Encourage students to bend, stretch and shape themselves appropriately. Emphasise that this is an independent activity; students are not to work with each other.

Have students use their bodies to become water pouring out of the tap, water in ice-cube trays freezing, water boiling in a kettle, water swirling down the drain, a waterfall, waves in the ocean and a storm.



DRAMA ACTIVITY

BASKETBALL RAP

Divide students into groups of five. Give each group a copy of the Basketball Rap from Task Card 10. Ask a student to volunteer to read the words of the Basketball Rap aloud.

Explain that each group needs to create a performance for the Basketball Rap. They need to either sing or rap the song as well as adding appropriate sound effects. Discuss the types of sound effects that could be used, such as making a scratching sound with their voice, stamping feet to sound like a basketball bouncing and so on. Inform students that they also need to create a performance either in the form of a dance or a play. This performance needs to relate to the words of the rap. Emphasise that all students in each group need to actively participate in both the planning and the performance of this activity.

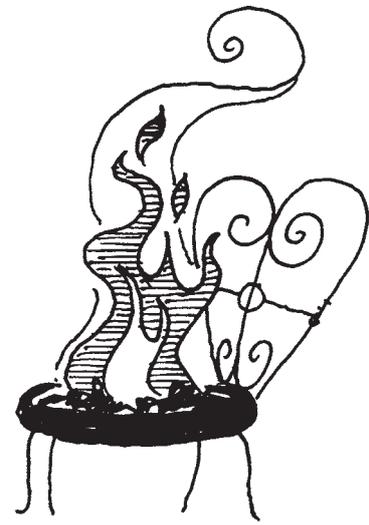
Have groups volunteer to perform their creative pieces.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with shoeboxes, coloured cardboard, textas, scissors and glue. Have them create a diorama of a different scene for a witch, a dragon or a troll.

Music: Divide students into the groups they were in for the main drama activity. Ask each group to write two extra verses for the basketball rap.

Hot Seating



OUTCOMES

- © QLD: DR3.1, DA & DDR3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3
- © VIC: 3.1
- © SA: 2.1, 2.3
- © WA: CAI, STP

INDICATORS: role-plays and improvises a variety of characters using speech and body language, with a focus on hand gestures

© **DRAMA SKILLS:** performing dance drama, hot seating

© **KEY WORDS:** detective, models, questioning

RESOURCES NEEDED: music appropriate for a fashion shoot, such as 'I'm Too Sexy' by Right Said Fred or 'The Look' by Roxette

WARM-UP

MURDER WINK

Choose a student to be a detective. Have the detective leave the room. Choose another student to be the murderer. Call the detective back and explain that the detective is not to be told who the murderer is. Have all students walk around the room. While moving, the murderer winks at other students. Once a student has been winked at, they must 'fall down dead' dramatically.

The detective has three guesses to work out who the murderer is. Explain that the idea of the game is to try to prevent the detective from finding the murderer. All students have to be careful when winking or receiving the wink. If the detective guesses the murderer correctly within three guesses they win. If they do not guess, they lose and the murderer must reveal their identity.

Repeat the game with a new detective and a new murderer.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'I'll have two hamburgers, a box of fries and a large pie please.'

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 niece and nephew never make me nervous.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmy nnniece annnd nnnephew nnnnever mmmake mmmme nnnnervous.'

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: 'Stop annoying me or I'll make you eat my brussel sprouts!' 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 sounds 'ch' and 'sh' by repeating the following command, emphasising the letters in bold: 'Catch the stash of cash before the thief makes his snatch.'

MOVEMENT



DANCE DRAMA

Divide students into pairs. Explain that in each pair one student is the model and the other is the photographer. Tell the class that the model and photographer are in a photo studio. Have the models assume various poses while the photographers take picture after picture. Tell the photographers to encourage the models to move into different poses for each picture using comments such as 'Bend forward'; 'Hand on hip'; 'Big smile, please!'

Play songs in the background for students to model to, such as 'I'm Too Sexy' by Right Said Fred or 'The Look' by Roxette.

Have the students swap roles. Vary this activity by having models pose in different types of clothing stores, for example swimwear, bridal wear, sportswear or children's clothing.

DRAMA ACTIVITY

HOT SEATING

Line up about four chairs in a row as if facing an audience. Explain that the students will be part of a press conference. Discuss the activities and behaviours that take place during a press conference, for example using questioning techniques, having to think of answers quickly, giving interesting answers, taking turns, listening while others are speaking and so on.

Divide students into even groups of about eight. Explain that each group will have a turn to be part of the panel being interviewed. Four students from the panel sit on the chairs to answer questions. The other four kneel behind the chairs and use their arms to supply the body language, using hand gestures, for the seated students. The rest of the class are reporters.

Explain that the panel will not know who they are or why they are being interviewed. State that the panel will leave the room while the rest of the class learns who the panel members are. Emphasise that the reporters must ask leading questions that will provide clues to indicate who the panel members are and why they are being interviewed. State that all questions should be open-ended. Questions that can only be answered with 'yes' or 'no' should be avoided.

As an example, discuss the scenario that the panel are various people from a school who want to create a school garden. Brainstorm the types of leading questions that could be asked. For example, 'Teacher, what will you grow?'; 'Student, how will you divide up the space?'; 'Principal, how will you ensure that the scheme is fair for everyone?' and so on.

Explain that a lot of thought must go into the answers. For example, if a student on the panel is asked how they felt, a response of 'sad' is too brief. Rather, they should elaborate and explain why they felt sad.

Send the first panel out of the room. Have the 'reporters' sit on the floor, facing the chairs. Tell the reporters the scenario. Call the panel back. Four students sit on the chairs, placing their hands behind their backs. The other four kneel behind the seated students and put their arms around the chair to take the place of the seated students' arms. They use their hands and arms to provide body language, such as scratching the student's head, covering their eyes, folding their arms, tapping the student's knee, pointing a finger, placing a finger thoughtfully on the student's chin and so on. They can either match or contradict what the speaker is actually saying with this body language.

Panel members must select reporters with their hands up to ask questions. Ensure that reporters direct their questions to individual panel members. Make sure that all panel members are questioned. Swap groups when the panel discovers the scenario. The panel scenarios are:

- © A bank robbery has occurred. The panel members are a bank teller, a customer, a security guard and a bank robber.
- © Two animals have run away from the circus. The panel members are a monkey, an elephant, a ringmaster and an audience member.
- © Divers have discovered a shipwreck. The panel members are a captain, two divers and the owner of the ship who was not there during the discovery.

LINKS WITH OTHER CREATIVE ARTS AREAS



Visual Arts: Have students take photos of the fashion parade. Scan or download these onto the computer. Have students design their own magazine cover using the photos.

Spooky House



OUTCOMES

- © QLD: DR3.1, DR3.2, DR3.3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.4
- © WA: CAI, STP

INDICATORS: plans and creates their own dramatic performance using the skills learnt to date

- © DRAMA SKILLS: playbuilding, improvising, performing
- © KEY WORDS: whisper, haunted

RESOURCES NEEDED: none

WARM-UP

WHISPERING WORD ASSOCIATION

Have students sit in a circle. Explain that they will play a game similar to Chinese Whispers. Tell them that you will whisper a word into the ear of the student sitting next to you. Give the example of 'cat'. Tell the class to think of the first word that comes to mind when they hear the word cat, for example mouse, whiskers, fur, cuddly and so on.

Explain that the student sitting next to you needs to whisper the word they think of first into the ear of the student seated next to them. The next student then needs to think of another word associated with the word they have just heard, and whisper it to the student seated next to them. Continue this process until everyone has had a turn. Ask the last student who heard a word to say their new word aloud.

Say the word you began with aloud and ask each student to say their word aloud, moving around the circle in order. Play the game again beginning with the word 'book'.



SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'I'll have two hamburgers, a box of fries and a large pie please.'

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 niece and nephew never make me nervous.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmy nnniece annnd nnnephew nnnnever mmmake mmm nnnnervous.'

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: 'Stop annoying me or I'll make you eat my brussel sprouts!' 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 sounds 'ch' and 'sh' by repeating the following command, emphasising the letters in bold: 'Catch the **st**ash of **ca**sh before the thief makes his **sn**atch.'

MOVEMENT

SPATIAL AWARENESS

Tell students to imagine that it is night-time and that they are walking to an old, eerie house that has been left vacant. Tell them to walk slowly through the door. They notice sticky cobwebs shimmering in the moonlight that is streaming through the windows. Have the students follow the sound of crying puppies, while avoiding the sticky cobwebs. Some cobwebs can be seen and some cannot.

DRAMA ACTIVITY

PLAYBUILDING

Have students work in groups of five. Discuss all of the drama skills learnt to date so that students will be aware of these when building their own dramatic performance. For instance, discuss using appropriate speech and enunciation, beginning a performance in a frozen position, cooperating as a group to discuss how to structure a performance, exaggerating movements, using relevant facial expressions and including all group members.

Tell each group that they will be given the same collection of three words. They are to use these words to create a short play, using the drama skills learnt to date. Students will have approximately 15 minutes to improvise and practise their play.

Give the one-word example of 'flower'. As a class, brainstorm various ways 'flower' could be interpreted, for example a flower growing in the garden, or even flour that you use to bake a cake. Discuss how one of these ideas could then be used to create a play, complete with interesting, appropriate characters and scenes that entertain the audience.

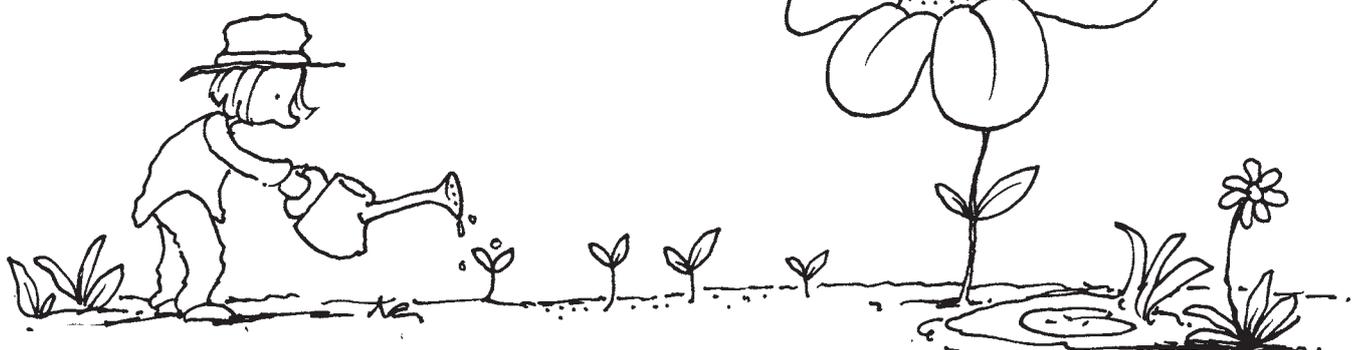
Playbuilding is entirely up to the students. It is up to each group to interpret the words in their own way to create their play. Encourage students to use maximum creativity to include all three words. The three words are witch, fire and frog. Give students approximately 15 minutes to practise and improvise their plays. Encourage students to include the many aspects of drama as well as all members of their group.

Have groups volunteer to perform their creative pieces.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with paper, oil pastel crayons, black paint and paintbrushes. Have students cover the piece of paper with a variety of bright-coloured crayons, then paint over the whole page in black. When the paint has dried, have students use the end of their paintbrush to scratch out a picture of a haunted house.

Music: Divide students into the groups they were in for the main drama activity. Ask each group to write their own rap song using the



The Cat's Meow



OUTCOMES

- © QLD: DR3.1, DR3.2, DR3.3
- © NSW: DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4
- © VIC: 3.1
- © SA: 2.1, 2.4
- © WA: CAI, STP

INDICATORS: students plan and create their own dramatic performance using the skills learnt to date

- © DRAMA SKILLS: playbuilding, improvising, performing
- © KEY WORDS: numbers, cats

RESOURCES NEEDED: none

WARM-UP

COUNT OFF

Have students stand in a circle. Explain that they are to count, in order, starting at number one. They need to remember their numbers. Tell students that the last person to say their number then calls out another student's number. The student whose number has just been called then says another student's number and so on.

Tell the class that if a student pauses for too long after their number has been called, they are out. If a student gets out, they sit down. If they say their own number, they are out. If they say a number of someone sitting down, they are out and must sit down. If they say a number that no one has, they are out. The last person standing wins.

This activity can be varied by altering the number sequence, for example using odd numbers, even numbers, counting by fives, counting by tens, counting backwards from 30 and so on.

SPEECH AND ENUNCIATION

PROJECTION

Have the students use one breath and practise saying clearly: 'I can't believe I just stepped in wet concrete. I think my feet are stuck!'

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 managed to save his nephew in the nick of time.' Emphasise that any time they say the letters 'm' and 'n', students must hum them, for example 'Mmmighty Mmmouse mmmannaged to save his nnnephew in the nnnick of timmme.'

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: 'At last we have found the pot of gold!' 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 'b' and 'd' by repeating the following statement, emphasising the letters in bold: 'To be **mad** is not that **bad**.'

MOVEMENT

BODY AWARENESS

Tell each student to imagine that they are an angry cat, moving around the room. Explain that they need to fluff out their fur in order to make themselves bigger. As the students move about the room add the following scenario changes:

- © Have students imagine that they are a cat sneaking up on a mouse. Prompt the students by telling them they need to be low to the ground and very quiet, with their claws ready.
- © Have students become a cat curled up in front of a fire, licking its fur.
- © Have students become a cat walking along a fence. Tell the students that they come to a large tree, jump on the nearest branch and climb up.

DRAMA ACTIVITY

PLAYBUILDING

Have students work in groups of five. Discuss all of the drama skills learnt to date so that students will be aware of these when building their own dramatic performance. For instance, discuss using appropriate speech and enunciation, beginning a performance in a frozen position, cooperating as a group to discuss how to structure a performance, exaggerating movements, using relevant facial expressions and including all group members.

Tell each group that they will be given the same three words. They are to use these words to create a short play, using the drama skills learnt to date. Students will have approximately 15 minutes to improvise and practise their play.

Give the one-word example of 'croak'. As a class, brainstorm various ways 'croak' could be interpreted, for example the noise a frog makes, a croaky voice, or to die or pass away. Discuss how one of these ideas could then be used to create a play, complete with interesting, appropriate characters and scenes that entertain the audience. Playbuilding is entirely up to the students. It is up to each group to interpret the words in their own way to create their play. Encourage students to use maximum creativity to include all three words. The three words are wave, child and duck. Give students approximately 15 minutes to practise and improvise their plays. Encourage students to include the many aspects of drama as well as all members of their group.

Have groups volunteer to perform their creative pieces.

LINKS WITH OTHER CREATIVE ARTS AREAS

Visual Arts: Provide students with a piece of A3 or A4 paper. Have them draw a design for a backdrop for their play, working in the groups that they were in for the playbuilding drama activity.

Music: Provide students with various percussion instruments. Have them use the percussion instruments to create music to go with the body awareness activity.



All the

TASK

CARDS

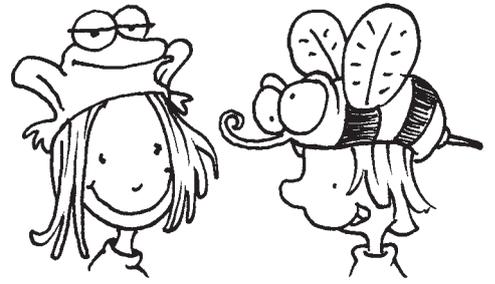
Display copy only
You Need

Low resolution

© Macmillan Education Australia



Animals

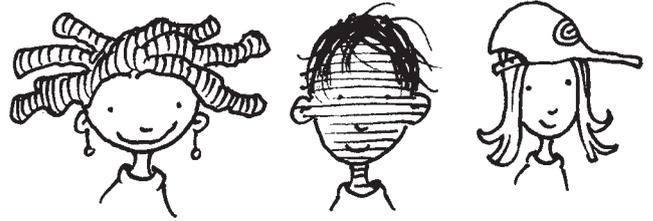


This page can be photocopied and the animal names cut out, laminated and distributed to your students. Students role-play these animals, then try to find the other person who is role-playing the same animal. See Lesson Plan 4 for more details.

	elephant		frog		duck
	elephant		frog		duck
	owl		dog		cat
	owl		dog		cat
	snake		bird		fly
	snake		bird		fly
	lion		horse		sheep
	lion		horse		sheep
	cow		monkey		bee
	cow		monkey		bee

Vox Pop - Roles

This page can be photocopied and the role cards cut out, laminated and distributed to each set of five students. Students play these roles during the Vox Pop drama activity. See Lesson Plan 8 for more details.



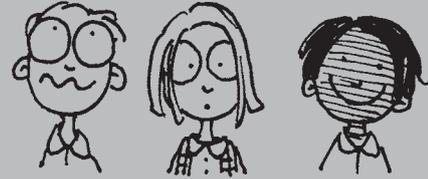
	Reporter		Reporter		Reporter
	Reporter		Reporter		Reporter
	Student		Student		Student
	Student		Student		Student
	Principal		Principal		Principal
	Principal		Principal		Principal
	Parent		Parent		Parent
	Parent		Parent		Parent
	School Cleaner		School Cleaner		School Cleaner
	School Cleaner		School Cleaner		School Cleaner

Vox Pop - Current Affairs

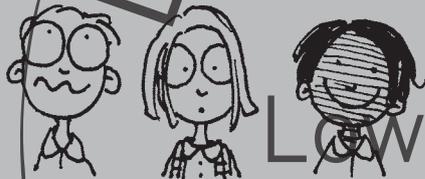
This page can be photocopied and the questions cut out, laminated and distributed to the reporters for the Vox Pop drama activity. See Lesson Plan 8 for more details.



It has been discovered that the most polluted areas of Australia are school playgrounds. What do you think of that?



Some people think students should have to clean the teachers' staff room up at the end of the day. What do you think of that?



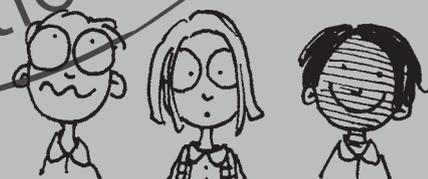
It has been said that students should have to scrub their own desks clean every day. What do you think of that?



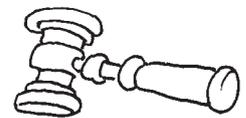
Some people think teachers and principals should help students clean up the playground. What do you think of that?



The school cleaners think students should be more responsible for their classrooms. What do you think of that?



The principal has discussed using a fine system for students who drop their rubbish on the ground. What do you think of that?



This page can be photocopied and the scenario cards cut out, laminated and distributed to your students. Make enough copies for one between six students. The students assume roles for a court case to be performed for the rest of the class, who act as the jury. See **Lesson Plan 11** for more details.



Crime Scene

After lunch, the teacher and students return to the classroom and discover that the teacher's chocolate bar has been half eaten. There are a few kids with chocolate on their faces or hands. One student's hat was found on the teacher's desk, next to the chocolate. The teacher has accused this child of eating the chocolate and has taken him or her to court.



Court Case

In your group, act out this court case. One of you is the teacher, one is the accused, one is the judge, one is a witness and the teacher and the accused have a lawyer each. The lawyers take turns in questioning the teacher, the accused and the witness. The witness has to decide what they saw and whom they support. The rest of the class acts as the jury.



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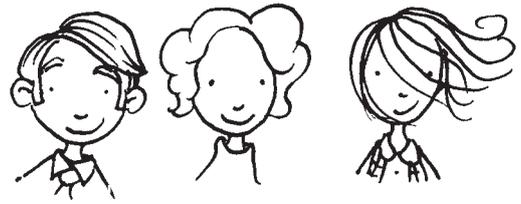


Court Case

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More Vox Pop - Roles

This page can be photocopied and the role cards cut out, laminated and distributed to each group of five students. Students play these roles during the More Vox Pop drama activity. See Lesson Plan 16 for more details.



	Reporter		Reporter		Reporter
	Reporter		Reporter		Reporter
	Student		Student		Student
	Student		Student		Student
	Principal		Principal		Principal
	Principal		Principal		Principal
	Parent		Parent		Parent
	Parent		Parent		Parent
	Shopkeeper		Shopkeeper		Shopkeeper
	Shopkeeper		Shopkeeper		Shopkeeper

More Vox Pop - Current Affair

This page can be photocopied and the question cards cut out, laminated and distributed to the reporters for the More Vox Pop drama activity. See Lesson Plan 16 for more details.



It has been said that students should not have to wear school uniforms. What do you think of that?



Because the food in the school canteen is so unhealthy, the school wants to get rid of the canteen. What do you think of that?



It has been said that school uniforms are so expensive that teachers will have to teach sewing so that students can make their own uniforms. What do you think of that?



Some people think parents should pay for each piece of paper their child uses in school, because it is too expensive for schools to pay. What do you think of that?



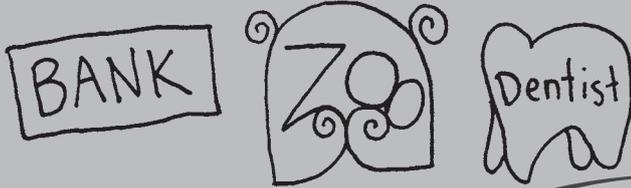
It has been said that principals and teachers should have to buy and wear school uniforms themselves. What do you think of that?



It has been said that all local shops should give discounts to the school students who go to the school in their area. What do you think of that?

Frozen Moments

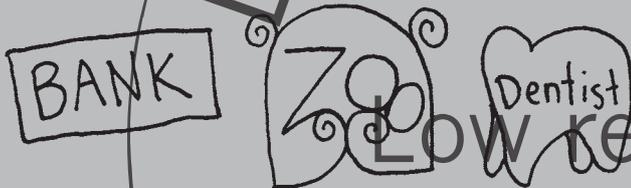
This page can be photocopied and the scenario cards cut out, laminated and distributed to each group of five. The students freeze into the beginning of a scene relating to these. See Lesson Plan 19 for more details.



Firefighters are saving a parent and their child or children from a burning building.



There is a hold-up at the local bank.



People fishing from their boat have caught a shark.



Zookeepers are feeding the snakes.



A dentist is checking a child's teeth. The nurse helps while the parent watches and the brother or sister laughs.



Friends are shopping in a store and next to them is a famous pop star with their bodyguard.

More Frozen Moments

This page can be photocopied and the scenario cards cut out, laminated and distributed to each group of five. The students freeze into the beginning of a scene relating to these. See Lesson Plan 20 for more details.



The teacher is teaching the class a science experiment.



At the beach people are surfing, swimming and sun-baking.



A group of friends is playing a game of handball.



Your family is planting flowers in your garden, pulling out the weeds and picking fruit off the apple tree.



You and your friends are having a slumber party and have snuck into the kitchen to have a midnight snack.

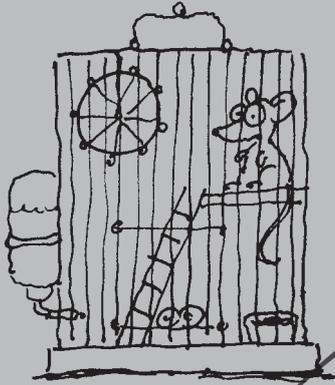


A group of friends are at the summer fair trying to dunk their teacher into the water by throwing a ball at a target.

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More Law and Order

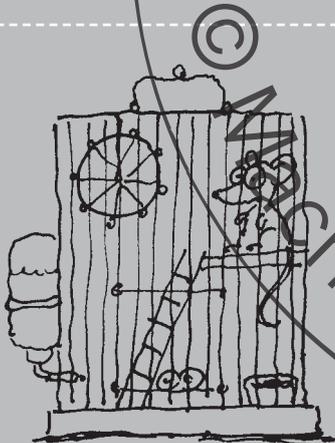
This page can be photocopied and the scenario cards cut out, laminated and distributed to your students. Make enough copies for one between eight students. The students assume roles for a court case to be performed for the rest of the class, who act as the jury. See Lesson Plan 21 for more details.



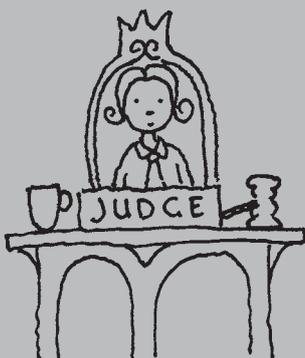
Two students have become animal rights activists and strongly believe the class pet should not be kept in a cage, and that it should be allowed to live free. They have hired a lawyer and they are taking the teacher to court. The teacher has hired a lawyer and asked two students to act as witnesses on his or her behalf.



In your group, you need to act out this court case. One of you is the teacher, two are witnesses for the teacher, two are animal activists, two are lawyers and one is the judge. The lawyers take turns questioning the teacher, the animal activists and the witnesses. The rest of the class will be your jury.



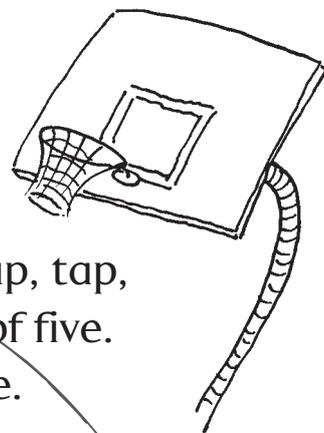
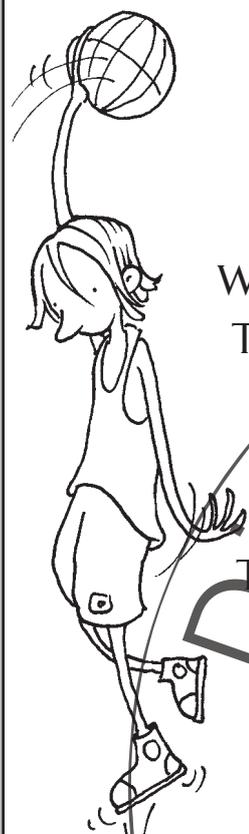
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Basketball Rap

This page can be photocopied, laminated and distributed to your students. Students work in groups of five to perform this activity. See Lesson Plan 22 for more details.



Basketball Rap

Everybody do the basketball rap,
With your fingertips give the ball a tap, tap, tap,
Then pass it to a member on your team of five.
Everybody let's do the basketball jive.

Grab that ball and move down the court,
Turn, dodge and dribble as you play this sport.
Pivot then run, catch, dodge and slam dunk –
Everybody get right into the funk!

Hip hip hop and a boom, boom, boom,
Watch as the ball goes flash, bang, zoom!
We've got the style, we've got the three-point move –
Come on team, get into the groove!

Bounce then pass then shoot for the hoop.
Gather your teammates into the loop.
Set up a screen and use your defence,
Then steal the ball – and now it's offence.

We play real hard and when the whistle blows,
That's when the game comes to a close.
We've beat the opposition. We've got the high score!
And that's the end – there is no more!





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