

Context – Monday 17th of May

Year Level	11 Drama
Unit Title	IA2 Apply Critiquing Skills and Devising
Teacher	Adrianne Jones/Taylor Leslie
Relevant prior learning/ knowledge	<ul style="list-style-type: none"> Students have written their 400 word draft or are almost finished as it is due today a 5pm and they have been given time in class to complete it Students have engaged substantially with previous lessons about working together and about the conventions and elements of drama Students are aware of the task requirements
Relevant content descriptions (Approx)	<p>Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</p> <p>Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</p>
Learning Goals	<p>Students will have a clear understanding of the devising task</p> <p>Students will begin brainstorming their devising task</p> <p>Students will</p>
Success Criteria	<p>Can answer the questions:</p> <p>What is my overall creative vision?</p> <p>What is my dramatic meaning?</p>
Resources and Materials Required	<p>Powerpoint to scaffold lesson</p> <p>Online copy of the resources that the teacher can email to students</p> <p>Student laptops</p> <p>Butcher's paper and pens</p>

Lesson Outline

Stage and Timing	Focus Questions	Teaching Activities (procedures)	Learning Activities (statements)
Introduction (Anticipatory Set or Orientation)	<p>How I everyone feeling?</p> <p>What are their goals?</p> <p>Any assignment (devising) questions?</p>	<p><u>Greeting and check in</u></p> <p>How are you feeling on a scale of 1 – 10</p> <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? • Any questions about the assignment 	<p>Students will engage with own and others' feelings</p> <p>Students think about their goals for the upcoming week</p> <p>Students think about and questions they still have about the assignment</p>
Body (Enhancement) Activity 1	<p>How can we express an abstract concept in a physical manner?</p> <p>How do others interpret our ideas?</p>	<p><u>Statue</u></p> <ul style="list-style-type: none"> • 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. For example: <i>Make a statue of one character you remember from our story</i> • 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 with the other half of the group; then switch. • For all students it can also be useful to single out a particularly effective statue 	<p>Students create statues indicating their ideas on the given topic.</p> <p>Students interrogate other ideas and explain what they think the meaning I and why?</p>

		or two to remain frozen while others relax, to invite and focus further interpretation and discussion.	
--	--	--	--

Stage and Timing	Focus Questions	Teaching Activities (procedures)	Learning Activities (statements)
Activity 2	How can we build on the ideas of others and inspiration of from others while also creating something new.	<p><u>Yes And!</u></p> <ul style="list-style-type: none"> • Whole group in a circle. • First, demonstrate this yourself by making a simple statement. • Tell students that you are going to make up a conversation between two people in which every sentence (except the first one) starts with the words “Yes, and...” Additionally, every new statement should become more exaggerated, furthering the scene. 	<p>Students build off other’s statements to create a continuing story.</p> <p>Students accept the ideas of others and support others.</p>

Activity 3	How can we represent ideas in freeze frames?	<p><u>Slide Show</u></p> <ul style="list-style-type: none"> • Divide into teams of six-eight. • 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. • "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. 	Students will work with others to create freeze frames that indicate the ideas of other students
Activity 4	What do we need to know now that we are working on the devised project	<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 • How will your convention and elements of drama be present 	<p>Students will take notes of anything they have forgotten about the devising</p> <p>Students will think about their symbolism and engage in discussion about what they are up to.</p> <p>Students think about how they will represent their ideas in terms of lighting and such</p>

Activity 5	How can my abstract ideas be represented in image form?	<u>Individual Idea Brainstorm</u> <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. <p>(other students may need to watch the play they missed instead)</p>	Students will attempt to brainstorm ideas for their assignment.
-------------------	---	--	---

Stage and Timing	Focus Questions	Teaching Activities (procedures)	Learning Activities (statements)
Synthesis and Review	<p>What do we still have to think about?</p> <p>Any more issues we need to cover?</p> <p>What do you need me to help you with this week?</p>	<u>Whole Class brainstorm and progress check</u> <ul style="list-style-type: none"> Sit in a circle with Butcher's paper that everyone can reach. Students write down their answers 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? It's due – 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? Homework - You should have 5 pictures drafted or ideas for 5 of your pictures by Wednesday because we're going to talk about it next lesson. Really you want to 	<p>Students will engage with the discussion.</p> <p>Students will note homework requirements and note that I will be checking.</p> <p>Students will take butcher's paper if that would help them over the next few days to sort out their ideas.</p>

		have all your ideas down this week so you can execute them all by the end of next week.	
--	--	---	--

UQ PRACTICUM: LESSON OBSERVATION.

STUDENT : Taylor Leslie. SCHOOL: Yeronga SHS.

FACILITATOR: Kevin McAlinden

DATE: 17th May 2021. Year: 11 Drama.

PREPARATION:

Carefully and thoroughly planned. Very good activities.

MASTERY OF SUBJECT:

Excellent.

PRESENCE IN THE CLASSROOM:

Warm, empathetic, confident. A “natural.”

LESSON SEQUENCING:

Clear phases, seamless transitions.

TEACHING SKILLS:

Building blocks through the “I Do, We Do, You Do” process, with student centred activities leading to the creation of a scenario and its performance. The “Yes and...” was excellent.

COMMUNICATION:

Clear instructions. Good range of questioning.

CLASSROOM and BEHAVIOUR MANAGEMENT:

Excellent. You had gauged the atmosphere of the room and created a good learning space that students enjoyed.

General Comment:

You have a warm, empathetic presence in the classroom and you have created a safe learning space in which your students participated enthusiastically, responded confidently and really enjoyed the process. You had gauged the temperament of the students extremely well and you approached them with sensitivity and care. At the same time, you were conscious of the need for structures and good behaviours.

The lesson was carefully and thoroughly planned with clear learning intentions and achievable goals. The lesson had clearly distinguished phases and the content was most appropriate for the range of ability levels in the classroom. There was a range of teaching strategies designed to allow students to take responsibility for achieving the lesson goals.

The lesson moved seamlessly through each phase, with students developing skills and ideas that built upon the previous ones. Students were stepped through a process that led them to planning and then performing a scenario which was critiqued by their peers. There was evidence of “I Do, We Do, You Do” teaching present in the class. The “Yes and...” activity was excellent in unlocking creative imaginations and giving encouragement to “quieter” students who needed to feel confident when expressing themselves publicly. Students were provided with aural, visual and kinesthetic cues that facilitated their efforts in creating and performing. The performances were energetic and engaging.

Your communication skills were highly effective. Instructions were clearly given and questions were spread around the group. At the start, your voice was a little soft, but it grew in velocity as you grew into the lesson.

Classroom management and behaviour management were both excellent. The students were completely engaged in this lesson and clearly enjoyed being in your classroom. I was in the presence of a “Teacher”. Well done!

Kevin McAlinden

17th May 2021.