



TLAP of Drama Assignment IA2

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Unit Title: Unit 3: Challenge				Term: 1	Year Level: 12		
Week	Lesson	-Learning Goals -Key Cognitions -21 st Century Skills	-Key Terminology	Teaching & Learning Strategies (<i>including literacy and numeracy activities where applicable</i>)	Possible Resources	Homework (if applicable)	Assessment (<i>informal, formal, diagnostic, formative, summative</i>)
1	1	<p>Learning Goal</p> <ul style="list-style-type: none">To know/revise the elements of drama and conventions of Epic <p>Success Criteria</p> <ul style="list-style-type: none">Students participate fully in activities and have revised their knowledge of the play, key elements, and conventions <p>Cognitions: Understand</p> <p>Terminology: Elements of drama, conventions of epic theatre</p> <ul style="list-style-type: none">21st Century Skills: Use of ICT, collaboration, and teamwork		<p>Warm up:</p> <ul style="list-style-type: none">Check InBang <p>Body:</p> <ul style="list-style-type: none">Discuss the play/s that students have watched prior to the unit, these are Scattered Lives and/or a live performance<ul style="list-style-type: none">What were the general opinions and themes?Students get into small groups with at least one laptop per group and use the Mentimeter<ul style="list-style-type: none">Groups list as many elements of drama and conventions of Epic theatre as they can rememberDiscuss<ul style="list-style-type: none">What are the student’s definitions of these elements and conventions?Give revision sheet<ul style="list-style-type: none">Go through any forgotten as a classCompare student definitions to official definitions <p>Wrap Up:</p> <ul style="list-style-type: none">Play Statues – Themes relate to the elements of dramaStudents begin writing/typing their paragraph (Written literacy skills)	<p>PowerPoint</p> <p>Mentimeter Word cloud</p> <p>Revision sheet (printed and online copy)</p>	<p>Students write a short PEEL paragraph identifying which elements and conventions were present in the play they watched and where they were present.</p>	<p>Informal (supervising group work and student input)</p> <p>Formative (Homework)</p>

			<ul style="list-style-type: none">○ Identifying which elements and conventions were present in the play they watched and where there were present			
2	<p>Learning Goal</p> <ul style="list-style-type: none">• To recognize the key scenes of the plays and what elements/conventions they contain <p>Success Criteria</p> <ul style="list-style-type: none">• Students can identify key moments of dramatic action in the play• Students understand the required format of the paragraph and have commented on own and others' work <p>Cognitions: Understand</p> <p>21st Century Skills: Use of ICT, Collaboration, critical thinking, and communication</p>	<p>Warm up:</p> <ul style="list-style-type: none">• Check In• Zip, Zap Boing <p>Body:</p> <ul style="list-style-type: none">• Go through assessment details, due date, and requirements for the written section.• In small groups:<ul style="list-style-type: none">○ Students choose two key moments/scenes in the play and create a PowerPoint.○ They must identify moments of dramatic action and at least one element of drama and convention in each scene.○ They then explain the effect created.○ This is presented to the class• Using laptops or hard copy, students find a partner that was not in their small group<ul style="list-style-type: none">○ They are instructed to peer mark their partner's paragraph. <p>Wrap Up</p> <ul style="list-style-type: none">• Discuss the peer marking – Use what went well and even better if format.• Were there any trends?• Start written reflection (written literacy skills)	<p>PowerPoint</p> <p>Laptops</p> <p>Peer marking checklist with WWW & EBI sections</p>	<p>A reflection of at least 50 words about the paragraph and the peer feedback received, following the WWW &EBI format. Sent to teacher by next lesson or handed in at beginning of next lesson.</p>	<p>Formative (Peer marking sheets)</p> <p>Formative (Reflection)</p>	
3	<p>Learning Goal</p> <ul style="list-style-type: none">• To have a complete picture of the history of Brecht <p>Success Criteria</p> <p>Cognitions: Understand - demonstrate an</p>	<p>Warm up</p> <ul style="list-style-type: none">• Check In• Triggers <p>Body:</p> <p>Consolidate prior knowledge</p> <ul style="list-style-type: none">• What do we already know about Brecht?• Refer to mentimeter (lesson 1)	<p>PowerPoint</p> <p>Laptops</p> <p>Kahoot</p>		<p>Diagnostic (Kahoot Quiz)</p> <p>Informal (questioning and discussion)</p>	

		<p>understanding of dramatic languages of selected dramatic forms and styles</p> <p>21st Century Skills: Use of ICT, collaboration, communication</p>	<ul style="list-style-type: none"> In small groups research to answer specific focus questions around who Bertholt Brecht was and what was happening in Germany at this time. Each group sums up their findings to the class <p>Kahoot:</p> <ul style="list-style-type: none"> Focuses on the play, elements of drama, conventions, and written assignment requirements. <p>Analysis of exemplar:</p> <ul style="list-style-type: none"> Students take turns reading out the exemplar – round reading Students get into small groups and are asked to identify the convention <p>Wrap Up</p> <ul style="list-style-type: none"> Ask What conventions do you understand and think you can use confidently to convey a political message? Why? Which ones are more difficult? 			
2	4	<p>Learning Goal</p> <ul style="list-style-type: none"> Work collaboratively to gain an understanding of symbolism and create resources about symbols as a class <p>Success Criteria</p> <ul style="list-style-type: none"> Students can identify symbols in theatre and politics and interrogate their possible meanings 	<p>Warm up</p> <ul style="list-style-type: none"> Check in Shazzam! <p>Body</p> <p>Discuss:</p> <ul style="list-style-type: none"> The PowerPoint examples of symbols as a class Ask for other symbols the class can think of <p>Investigate:</p> <ul style="list-style-type: none"> The use of symbols in theatre In small groups using laptops to search for examples of symbols and then add them to the padlet The padlet will be projected and groups will explain what they added and why <p>Jamboard</p>	<p>PowerPoint</p> <p>Laptops</p> <p>Padlet</p> <p>Jamboard</p>	<p>Read through the exemplar of part A (provided online and hard copy) and highlight the focus convention and elements of drama.</p>	<p>Formative (analysis of the exemplar)</p>

		<p>Cognitions: demonstrate an understanding of dramatic languages of selected dramatic forms and styles</p> <p>21st Century Skills: ICT, critical thinking, communication, collaboration</p>	<ul style="list-style-type: none">Students research the symbols of politics to create a Jamboard <p>Wrap Up</p> <ul style="list-style-type: none">Explain homework and ask for questions			
5	<p>Learning Goal</p> <ul style="list-style-type: none">Students will have a good understanding about what is required in part A and how it could be structured. <p>Success Criteria</p> <ul style="list-style-type: none">Students have created a writing plan and chosen their convention, moments of dramatic action and elements of drama <p>Cognitions: analyse and apply</p> <p>21st century skills: critical thinking, creative thinking, communication, and collaboration and teamwork</p>	<p>Warm up</p> <ul style="list-style-type: none">Check In – speaking the stage directions/speaking in third personE.g. Taylor is feeling like a 7 because she...Space Jump <p>Body</p> <p>Exemplar Activity:</p> <ul style="list-style-type: none">Check homework – students identify the focus convention and elements of drama as required.In pairs students judge the effectiveness of the exemplar. Which sections are done well? What could be improved?Pairs report their ideas to the class.Students are provided with the annotated version of the exemplar and told that this is a high-achieving example.Discuss, with the annotations, are your assessments of the exemplar still standing? <p>Writing Activity</p> <ul style="list-style-type: none">Individually students choose their convention, key moments of dramatic action and elements of drama to highlight if they haven't already.They are instructed to write out a plan of their workThen in small groups, students discuss their plans	<p>PowerPoint</p> <p>Annotated exemplar hard copy and online</p>		<p>Formative (exit slip plan)</p>	

			<p>Wrap Up</p> <ul style="list-style-type: none"> • How did students feel about the activities in this lesson? • What was difficult? • Time for questions about the written draft. • Exit slip – show the teacher the plan just created. 			
	6	<p>Learning Goal</p> <ul style="list-style-type: none"> • To finalise each student's chosen convention and work on the draft <p>Success Criteria</p> <ul style="list-style-type: none"> • Students have chosen a convention and are actively working to complete their draft <p>Cognitions</p> <ul style="list-style-type: none"> • evaluate and justify 	<p>Warm up</p> <ul style="list-style-type: none"> • Check in • Gestus is the Bestus <ul style="list-style-type: none"> ○ Each student will walk around the room neutrally, focused and in their own space. ○ The teacher will call out stimulus words, e.g., "Poverty," "Global warming," "Inequality" ○ Each student will form a getsus in response to each stimuli ○ Remember a gestus is combining a gesture and a social meaning/ idea in a single movement <p>Body</p> <ul style="list-style-type: none"> • Students in a circle go around and tell the class their chosen convention, moments, and elements and justify their choices • Whole class analysis/discussion of the play and what effect the conventions and elements of drama have. • Go through part A checklist • Time to work on written draft with teacher supervision • Extension – students who do not need the time can begin research for the devising project 	Assignment Checklist	Focus on finishing draft of part A: due at the beginning of the next lesson.	Informal (questioning, discussion and observation)

			<p>Wrap Up</p> <ul style="list-style-type: none"> Remind students that the draft is due at the beginning of the next lesson or before Go over commonly asked questions 			
3	7	<p>Learning Goal</p> <ul style="list-style-type: none"> To investigate current political issues and understand the varying opinion people hold <p>Success Criteria</p> <ul style="list-style-type: none"> Students have worked collaboratively to create a resource about current political issues. <p>Cognitions: create, understand</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check In 10 Second Objects Hand in drafts to teacher hard copy or online <p>Body</p> <ul style="list-style-type: none"> Go through Part B expectations as a class In small groups: <ul style="list-style-type: none"> Research current political issues of interest and look for political points of view that they agree and disagree with. Students create a class jamboard that lists the topics they are interested in and the various opinions they have found. <p>Checkpoint 1 - Analysis and Evaluation - Discussion and feedback</p> <ul style="list-style-type: none"> While they research, teacher marks drafts and conferences with students individually <p>Wrap Up</p> <ul style="list-style-type: none"> Discuss the activity <ul style="list-style-type: none"> What was interesting/confronting? What political issues did you find? Have you chosen a topic? How will you relate the topic to your convention? Set homework 	<p>PowerPoint Jamboard Laptops Jamboard</p>	<p>Find and choose a political issue/topic for your devising task. Answer the questions: Why have you chosen this topic? What political stance do you hold? How will you your convention support the communication of your political stance?</p>	<p>Informal (questioning)</p> <p>Formal/formative (drafts)</p>
	8	<p>Learning Goal</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check In Statues 	<p>Butchers paper Pens PowerPoint</p>	<p>Think about the brainstorm and creative ideas</p>	<p>Informal (questioning)</p>

	<ul style="list-style-type: none">Students will have a clear understanding of the devising taskStudents will begin brainstorming their devising task <p>Success Criteria</p> <ul style="list-style-type: none">Students have engaged with all activities and are closer to answering the question, what is my creative vision? <p>Cognitions: Create</p>	<ul style="list-style-type: none">Yes and! <p>Body</p> <ul style="list-style-type: none">Slideshow Game<ul style="list-style-type: none">Divide into teams of four or five.Give minimal time to deviseOne group takes the stage.One person is the storyteller, everyone else is part of the slide show.Students will create 3 freeze frames about their topic chosen by group and narrator will explain what is happening.Going over more Part B information on the PowerPointIndividual brainstorm about how students will show key moments of action <p>Wrap Up</p> <ul style="list-style-type: none">Discussion about the brainstorm<ul style="list-style-type: none">What was difficult about working together?What was easy?Do you have your topic ready?Next lesson we will start with the brainstorm so come prepared with your ideas	Laptops	further. Choose a topic if you don't have one.	
9	<p>Learning Goal</p> <ul style="list-style-type: none">To plan more moments of dramatic action <p>Success Criteria</p> <ul style="list-style-type: none">Students have engaged in activities and are actively working to brainstorm <p>Cognitions:</p>	<p>Warm up</p> <ul style="list-style-type: none">Check InEmotional detachment<ul style="list-style-type: none">In small groups, the students will be allocated a situation/ stimulus that is a typically emotional sceneStudents will improvise a short emotional scene using this stimulus, using realist acting techniques and conventions. (Acting and reacting naturally)	PowerPoint Stimulus scripts Butcher's paper Pens Laptops		Formative (exit slip)

		Create	<ul style="list-style-type: none"> Once the students have performed this scene once, re-enact the same scene, however, use self-narration and 3rd person dialogue to alienate and emotionally detach the characters from the audience. <p>Body</p> <ul style="list-style-type: none"> Go around the circle and check homework – that everyone has chosen a political topic and convention & discuss choices and any issues Individual brainstorm continuation Then in small groups, students present their brainstorm and peers provide feedback <p>Wrap Up</p> <ul style="list-style-type: none"> Symbols in politics – what is a symbol that represents the student’s chosen political topic Write a paragraph about what it is and what it represents. – used as an exit slip 			
4	10	<p>Learning Goal</p> <ul style="list-style-type: none"> To explore the impact statistics can have on audiences <p>Success Criteria</p> <ul style="list-style-type: none"> Students have engaged with the activities and can interpret statistics about their political issue <p>Cognitions</p> <ul style="list-style-type: none"> Analyse and interpret 	<p>Warm up</p> <ul style="list-style-type: none"> Check In Bang <p>Body:</p> <p>Statistics evaluation</p> <ul style="list-style-type: none"> Students look through images of printed out statistics about current political issues. As a class they put them in order of least useful/effective to most useful/effective In small groups they choose on print out interpret the statistics and evaluate if they would be effective to include in a performance and how? (Numeracy skills) Each group is given butcher’s paper and creates a plan for how they could theoretically use the statistic in the performance <ul style="list-style-type: none"> Focus questions – would they alter the appearance of the statistic? 	<p>Printed out statistics</p> <p>Butcher’s paper Pens, glue etc.</p>		Formative (Exit slip)

			<p>Would an actor say the statistic? What would the lighting be like?</p> <ul style="list-style-type: none">Then, class does a gallery walk and can write comments on the paper <p>Wrap Up Reflection</p> <ul style="list-style-type: none">Individual written reflection on WWW & EBI based on own opinion and feedback from peers – used as exit slip (literacy skills)			
11	<p>Learning Goal</p> <ul style="list-style-type: none">to participate and contribute to devising and performing an issue as a political message. <p>Success Criteria</p> <ul style="list-style-type: none">Students present, respond to and made critical judgements about group performances. <p>Cognitions: Devise</p>	<p>Warm up</p> <ul style="list-style-type: none">Check inBus Stop <p>Body Small group performance</p> <ul style="list-style-type: none">Students in groups of 4 discuss their chosen political topic and choose one to perform.Each performance must tell a story of someone real or fictional that is affected by or involved in the political issue.Students are given time to research and planEach performance must include<ul style="list-style-type: none">one student narrating rather than acting the story.three students playing characters, who at some stage interrupt the action, step outside of character and further explain the circumstances / characters to the audience.three alternative endings. <p>Wrap Up Presentation of dramatic concept</p> <ul style="list-style-type: none">Groups present their ideas to the class and receives feedback on:	<p>PowerPoint Student laptops/note books</p>	<p>Students are to work on their short performance as it will be shown to the class in the next lesson</p>	<p>Formative (presentation of ideas and exit slip)</p>	

			<ul style="list-style-type: none"> ○ The effectiveness of narration and actors stepping out of role to achieve their political intention? ○ The impact of playing several different endings ○ One thing the group could improve to make this a more effective political message. <p>Exit slip</p> <ul style="list-style-type: none"> • As a group, students write down a brief reflection on what they will change based on the feedback 			
	12	<p>Learning Goal</p> <ul style="list-style-type: none"> • To collaborate in creating and performing a short political performance <p>Success Criteria</p> <ul style="list-style-type: none"> • Students actively take part in the performance and act as a respectful audience member <p>Cognitions: Perform</p>	<p>Warm up</p> <ul style="list-style-type: none"> • Check in • Vocal warmups and stretches <p>Body</p> <p>Small group performances</p> <ul style="list-style-type: none"> • Each group is given time to rehearse • Each group will perform their piece while other students act as audience members <p>Class discussion</p> <ul style="list-style-type: none"> • In general – what went well & even better if? • How effective were the groups use of conventions? • What was the effect of having multiple endings? • How are we able to present our issues in a way that has political relevance and influence and change audience perceptions? <p>Key moment</p> <ul style="list-style-type: none"> • Each group decided the single most important moment of dramatic action in their piece and shows it to the class • Explain what was happening and why was it the most important moment? 	PowerPoint		Formative (Performance)

			<p>Wrap Up Discuss</p> <ul style="list-style-type: none"> How can we use this activity to inform our devising piece? 			
5	13	<p>Learning Goal</p> <ul style="list-style-type: none"> To think about and experiment with physicality and framing in relation to the story students are trying to tell <p>Success Criteria</p> <ul style="list-style-type: none"> Students have become more confident about creating a story that will express their political stance and dramatic meaning 	<p>Warm up</p> <ul style="list-style-type: none"> Check In Revisit the individual brainstorm with the approach of a storyboard <p>Body</p> <p>Going through the PowerPoint</p> <ul style="list-style-type: none"> Provide information for students to consider the whole narrative/story behind their chosen moments of dramatic action rather than just the moments. <p>Steal the spotlight game</p> <ul style="list-style-type: none"> One by one students go onto the stage and attempt to become the centre of attention based on their position and pose. Afterwards, ask students to think about staging when taking photos. Where is the most powerful place to be? <p>Image analysis activity</p> <ul style="list-style-type: none"> Students view images and identify the symbols and evaluate what convention and elements of drama could be in the scene based on the image alone. Then, students choose one image and elaborate on their answers in a padlet <p>Wrap Up Discussion</p> <ul style="list-style-type: none"> Remind that some political issues are confronting and make sure pers are comfortable when taking photos 	PowerPoint Laptops Padlet	Students are to begin planning their photos and who will be in them. If possible they should begin taking some photos even if they are only draft ideas. They should also begin writing about their dramatic meaning.	Informal (discussion)

	14	<p>Learning Goal</p> <ul style="list-style-type: none"> To become more confident about knowledge of part B <p>Success Criteria</p> <ul style="list-style-type: none"> Students have submitted questions and worked focused on their assignment <p>Cognitions: Devise</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check in Family Portraits <ul style="list-style-type: none"> Groups of 5 Teacher calls out a type of family e.g., a family of dinosaurs Students have 5 seconds to create a character and pose for a family portrait Touch to talk – if the teacher taps someone, they say what they are thinking in character <p>Body</p> <ul style="list-style-type: none"> Go over part B checklist and show exemplar from QCAA Students get into pairs and discuss what they are confident about and what they still need to know. Students write their concerns/ questions on the post it notes, scrunch them up and put them into a box The teacher picks 5 and answers the questions. Reminds students they can email or put their questions anonymously on the padlet where the teacher will answer them. <p>Assignment work</p> <ul style="list-style-type: none"> Students are given time to work on the assignment <p>Wrap Up</p> <ul style="list-style-type: none"> remind students that the draft is due at the beginning of next lesson. 	<p>PowerPoint</p> <p>Assignment Part B checklist</p> <p>Post it notes</p> <p>Padlet</p> <p>QCAA exemplar</p>		Informal (post it note and padlet questioning)
	15	<p>Learning Goal</p> <ul style="list-style-type: none"> To work on the assessment task and 	<p>Warm up</p> <ul style="list-style-type: none"> Check in Mirroring Ensemble walking 	<p>Drafts</p> <p>Laptops</p> <p>PowerPoint</p> <p>Exit slips</p>	Students are to continue working on their final assessment	Diagnostic (exit slip)

		<p>receive/action feedback</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Students have handed in their drafts and used their time to work on the assessment effectively <p>Cognitions: Devise</p>	<p>Body Checkpoint</p> <ul style="list-style-type: none"> My Concept - Interview, discussion, and feedback Students hand drafts in to the teacher Students continue working of the assignment while individual students are doing conferencing <p>Wrap Up</p> <ul style="list-style-type: none"> Use students' questions from last lesson to revise information and address concerns Exit slip – students indicate how they are going by checking a happy neutral or sad face and can elaborate if they wish. 			
6	16	<p>Learning Goal</p> <ul style="list-style-type: none"> To ensure student confidence about various facets of their submission <p>Success Criteria</p> <ul style="list-style-type: none"> Students have engaged with the analysis and activities and report feeling confident or see the teacher with issues <p>Cognitions: Analyse</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check in Yes and – students are working to create a scene/freeze frame They add characters, poses, lighting etc. <p>Body</p> <ul style="list-style-type: none"> Teacher gives general feedback to whole class and addresses common problems Reminds students to check individual feedback <p>Analysis of the exemplars</p> <ul style="list-style-type: none"> As a class, go over the exemplars thoroughly addressing language choice, layout options, framing, communication of dramatic meaning and conventions/elements etc. Question students throughout <p>Wrap Up</p> <ul style="list-style-type: none"> Listen to Julia Gillard's speech 	<p>PowerPoint</p> <p>QCAA exemplars</p> <p>Exit slip paper and pens</p>		Formative (exit slip)

			<ul style="list-style-type: none">Discuss the topic, message, language, do you agree? Is it effective?Exit slip – Is the speech effective? Why/why not? – strictly 50 – 100 words (literacy and numeracy)			
17	<p>Learning Goal</p> <ul style="list-style-type: none">To collaboratively create a scene responding to a political message using stylistic conventions <p>Success Criteria</p> <ul style="list-style-type: none">Students have actively participated in creating a scene with peers <p>Cognitions: devise</p>	<p>Warm up</p> <ul style="list-style-type: none">Check inSurvivor <p>Body</p> <ul style="list-style-type: none">Listen to Julia Gillard’s speech againIn groups of 4 they choose a moment and create one stereotypical character to embody.Each actor chooses a different convention and uses it to convey the same reaction to the speech.E.g., placard, direct address, gestus and narration to convey that they agree with the chosen line/momentEach group performs and the audience guesses what stereotypical character they were portraying <p>Wrap Up</p> <ul style="list-style-type: none">Students work on their assignment	<p>PowerPoint</p> <p>Paper/pens</p> <p>Student assessment work</p>	<p>Students are asked to come to class with as much done as possible as they will be showing their amount of work next lesson.</p>	<p>formative (creating a scene)</p>	
18	<p>Learning Goal</p> <ul style="list-style-type: none">To summarise how much work students have done so far and continue working <p>Success Criteria</p> <ul style="list-style-type: none">Students have finished their progress sheet and handed it in <p>Cognitions: devise</p>	<p>Warm up</p> <ul style="list-style-type: none">Check inCard count – students are given two cards with different numbers on them. Not speaking to each other they call out their numbers, trying to get to the highest number that someone has. If someone with a lower number is skipped the cards are redistributed and the game starts again. (Numeracy skills) <p>Body</p>	<p>Progress sheet</p> <p>Student assignment materials</p>		<p>Formal (progress sheet)</p>	

			<p>Progress Sheet</p> <ul style="list-style-type: none"> Students are to illustrate/describe on the paper template, or online, each of their 10 – 12 images and include the images they have Each image must state the convention if applicable and the elements of drama in the image They must state how much they have written of their 800-word dramatic concept and the key points or include what they have written. Must be handed in/addressed with teacher before moving on to assignment work. <p>Wrap Up</p> <ul style="list-style-type: none"> Teacher assesses the overall amount of work still needed and creates goals for next week with students 			
7	19	<p>Learning Goal</p> <ul style="list-style-type: none"> To ascertain levels of progress and common issues <p>Success Criteria</p> <ul style="list-style-type: none"> Students have engaged with their feedback and have used time wisely to work <p>Cognitions: Devise</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check in Count to (as many students as there are in the class) (Numeracy) <ul style="list-style-type: none"> Students work together to count to the number of students in the class without talking or signalling <p>Body</p> <ul style="list-style-type: none"> Progress sheets are handed back with brief comments from the teacher e.g., good progress or Make storyline clearer etc. Class works to create a photo taking schedule that lists what the students will need e.g. lighting, props etc if the teacher needs to organise that. Also includes when they will take photos with lunch times available. Assignment work <p>Wrap Up</p>	<p>Progress sheets</p> <p>Photo schedule sheet</p>		<p>Informal (observation)</p>

			<ul style="list-style-type: none"> Remind students to be working at home and to ask questions 			
	20	<p>Learning Goal</p> <ul style="list-style-type: none"> To share work and feedback about others work to provide new insights <p>Success Criteria</p> <ul style="list-style-type: none"> Students have engaged actively in discussion used time wisely <p>Cognitions: Analyse, devise</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check in Zip, zap, boing. <p>Body</p> <ul style="list-style-type: none"> Students swap their work (photos) with a partner Peer marking WWW & EBI Partners report findings to the class Time provided for assignment work 	Student assignment materials		Informal (listening to peer feedback)
	21	<p>Learning Goal</p> <ul style="list-style-type: none"> To assess the strength of own and others' arguments <p>Success Criteria</p> <ul style="list-style-type: none"> Students have participated in activities and used time wisely <p>Cognitions: Devise, argue</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check in Typewriter <p>Body</p> <ul style="list-style-type: none"> In pairs students state their political argument/stance and argue their point while the other student attempts to prove the argument wrong Then roles are reversed Students must work on the assignment 	Student assignment materials		Informal (observation)
8	22	<p>Learning Goal</p> <ul style="list-style-type: none"> To critically analyse the quality of own and other's dramatic concept and provide feedback <p>Success Criteria</p> <ul style="list-style-type: none"> Students have actively received and given appropriate feedback <p>Cognitions: Analyse, devise</p>	<p>Warm up</p> <ul style="list-style-type: none"> Check in Unfortunately / Fortunately <p>Body</p> <ul style="list-style-type: none"> Peer marking – Students swap their concept with a partner WWW&EBI feedback Students report general findings to the class Students work on the assignment 	Student assignment materials		Informal (listen to peer feed back and observe)

	23	<p>Learning Goal</p> <p>Success Criteria</p> <p>Cognitions</p>	<p>Warm up</p> <ul style="list-style-type: none"> • Check in • Doctor's Surgery <p>Body</p> <ul style="list-style-type: none"> • Students must be working on the assignment unless finished 	Student assignment materials	Prepare last minute photos as all must be taken by the end of next lesson.	Informal (observation)
	24	<p>Learning Goal</p> <ul style="list-style-type: none"> • To revise what is required for the final submission <p>Success Criteria</p> <ul style="list-style-type: none"> • Students have identified their level of completion on the checklist <p>Cognitions: Devise</p>	<p>Warm up</p> <ul style="list-style-type: none"> • Check in • 1, 2, 3, Buzz! (Numeracy skills) <p>Body</p> <ul style="list-style-type: none"> • Class reviews final checklist for assignment submission and ticks off what they have done • Review key information about submission • Check for understanding and questions • Time provided for assignment work <p>Wrap Up</p> <ul style="list-style-type: none"> • Students are provided with a hard copy of the checklist to consult 	<p>PowerPoint</p> <p>Final checklist</p>		Informal (Observation)
	25	<p>Learning Goal</p> <ul style="list-style-type: none"> • Students are ready to submit <p>Success Criteria</p> <ul style="list-style-type: none"> • Students have submitted 	<p>Warm up:</p> <ul style="list-style-type: none"> • Check In • Bang <p>Body:</p> <p>Final Assignment Checks</p> <ul style="list-style-type: none"> • The final submission of the complete IA2 assignment is due by the end of this lesson/school day as mandated by the school. • Students are referred to the final checklist to ensure they have not missed anything in their final document • They could check formatting and receive assistance with submitting if needed. 	New unit materials		Summative (Final submission of assignment)

			<p>New unit preparation</p> <ul style="list-style-type: none"> Teacher will begin preparing students to move on to the next unit of work. Students who are ready can begin engaging with the set text for the next unit. <p>Wrap Up</p> <ul style="list-style-type: none"> Students are given notice of what the class will be moving on to next lesson and congratulated for completing IA2 			
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3 detailed Lesson Plans

Unit: 3 – IA2	Grade: 12		Lesson #: 4
Content Overview: Students have done preliminary work on the play that they viewed prior. This lesson focuses on symbolism in theatre and in politics to encourage students to think about symbolism in the play they have watched and create resources that will be useful for them to refer to while devising in part B of the assignment. Then, students will begin to access and analyse an exemplar of the dramatic concept (Part A) that will be interrogated over several lessons while approaching the draft due date of part A.			
Lesson Objective/s: <ul style="list-style-type: none">• Work collaboratively to gain an understanding of symbolism and create resources about symbols as a class• Begin to analyse and understand what is expected in Part A of the assignment		Success Criteria: <ul style="list-style-type: none">• Students can identify symbols in theatre and politics and interrogate their possible meanings• 	
Specific Objectives (& estimated time)	Teaching Activity	Student Activity	Resources / Notes
Warm up – gauge student feelings and focus on symbolism 15 mins	Warm up Check in <ul style="list-style-type: none">• Teacher asks while referring to the PowerPoint, how are you feeling on a scale of 1 – 10 and where would you like to travel to in the future and why?	<ul style="list-style-type: none">• Students will enter the classroom and put their things away, then come to the stage/open area and create a circle as per the established routine.	PowerPoint slides

	<p><u>Shazzam!</u></p> <ul style="list-style-type: none"> • Refer to instructions on the PowerPoint and make sure 2 teams are even. • Demonstrate the actions and sounds to students to encourage them to be dramatic. • Explain that like Rock, Papers, Scissors, the Giants beat Knights, Knights beat Wizards, and Wizards beat Giants. • Give groups a moment to decide which move they will use in the first battle, and then announce the battle will commence in 3....2....1.... • After the first round introduce the dramatic death rule - when a team loses, they must all die dramatically how they think their chosen character would die. 	<ul style="list-style-type: none"> • Students will rate their mood, answer the question, and listen to others' mood and answers • Students will listen to instructions for the game and refer to the PowerPoint if necessary. • They will work together to create two equal teams and choose in their teams, the character they will represent. • Students will participate fully and demonstrate dramatic characterisation of the chosen option, wizard, giant or knight. • When the rule is introduced, students will individually consider how a wizard, giant or knight may die dramatically. • They will then perform this action. 	
<p>Body 1 – start thinking about symbols</p> <p>10 mins</p>	<p>Body Discuss:</p> <ul style="list-style-type: none"> • The PowerPoint examples of symbols as a class • Go through and talk to each example. • Ask for other symbols the class can think of that were not in the categories mentioned. • If needed, prompt E.g., lighting colours, clothing 	<ul style="list-style-type: none"> • Students will go to their seats as instructed and get out their laptops or notebooks as needed. • They will access the PowerPoint online if needed. • They will participate in the discussion fully and accept the offers of others. 	<p>PowerPoint</p> <p>Student Laptops/books</p>
<p>Body 2 – explore how symbols are used in theatre</p> <p>15 mins</p>	<p>Investigate:</p> <ul style="list-style-type: none"> • The use of symbols in theatre • In small groups using laptops to search for examples of symbols and then add them to the Padlet • Students are instructed to move their images next to each other so they can all be seen at once when projected onto the board. 	<ul style="list-style-type: none"> • Students will get into groups of 3 or 4 as instructed and take out laptops if they haven't already. • They will work collaboratively to search on google for examples of symbols in image form used in theatre and then access the Padlet via the link on the PowerPoint or via 	<p>Student and teacher laptops</p> <p>PowerPoint projected</p> <p>Padlet</p>

	<ul style="list-style-type: none"> The Padlet will be projected, and groups will explain what they added and why Other student will be encouraged to offer alternative suggestions as to what the images could symbolise 	<p>the QR code if appropriate (teacher may assess on a student-to-student basis or depending on the school phone rules)</p> <ul style="list-style-type: none"> When all groups are ready, they will organise their images to be together and stand up, explaining to the class why they chose those images and what they could symbolise. Other students will listen and participate in the discussion 	
<p>Body 3 – Explore how symbols are used in politics</p> <p>25 mins</p>	<p>Jamboard</p> <ul style="list-style-type: none"> In the same small groups, students are asked to now research the symbols of politics Prompt with what could be physical and abstract symbols? What do people often refer to when they talk about politics and political issues? Even the title of prime minister is a symbol of political leadership Show the Jamboard and the examples on it. Students are asked to contribute their thoughts and findings to the Jamboard Explain that is Jamboard will be a useful resource to look at in part B and we will return to it. Groups who have finished may collect a hard copy of the exemplar and begin reading or may begin reading online 	<ul style="list-style-type: none"> Students think about political symbols while the teacher explains They work collaboratively to come up with symbols in politics and contribute them to the Jamboard as a team. They add to the headings and create new headings as required If the group is finished, they will follow instructions and begin reading the exemplar 	<p>Student Laptops</p> <p>PowerPoint</p> <p>Jamboard for students to access and as projected on the board</p> <p>Copies of the exemplar</p>
<p>Wrap up -check for understanding</p> <p>5 mins</p>	<p>Wrapping up: Explain homework</p> <ul style="list-style-type: none"> Students are required to read the exemplar and highlight the focus convention and elements of drama Extension: Students may also like to look for strong word choices <p>Ask for questions Dismiss Students</p>	<ul style="list-style-type: none"> Students will note the homework and how to access it. They will ask questions about the lesson, assessment, or homework if they have any 	<p>Copies of the exemplar</p> <p>PowerPoint</p>

Unit: 3 - IA2	Grade: 12	Lesson #: 8	
Content Overview: In the previous lesson, students looked at and deconstructed a high-level exemplar of the devising task as a whole class. This lesson focuses on brainstorming ideas for student’s individual assignments and working as an ensemble to create and follow directions/accept offers from other students. This practice will promote co-operative attitudes so students can work together to take pictures for the assessment task.			
Lesson Objective/s: Students will have a clear understanding of the devising task Students will begin brainstorming their devising task		Success Criteria: Students have engaged with all activities and are closer to answering the question, what is my creative vision?	
Specific Objectives (& estimated time)	Teaching Activity	Student Activity	Resources / Notes
Warm up – gauge feelings and check for understanding 10mins	<u>check in</u> Teacher will ask while referring to the PowerPoint - How are you feeling on a scale of 1 – 10 <ul style="list-style-type: none">What is one thing you hope to achieve or do this week?How are you going to make that happen? Are there any burning questions about the assignment?	Students should follow the routine set by putting their bags down and joining the teacher on the stage in a circle as usual. <ul style="list-style-type: none">They will engage with own and others’ feelings by going around the circle, answering the question and listening to the responses of others.Students should think about their goals for the upcoming weekStudents think about and questions they still have about the assignment	PowerPoint slides as attached.
Body Activity 1 – Start thinking about physicality 10 mins	<u>Statue</u> <ul style="list-style-type: none">Instruct Students find their own space in room.Introduce the activity: <i>In a moment I will give you a word/theme/character to explore. Your job is to create a frozen statue that represents your response.</i>Encourage students to use their whole bodies including their faces.Offer the prompt as per the PowerPoint	As per the instructions and/or prior knowledge: <ul style="list-style-type: none">Half of the students create statues indicating their ideas on the given topic while the other half act as the audience and sit.They should refer to the PowerPoint if they are unsure of the prompt.Students viewing walk around the frozen students, interrogate others’ ideas and	If needed: Refer students to the PowerPoint instructions and as questions. E.g. How can we express an abstract concept in a physical manner?

	<ul style="list-style-type: none"> • Give students a moment to think, then count backwards from five or ten to one while they create their images. • Ask half the group to relax and half the group to hold their statues and take time to look at and interpret the statues. • Single out a particularly effective statue or two to remain frozen while others relax, to invite and focus further interpretation and discussion. 	<p>explain what they think the meaning and why?</p> <ul style="list-style-type: none"> • Then switch and repeat the process. 	How do others interpret our ideas?
<p>Body Activity 2 – Start thinking about storytelling and improv</p> <p>15 mins</p>	<p><u>Yes And!</u></p> <ul style="list-style-type: none"> • Whole group in a circle. • Tell students that you are going to make up a story which every sentence (except the first one) starts with the words “Yes, and...” Additionally, every new statement should become more exaggerated, furthering the scene. • (I do) First, demonstrate by making a simple statement and giving examples of further statements • (We do) The teacher participates in story as it goes around the circle. <p>After the first round: Explain that the point of the game is to think about how we can build on the ideas of others take inspiration of from other sources while also creating something new.</p> <ul style="list-style-type: none"> • (You do) Play second round. A student starts the story. 	<ul style="list-style-type: none"> • As instructed students form a circle • Students build off other’s statements to create a continuing story. • Students accept the ideas of others and support others by accepting their offers. 	PowerPoint that students can refer to as attached.
<p>Body Activity 3 – continue thinking about storytelling and physicality as well as the convention of narration</p> <p>15mins</p>	<p><u>Slide Show</u></p> <ul style="list-style-type: none"> • Divide into teams of four or five. • One group takes the stage. • One person is the storyteller, everyone else is part of the slide show. • Students will create 3 freeze frames 	Students will work with others to create freeze frames that indicate the ideas of other students	PowerPoint

	<ul style="list-style-type: none"> • The storyteller begins telling a story about a recent vacation, adventure or life event. • Says 'click' to move to the next frame • How can we represent ideas and moments of dramatic action in freeze frames? • How can we explain what is happening clearly while using appropriate dramatic language? 		
<p>Body Activity 4 – reenforcing basic information</p> <p>5 mins</p>	<p><u>Going through the PowerPoint</u></p> <ul style="list-style-type: none"> • Reminding them of the question to answer • Think about your symbols <ul style="list-style-type: none"> ○ Give examples from film and theatre • Be artistic: Consider the framing and lighting • What is your message and what story will you use to explain the message to the audience? <p>How will your convention and elements of drama be present?</p>	<ul style="list-style-type: none"> • Students will take notes of anything the have forgotten about the devising • Students will think about their symbolism and engage in discussion about what they are up to. • Students think about how they will represent their ideas in terms of lighting and such 	<p>Powerpoint Student Books or Laptop</p>
<p>Body Activity 5 – start thinking creatively individually</p> <p>10 mins</p>	<p><u>Individual Idea Brainstorm</u></p> <ul style="list-style-type: none"> • Students begin drawing/explaining their ideas for the devising project on Butcher's paper • Time for teachers to check progress • Students should already have some ideas – this allows them to get them down in a short amount of time without overthinking it. 	<ul style="list-style-type: none"> • Students will attempt to brainstorm ideas for their assignment. 	<p>Powerpoint Butcher's paper or student Laptop if required Markers</p>
<p>Wrap Up – check for understanding</p> <p>5 mins</p>	<p><u>Discussion</u></p> <ul style="list-style-type: none"> • What was difficult about working together? • What was easy? (WWW &EBI) • Do you have your topic ready? • Next lesson we will start with the brainstorm so come prepared with your ideas 	<ul style="list-style-type: none"> • Students sit where they can see the teacher • Participate in the discussion 	<p>Powerpoint</p>

Unit: 3	Grade: 12	Lesson #: 13	
Content Overview: Students should have their topic and are now beginning to work on how their devising task will look. This lesson reenforces the idea that students are looking to capture key moments of dramatic action from what could theoretically be a whole performance. The lesson also works on student’s understanding of physicality and framing to ensure they can evaluate how best to position their actors on stage depending on where they want the focus to be. The lesson also revises knowledge of symbolism, conventions of the style and elements of drama.			
Lesson Objective/s: <ul style="list-style-type: none">To think about and experiment with physicality and framing in relation to the story students are trying to tell		Success Criteria: <ul style="list-style-type: none">Students have become more confident about creating a story that will express their political stance and dramatic meaning	
Specific Objectives (& estimated time)	Teaching Activity	Student Activity	Resources / Notes
Warm Up - gauge feelings and think creatively/critically about own work 20 mins	Warm up <ul style="list-style-type: none">Check InRevisit the individual brainstorm with the approach of a storyboardInstruct students to sit individually using their brainstorm and new ideas to come up with a storyboard around their idea	<ul style="list-style-type: none">Students will join the circle as usual and engage with own and other’s feelings through the check in.Students will work individually to brainstorm; how will their ideas change if they think about their concept as a whole storyline	PowerPoint Student’s brainstorm id done on paper
Body 1 – revise basic info 10 mins	Body Going through the PowerPoint <ul style="list-style-type: none">Provide information for students to consider the whole narrative/story behind their chosen moments of dramatic action rather than just the moments.Remind students that they are capturing the whole stage and moments of action during the whole story	<ul style="list-style-type: none">Students will sit where they can see the PowerPoint and get out items to take notes if neededStudents should think about their story, dramatic meaning and characters/other elements such as lighting and framing as prompted	PowerPoint Student laptops/notebooks
Body 2 – think about framing and physicality 15 mins	Steal the spotlight game <ul style="list-style-type: none">One by one students go onto the stage and attempt to become the centre of attention based on their position and pose.Afterwards, ask students to think about staging when taking photos. Where is the most powerful place to be?	<ul style="list-style-type: none">Students follow instructions, participate, and accept the offers of othersShould be thinking about the importance of framing	PowerPoint

<p>Body 3 – think about symbols, conventions and elements of drama and think creatively to justify answers</p> <p>20 mins</p>	<p>Image analysis activity</p> <ul style="list-style-type: none"> • Show students the images and ask what they think are the symbols and possible elements/conventions being used in the scene based on the picture • Tell them to write answers or raise hand to answer • Give instructions to elaborate and follow the focus questions on the padlet • 	<ul style="list-style-type: none"> • Students view images and identify the symbols and evaluate what convention and elements of drama could be in the scene based on the image alone. • Then, students choose one image and elaborate on their answers in a padlet 	<p>PowerPoint Padlet Laptops</p>
<p>Wrap Up – Remind of the nature of some political issues and maintain a safe learning environment</p> <p>5 mins</p>	<p>Wrap Up Discussion</p> <ul style="list-style-type: none"> • Remind that some political issues are confronting and make sure peers are comfortable when taking photos 	<ul style="list-style-type: none"> • Students will know think about their peers' feelings when asking them to act for the photos 	<p>PowerPoint</p>

Drama

IA2

Student name _____

Student number _____

Teacher _____

Issued Week 1

Due date Week

Marking summary

Criterion	Marks allocated	Provisional marks
Applying written literacy skills	3	
Analysing and evaluating a performance/production	6	
Demonstrating an understanding of the elements of drama	3	
Devising and arguing a dramatic concept	8	
Overall	20	

Conditions

Technique	Project — dramatic concept
Unit	Unit 3: Challenge
Topic/s	Area of study: How can we use drama to challenge our understanding of humanity?
Duration	14–16 hours
Mode / length	<u>Analysis and evaluation:</u> <ul style="list-style-type: none">• Written: maximum 400 words <u>My concept:</u> <ul style="list-style-type: none">• Multimodal (pdf of PowerPoint): maximum 800 words including digital record of 10–12 images
Individual / group	Individual
Other	Live or live recorded performance of a theatrical work must be identified in the task. Submission <ul style="list-style-type: none">• dramatic concept — pdf or .pptx
Resources	Recorded live performance of Scattered Lives by Sally McKenzie

Context

In this unit, you have explored how drama can be used to challenge our understanding of humanity, empower us to question society now and advocate change. You have been exposed to the potential of Epic Theatre as a political tool. As an artist, it is important to seek inspiration from the professional work of others whilst developing your own original artistic vision.

Queensland Theatre are seeking new political works from local artists which capture the essence of their season theme, "Unmasked". This theme should inform the entries by emerging practitioners.

Task

Working as a theatre-maker, you will view a professional recorded live performance of *Scattered Lives*, or a live, professional Epic Theatre performance. Using this production as a stimulus, you must identify one key convention of Epic Theatre used in this production and devise an original dramatic concept that expresses a political view. Your dramatic concept must organise information under the following headings:

- Analysis and evaluation (400 words)
 - How was the convention of Epic Theatre manipulated to contribute to the communication of a political view?
- My concept (800 words, 10–12 images of dramatic action)
 - write an explanatory paragraph which identifies the chosen convention of Epic
 - Theatre, your chosen purpose and context and other relevant conventions of style you intend to use in your concept.
 - make specific reference to the chosen convention of Epic Theatre and other relevant conventions for this style in both the explanatory paragraph and storyboard
 - annotations.
 - argue how the dramatic languages have been used to communicate dramatic action and meaning, whilst aligning to the theme "unmasked"
 - develop a storyboard with explanatory paragraphs and annotations that document your dramatic ideas and use of the Epic Theatre convention

To complete this task, you must:

1. demonstrate an understanding of the elements of drama in a dramatic concept
2. apply written literacy skills using drama terminology and language conventions to communicate dramatic concept
3. apply and structure the conventions of Epic Theatre using the skill of devising
4. analyse how the convention of Epic Theatre is used to create dramatic action and meaning
5. evaluate and justify the use of a convention of Epic Theatre to communicate dramatic meaning
6. synthesise and argue a position about choices regarding dramatic action and meaning in the dramatic concept.

Stimulus

Recorded live performance of Scattered Lives or a live Epic Theatre performance

Queensland Theatre's festival theme: Unmasked

Checkpoints

- ☐ Analysis and Evaluation - Discussion and feedback
- ☐ My Concept - Interview, discussion and feedback
- ☐ My Concept - Final interview

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will ensure class cross-marking occurs.

Scaffolding

- Reflect on the professional performance to consider the production's dramatic meaning and how the convention of Epic Theatre contributes to the communication of dramatic meaning.
- Refine your analysis and evaluation in short essay format, drafting paragraphs using appropriate language conventions, e.g. spelling, punctuation.
- Consider differing political stimulus to conceptualise and devise your original dramatic concept, aligning with the festival theme, "Unmasked".
- Identify key moments that best capture your dramatic ideas.
- Use your peers to rehearse and enact your moments to capture storyboard images. • Organise your concept by drawing together the choices made to communicate dramatic action and meaning.

Instrument-specific marking guide (IA2): Project — dramatic concept (20%)

Criterion: Applying written literacy skills

Assessment objectives

2. apply written literacy skills using drama terminology and language conventions to communicate dramatic concept

The student work has the following characteristics:	Marks
• application of written literacy skills through articulated ideas and controlled structure, enhanced and informed by relevant drama terminology and language <u>conventions</u>	3
• application of written literacy skills using drama terminology and language <u>conventions</u> to communicate <u>dramatic concept</u>	2
• use of drama terminology	1
• does not satisfy any of the descriptors above.	0

Criterion: Analysing and evaluating a performance/production

Assessment objectives

4. analyse how the convention of the selected form/style are used to create dramatic action and meaning
7. evaluate and justify the use of a convention of a selected Theatre of Social Comment to communicate dramatic meaning

The student work has the following characteristics:	Marks
• analysis shows deconstruction of dramatic <u>action</u> to distinguish choices made to create dramatic <u>meaning</u> • evaluation and justification uses discriminating examples that reveal the interrelationship between <u>purpose</u> , context and meaning	5–6
• analysis examines how the convention of a selected Theatre of Social Comment style are used to create dramatic action and meaning • evaluation and justification of the use of a convention of a selected Theatre of Social Comment to communicate dramatic meaning	3–4
• identification of a convention of a selected Theatre of Social Comment style • description of the use of a convention of a selected Theatre of Social Comment style	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Demonstrating an understanding of the elements of drama

Assessment objectives

1. demonstrate an understanding of the elements of drama in a dramatic concept

The student work has the following characteristics:	Marks
• demonstration of an understanding of elements <u>of drama</u> in the chosen style/form, making clear the interconnected nature of <u>dramatic action</u> and <u>dramatic meaning</u>	3
• demonstration of an understanding of elements of drama in a dramatic concept	2
• identification of elements of drama	1
• does not satisfy any of the descriptors above.	0

Drama 2019

General Senior Syllabus

Queensland Curriculum & Assessment Authority

ISMG v1.1 November 2019

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Criterion: Devising and arguing a dramatic concept

Assessment objectives

3. apply and structure the conventions of a selected Theatre of Social Comment style using the skill of devising
8. synthesise and argue a position about choices regarding dramatic action and meaning in the dramatic concept.

The student work has the following characteristics:	Marks
• application and structuring shows a concept that reveals the subtleties of meaning and interrelationships between <u>purpose</u> , <u>context</u> and <u>conventions</u> of style	7–8
• synthesis and argument of a <u>position</u> using references to storyboard to reinforce clear connections between purpose and context	
• application and structuring shows cohesion by clearly communicating purpose and context	5–6
• synthesis and argument of a position shows clear connections between purpose and context	
• application and structuring of conventions of a selected Theatre of Social Comment style, using the skill of <u>devising</u>	3–4
• synthesis and argument of a position about choices regarding <u>dramatic action</u> and meaning	
• organisation of ideas to demonstrate a convention of drama	1–2
• opinions provided about choices of dramatic action	
• does not satisfy any of the descriptors above.	0

Drama 2019

General Senior Syllabus

Queensland Curriculum & Assessment Authority

ISMG v1.1 November 2019

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Rationale

In my lesson plans I used a variety of teaching approaches however, the ones I think were more effective were Vygotsky's social development theory through collaborative work, gradual release, and what went well & even better if reflective framework. I gave many opportunities for collaborative work across the lessons in games and to allow students to work towards the collective goal of creating a resource for the whole class using ICT resources for knowledge sharing and learning (Panayiotis Zaphiris and Andri Ioannou 15–16) as in lesson four. Having students in many different small groups also allowed for students to work as or with a more knowledgeable other and therefore co-construct knowledge (Huong 335) Using gradual release such as in the 'yes and' activity allowed for adequate scaffolding of activities while also allowing for students to take agency and control of their learning. The 'what went well and even better if' framework for reflection allowed students to critically reflect on how they were progressing individually and as a class, leading them to come up with their own solutions about how to work through activities together, allowing them to develop as learners (Holzman 45)

In the first lesson plan students used ICT skills to research, communicate ideas and create a classroom resource in an appropriate manner. This allowed them to engage with all five of the key ideas for ICT capability (ACARA). Practicing these strategies early in the unit expands curriculum opportunities for students as they gain the skills to create, communicate and investigate with ICT while managing its use in professional ways which enriches all other areas of curriculum, gives access to more diverse learning opportunities, and provides better access to the assessment which is required to be created via ICT.

I have set learning goals, for example in the first lesson plan, that provide achievable challenges for diverse learners, and they revolve around working actively and collaboratively to achieve a higher level of understanding of the content. The achievement of these goals can be demonstrated in many ways and are focused on motivating students to achieve the best they can at any ability level.

I followed universal design for learning wherever possible however, to differentiate teaching I made sure to include a variety of different activities that allowed students to demonstrate learning in various ways (Carolan and Guinn 45). This included providing hard copies and electronic copies and allowing students to type, dictate, write, illustrate and act wherever possible. I also made sure to deliver the content in multiple forms (Hall et al. 2), i.e., having information on PowerPoint and spoken. I also offered personalised scaffolding through feedback (Carolan and Guinn 45) and offered students different ways to ask questions or provide feedback to the teacher.

Literacy and numeracy strategies were incorporated using games, e.g., getting into groups and 1,2,3, buzz, activities e.g., interpreting statistics, and exit slips, e.g., written reflections and justification paragraphs. I focused on incorporating literacy and numeracy practically in low-stakes ways that would both assist with the assignment but also practice skills that would be useful in other situations i.e., writing structures paragraphs and analysing the effectiveness of statistics.

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Symbols and their Meanings

Check In

How are you feeling on a scale of 1 - 10

Where would you like to travel to in the future and why?

Shazzam!

Split into two equal groups.

There is a great war coming. A war between the Giants, Knights and Wizards of this land, and that in this war there are 3 battle moves you must learn.

The Giant - Stomp feet like a giant saying 'Fee Fee Fo Fum'
The Knight - Thrust forward with a sword saying 'En guard!'
The Wizard - Twirl magic wand in air saying 'Shazzam!'

The Giants beat Knights, Knights beat Wizards, and Wizards beat Giants.

Symbols in Theatre

A symbol is something which stands for or represents something else.

Symbols are often used in drama to **deepen its meaning and remind the audience of the themes or issues it is discussing.**

A prop often has a particular significance that an audience will instantly recognise when used symbolically in the work.

Quotes

Philosophy : Who is your philosopher ? Quotes

"It is undesirable to believe a proposition when there is no ground whatever for supposing it true" – [Bertrand Russell](#)

Quotes from books or other media

Strange Objects

What could they symbolise?

E.g. Dodecahedrons are between four and 11 centimeters wide.

Although they're extremely small, the designs were incredibly intricate. How did someone make something so tiny, yet so complicated? And why ?

Ordinary objects with extraordinary meanings ?

What could you use them for?
 Could they create tension or foreboding in everyday life?

Symbols From Nature

518-Million-Year-Old Sea Creature Fossil Discovery Sheds New Light On Ocean Evolution

Every time the blue wren arrived.....

Backgrounds and Projections

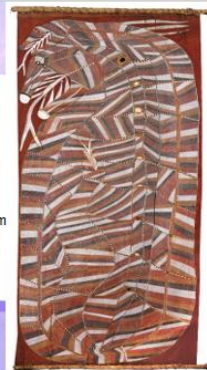


9



Colour

"In the time of the rains, that's when the Rainbow serpents are around. We see them then. They are visible in rain. Early in the morning, up high, they are there"
- Rainbow Serpent John Mawundjul



10

Padlet Activity

Symbols in epic theatre
What could be used as a symbolic item, image, or quote in an epic theatre production? Be prepared to justify your choices.

In small groups, find at least 5 images of items, quotes ect, that could be used as symbols in epic theatre.

Then, add them to the padlet.

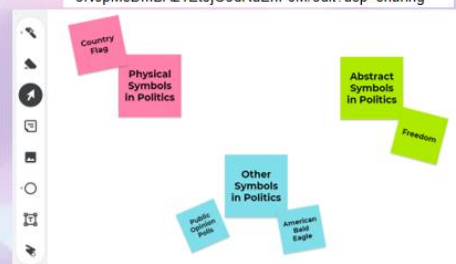
<https://padlet.com/taylorleslie1/symbolic>

11

Jamboard Activity

1. Brainstorm and research with your group about "what symbols are used in politics?"
2. Add your contributions using the headings or create a new heading if you need to
3. Think of as many as possible.
4. If you finish early come and get an exemplar handout.

https://jamboard.google.com/d/1xSH9IUBPfbpY_6TNL5NopMsDmBAz1Et3jG3dRuEhFoM/edit?usp=sharing



12

Homework

Read through the part A exemplar available in hard copy or online format.

Identify the focus convention and the elements of drama that are used.

Extension: Highlight strong word choices.

This will be part of an activity next lesson.

13

Dramatic concept - Analysis and Evaluation

The historical narrative of Saint Joan offers a portrait of an individual, a woman, who stood against the establishment. National Theatre's production of Bernard Shaw's 1923 text offers an enlightening parable for modern society. Director Josie O'Rourke has manipulated the context of the production by successfully commenting on the current anti-establishment sentiment and the climate of nationalism and populism, particularly relevant to British audiences post-Brexit.

A transformation of context enables audiences to relate to and assign dramatic meaning to a 100-year-old text. Shaw's text, originally set in the middle ages, has been re-contextualised into the current day boardroom of a brokerage firm. The opening images successfully transform the historical context by juxtaposing the iconic image of Saint Joan dressed in chain mail, sword in hand against the iconography of a brokerage firm, where she stands atop a boardroom table. The juxtaposition continues as the prayers of Saint Joan are contrasted with audio of a news report revealing a crisis in egg production. The convention of historification is employed to draw parallels between the historical narrative of Joan of Arc and current day.

Historification is most often used as a technique to emotionally distance an audience from the content of a production to facilitate an intellectual response. Most commonly events and concerns of current audiences are placed in the past, providing emotional distance and clarity of judgment. This production of Saint Joan capitalizes on the distance enabled by the dense language and medieval setting of Shaw's text. The use of historification through setting the production in present day, draws parallels to Brexit and nationalist political trends to create a deeper intellectual connection for audiences.

Power and the commodification of individuals and nations is also emphasised in O'Rourke's production symbolised by rolling 'stock data' and news coverage detailing the offstage military action inspired nationalism. Projections reinforce the setting, but also effectively underline the dramatic meaning of the production.

Despite her commitment to nationhood, Joan is depicted as outside of the establishment. This contrast is evidenced by the placement of Joan's lone female figure surrounded by grey suited male characters. The grey suits are a patriarchal representation symbolising the male dominated world of finance. Their physical and symbolic presence onstage emphasises the slavish devotion of the male characters to the maintenance of patriarchy.

Through historification O'Rourke illuminates the links between Shaw's text and the current political climate of nationalism and populism.

Slide 1: Visualising the Devising Project

What do we still need to know?

Slide 2:

Learning Intention – Summarise what you still need to know about the assignment and become more familiar with working together creatively.

Success Criteria – You will work towards figuring out your overall creative vision

Slide 3: Check In!

How are you feeling on a scale of 1 – 10?

What is 1 thing you want to accomplish this week and how will you make it happen?

Slide 4: Drama Game 1 - Statues

- Please divide into 2 groups
- Find your own space in room.
- You will be given a theme.
- Your job is to create a frozen statue that represents your response.
- Use your whole bodies including their faces.

Group 1 will make statues and group 2 will interpret them. Then we will switch.

Slide 5: Drama Game 2 – Yes! And...

- Whole group in a circle.
- You are going to plan a scene in a hypothetical play
- Every sentence (except the first one) starts with the words "Yes, and..."
- Additionally, every new statement should become more exaggerated, furthering the scene.

Slide 6: Drama Game 3 – Slide Show

- Divide into groups of 4 or 5
- One group takes the stage.
- One person is the storyteller, everyone else is part of the slide show.
- The storyteller begins telling a story about a recent vacation, adventure or life event.
- Try to pick something fun or weird you've done recently. OR Make something up! You need 3 slides or freeze frames.

E.g. "I'd like to show you a slide show of my trip through the jungle. Here we are on the plane, headed to the Amazon. It was a very bumpy flight! CLICK!" The players then form a picture of the group taking a bumpy plane ride, and they freeze in place.

Slide 7: Assignment Info Time

What do you still need to consider?

Slide 8: What Is Your Message?

When devising you must be thinking about the dramatic meaning behind your images as well as:

- The convention you are observing
- What dramatic action is taking place
- The dramatic elements that the image evokes

Also consider the questions from the task sheet when choosing your topic:

- How can we use drama to challenge our understanding of humanity?
- What political view are you expressing?

What Are Your Symbols?

Think back to the powerpoint from last week.

What symbols were used?

How can you make your symbols work for your project in an artistic and unique way?

9

Individual Brainstorm

Find your own space in the room and brainstorm as many ideas as you can for your project in 10 minutes.

10

Where To From Here?

What did you find challenging about that activity?

What are we doing well as a class?

What do we need to work on?

Were your questions answered?

Any more questions?

Is there anything specific you would like me to cover this week? Anything that needs more explanation?

What are some key things from the lesson we need to remember?

11

Homework

Come to class with 5 out of your 10 – 12 slides and your overall story/topic planned.

It can be a rough idea but you must be able to explain it to others as we will be doing an activity on it.

12



DEVISING A STORYBOARD

How do we narrow down a topic and encourage symbolism?

1

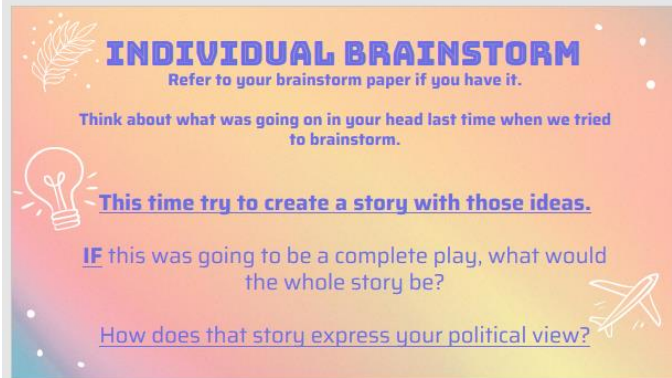


CHECK IN & WARM UP

How are you feeling on a scale of 1 - 10

What is 1 thing that brings you joy?

2



INDIVIDUAL BRAINSTORM

Refer to your brainstorm paper if you have it.

Think about what was going on in your head last time when we tried to brainstorm.

This time try to create a story with those ideas.

IF this was going to be a complete play, what would the whole story be?

How does that story express your political view?

3

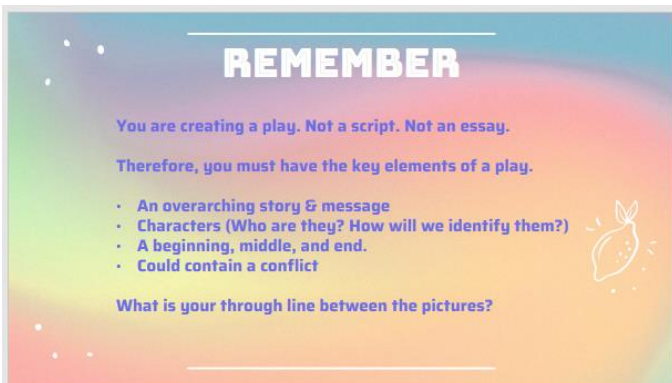


Always think back to how you will represent this story visually even though it may seem quite abstract.

What are the key moments of **ACTION?**

PHYSICAL REPRESENTATION

4



REMEMBER

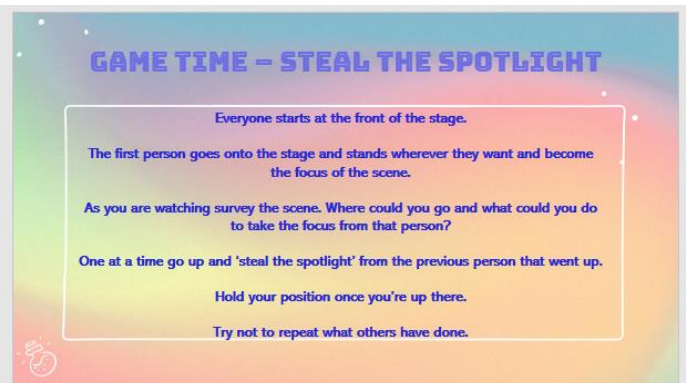
You are creating a play. Not a script. Not an essay.

Therefore, you must have the key elements of a play.

- An overarching story & message
- Characters (Who are they? How will we identify them?)
- A beginning, middle, and end.
- Could contain a conflict

What is your through line between the pictures?

5



GAME TIME – STEAL THE SPOTLIGHT

Everyone starts at the front of the stage.

The first person goes onto the stage and stands wherever they want and become the focus of the scene.

As you are watching survey the scene. Where could you go and what could you do to take the focus from that person?

One at a time go up and 'steal the spotlight' from the previous person that went up.

Hold your position once you're up there.

Try not to repeat what others have done.

6

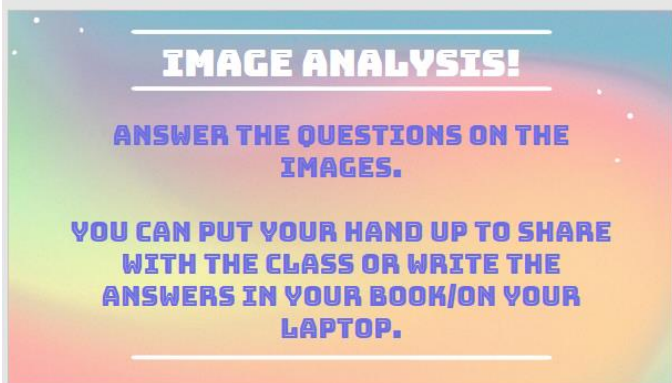
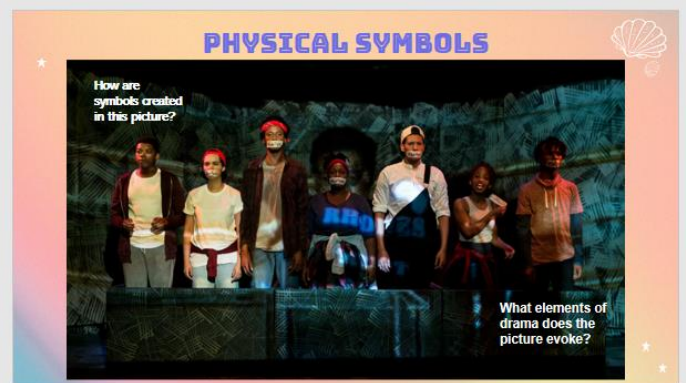


IMAGE ANALYSIS!

ANSWER THE QUESTIONS ON THE IMAGES.

YOU CAN PUT YOUR HAND UP TO SHARE WITH THE CLASS OR WRITE THE ANSWERS IN YOUR BOOK/ON YOUR LAPTOP.

7



PHYSICAL SYMBOLS

How are symbols created in this picture?

What elements of drama does the picture evoke?

8

PHYSICAL SYMBOLS

How about this one?

What symbols and elements of drama?

9

Pick one of the images and make up a scene around it. Then, comment on other peoples offers with what conventions and elements of drama would be effective to highlight in the scene and why

Image Interpretations

Choose an image or scene and present your original idea of what the scene could be about. Don't forget your name. Then, under other people's offers, propose a convention and/or element that would work well in the scene. Why would it work well?

Example By Teacher

A scene image one.

This is what I think the scene could be about:

The group is at a protest about human rights and one actor is removing her hair braid.

Teacher Leader:

Example by Taylor: I think the convention of direct address could be used in this scene to This could create tension

Other comments:

Scan the QR code or follow the link:
https://padlet.com/taylorleslie1/image_interpretations

10

REHEARSAL AND PHOTO TAKING

- Organise with others in advance when you need them to be taking photos with you.
- Where will you take them? What do they need to wear/bring?

- Always check with others to make sure they are comfortable being in the scene you are showing.
- These tasks can be quite personal so respect everyone's boundaries.

11

HOMEWORK

PLAN

What photos are you taking?

When and with who?

PHOTOS

Take your photos!

WRITE

Write about your convention, elements of drama and dramatic action.

12