

Course: Poetry and Drama

Lesson One: Introduction to Poetry

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Understand, interpret and experiment with <u>sound devices</u> and <u>imagery</u>, including simile, metaphor and <u>personification</u>, in narratives, shape poetry, songs, anthems and odes (ACELT1611) 			
Learning Focus: <ul style="list-style-type: none"> Introduction to poetry and defining the elements of poetry. 			
Time:	Teaching and Learning Strategies:	Preparation and Resources:	
5mins	Group warm up - intro to rhyming and alliteration <ol style="list-style-type: none"> Ask students to stand in a circle. Go around the circle and ask students to introduce themselves with something that rhymes with their name, for example: <i>My name is Vikki and I'm a bit tricky</i> <i>My name is Rochelle and I like to yell</i> <i>My name is Deborah and I have a pet Zebra</i> <p>If students find this difficult, you can start by introducing them to alliteration. So, rather than introducing themselves with a rhyming word, simply ask them to introduce themselves with an adjective that starts with the same letter as their name. For example:</p> <p><i>Vicious Vikki</i> <i>Ravenous Rochelle</i> <i>Dizzy Deborah</i></p>	Preparation and materials <ul style="list-style-type: none"> Before the lesson, type up a list of the elements of a poem (see unit overview). In a separate document, type out the definitions of these words and cut them out. Prepare five batches of the elements and their definitions and put each batch in a separate envelope. You will also need some pieces of A3 paper and coloured markers/pencils. 	
10mins	What is a poem- group discussion <ol style="list-style-type: none"> Discuss the following points with the class. 		

10mins	<ul style="list-style-type: none"> • What is a poem? • What is the difference between a poem and a prose story? • Create your own definition of poetry as a class. <p>NOTE: For this activity, it may be worth searching online for a few examples of different types of poetry, such as:</p> <ul style="list-style-type: none"> • ballads • haiku • limericks <p>Elements of Poetry – matching definitions</p> <ol style="list-style-type: none"> 4. Explain that there are many elements in poetry, which we will need to learn in order to understand and explore our poem this term. Divide the class into groups of four to five. 5. Give each group an envelope, which contains a range of words and definitions. Their task is to match up the word with the definition. 6. Bring the group back together. Discuss all the words and definitions they have matched up. <ul style="list-style-type: none"> • What do all the words mean? • Did any group have trouble with any of the definitions? • How might we explain what these elements are more clearly? 	
20mins	<p>Defining the Elements – Create a group poster</p> <ol style="list-style-type: none"> 7. Divide the class into pairs and assign each pair one word and definition. Also give each pair a piece of A3 paper and some materials to decorate. 8. Ask each group to stick their word on the piece of A3 paper and design a poster that will help the class remember what the definition of each element is. 9. Go around the group and ask each pair to hold up their poster and explain it if required. 10. Stick all the posters up around the classroom. 	

© The Song Room 2013

Course: Poetry and Drama

Lesson Two: Meet Mulga Bill

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Explore <u>dramatic action</u>, empathy and <u>space</u> in improvisations, <u>playbuilding</u> and scripted drama to develop characters and situations (ACADRM035) Explain how the <u>elements of drama</u> and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038) 			
Learning Focus: <ul style="list-style-type: none"> Students begin exploring how to bring poems alive through drama. In this lesson, students explore the plot, characters and setting of the poem Mulga Bill by writing a news story about an event in the poem. 			
Time:	Teaching and Learning Strategies:		Preparation and Resources:
5mins	Group warm up – word association game <ol style="list-style-type: none"> Ask students to sit in a circle. Write a list of random words (nouns) on the board (eg ice-cream, banana, umbrella, photo, vase, shoes). <ul style="list-style-type: none"> These are to use if anyone gets stuck. Begin by saying a word, for example 'frog' and ask the person on your left to say the first word they think of when they hear your word. The person on their left says the first word THEY think of when they hear the second word, and so it goes. <ul style="list-style-type: none"> Remind students not to think too much about this. They should go with their first instinct and not worry too much if their word doesn't make sense. If a student is shy, can't think of a word, or doesn't know the meaning of a word, they are able to use the list on the board as a prompt. <p>Note: If students lack confidence in literacy or language skills, a way of encouraging their confidence is to place them in pairs to work through the activity. The main point of this exercise is to get students thinking and responding quickly.</p>		Preparation and materials <ul style="list-style-type: none"> Video 1 – Complete Works Theatre Company Interview Video 2 – How To Bring Poetry Alive Print enough copies of <i>Mulga Bill's Bicycle</i> for each member of the class. A copy of the poem is available for download from the ARTS:LIVE website.

15min	<p>Extension: This activity can also be extended into rhyming words. So, students must, one by one, add a word that rhymes with the previous one. For example, if the first person's word is 'rat', the next person might like to add 'bat'. See how far around the circle you can get before you run out of words.</p> <p>Intro to Poetry Drama</p> <p>4. Watch the videos o <i>Complete Works Theatre Company Interview</i> and <i>How To Bring Poetry Alive</i>.</p>	
10min	<p>Exploring Mulga Bill</p> <p>5. Hand out a copy of <i>Mulga Bill's Bicycle</i> to each student.</p> <p>6. Read the poem together as a class, one line at a time.</p> <p>7. After reading it through once, discuss the poem:</p> <ul style="list-style-type: none"> • Ask students to consider the plot and how they would explain the action to a friend or family member. • Write the main story points on the board. • Who are the characters in the poem? • What is the setting of the poem? (To assist students in visualising the context of the poem, it may be useful to introduce some photos and illustrations of Sydney during the era in which the poem was set. This could lead to a lesson about Australian early settlers and their way of life.) 	
15min	<p>Write a news article</p> <p>8. Divide students into groups of four or five and ask them to consider the plot and characters in the poem. In their groups, ask students to create a short news story about an event in the poem (eg Mulga Bill's crash into Dead Man's Creek, Mulga Bill purchasing the bicycle). This can be presented as a written news item or a television news report.</p> <p>9. Ask each group to present their news item to the class.</p> <p>10. Spend some time discussing each news item and reflect on what students did well in this activity and the language each group used to convey the news story.</p>	

© The Song Room 2013

Course: Poetry and Drama

Lesson Three: Where Are We?

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Develop skills and techniques of <u>voice</u> and <u>movement</u> to create <u>character</u>, <u>mood and atmosphere</u> and <u>focus dramatic action</u>(ACADRM036) Understand, interpret and experiment with <u>sound devices</u> and <u>imagery</u>, including simile, metaphor and <u>personification</u>, in narratives, shape poetry, songs, anthems and odes (ACELT1611) 			
Learning Focus: <ul style="list-style-type: none"> Students explore setting through movement and sound. 			
Time:	Teaching and Learning Strategies:	Preparation and Resources:	
5min	Warm up – rhymes about place <ol style="list-style-type: none"> To encourage students to continue to practise articulating their words and enjoying rhythm and rhyme, warm up with a simple rhyming activity. In this game, students must make up a rhyme based on a country or place. Students stand in a circle. To get the game started, provide the name of a country or place for which students must create a rhyme. For example: France, Greece, Denmark, New York, the Moon, the Sun, Perth, Chile, Paris. An alternative is to provide the name of a local place, eg the school, beach, park or shop. Go around the circle and, one by one, students must create a rhyme about the place you have specified. For example: <i>When I went to Spain, it started to rain.</i> Go around the circle with this place until students run out of rhymes. Then change to another place. 	Materials <ul style="list-style-type: none"> Copies of <i>Mulga Bill's Bicycle</i> (one per student) Coloured highlighters 	
10mins	Exploring settings in Mulga Bill <ol style="list-style-type: none"> Introduce the element of setting with the class. Hand out copies of the poem and a highlighter to each student and ask them to highlight any references to place. For example: 		

	<p>'Twas Mulga Bill, from Eaglehawk, that sought his own abode, That perched above the Dead Man's Creek, beside the mountain road. He turned the cycle down the hill and mounted for the fray, But 'ere he'd gone a dozen yards it bolted clean away. It left the track, and through the trees, just like a silver streak, It whistled down the awful slope towards the Dead Man's Creek.</p> <p>6. Discuss the highlights students have made.</p> <ul style="list-style-type: none"> • Where does the action take place? • Does this change at all during the poem? 	
20mins	<p>Exploring setting through sound and movement</p> <p>7. Divide the class into groups of four and ask each group to choose one highlighted section and to bring that image to life, just using their bodies.</p> <ul style="list-style-type: none"> • For example, they might choose Dead Man's Creek, the bicycle store or even Mulga Bill's house on the top of the hill. <p>8. Next, ask students to create a short soundscape to accompany their image. Some things to think about are:</p> <ul style="list-style-type: none"> • What is the atmosphere like in that place? Is it scary? Loud? Peaceful? And how might they convey that atmosphere through sound? • Try to use appropriate sounds that fit with the setting. So, if there is no reference in the text to a lion, there should be no roaring. 	
10mins	<p>Presentation and Reflection</p> <p>9. Have each group present their image and soundscape to the class.</p> <p>Note: If time allows, debrief after each presentation. Questions to discuss could include:</p> <ul style="list-style-type: none"> • What did each group do well? 	

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• How could they have improved their performance?• What sense did we get of each place that was conveyed?• How did the sounds and images create drama and tension? | |
|--|--|--|

© The Song Room 2013

Course: Poetry and Drama

Lesson Four: Role On The Wall

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Explore <u>dramatic action</u>, empathy and <u>space</u> in improvisations, <u>playbuilding</u> and scripted drama to develop characters and situations (ACADRM035) Develop skills and techniques of <u>voice</u> and <u>movement</u> to create <u>character</u>, <u>mood and atmosphere</u> and <u>focus dramatic action</u>(ACADRM036) 			
Learning Focus: <ul style="list-style-type: none"> Students explore ways of using their bodies in freeze frame to express character traits from Mulga Bill 			
Time:	Teaching and Learning Strategies:	Preparation and Resources:	
15mins	Exploring character in Mulga Bill <ol style="list-style-type: none"> Divide students into six groups and provide each group with a large piece of paper and a number of felt pens. Ask each group to select a felt pen and draw a large picture of Mulga Bill and his bicycle on the paper. <ul style="list-style-type: none"> Encourage students to make the picture big enough to be able to write things inside the wheels and around the outside of the bicycle. Inside the wheels of the bicycle, students should write words or draw pictures that describe the character or the bicycle's personality. <ul style="list-style-type: none"> Students should look for clues in the text to help them. Around the outside of the bicycle, students should write words or draw pictures that describe what the character or bicycle look like. <ul style="list-style-type: none"> Once again, students should find clues in the text to help them. Once all groups have finished, help them stick their pieces of paper up on the wall alongside each other. 	Preparation and materials <ul style="list-style-type: none"> Six large pieces of paper (A3 or A2) and a variety of felt pens Download and print the Role On The Wall Activity Sheet from the ARTS:LIVE website 	

30mins

6. Have a look at all of the character drawings and words on the wall. In groups of three or four, ask students to take 5 minutes to discuss:

- Are there any words that are very similar?
- Are there any words that are very different?
- What is their overall opinion of the character, based on the words on the wall?

Exploring character through freeze frame

7. Give students 30 seconds to find a partner – someone they haven't worked with before.

8. Ask students to name themselves either 'A' or 'B'.

- A's should stand in a line on one side of the room and B's on the other, facing each other. B's should stand in a neutral position with their arms by their sides and heads down.
- To start with, A's will be the sculptors and B's will be the clay.

9. Ask all A's to choose a word that they like from one of the pieces of paper on the wall. They should approach their partner and take 4 minutes to 'sculpt' them into a position that they feel matches the word.

- This involves physically moving their partner into a position and giving them a facial expression, if appropriate. Facial expressions can be given by A pulling a face and asking their partner to copy it.
- If there are students in the class who don't like to be touched, student A can simply model the shape that they would like their partner to adopt and ask their partner to copy it.

10. Count down from five to one and explain to students that, when you reach one, their sculpture needs to be frozen and complete.

11. Take the class on a 5-minute 'gallery tour' to see all the pieces that have been created. As you take the gallery tour, discuss:

- What is good about each piece?
- Can we, as the audience, see how each artist has used their word to create the image?
- What could make it clearer?

- How easy was it for the artists to bring the words to life? What techniques did they use?

12. Swap over, so that B's are the sculptors and A's are the clay.

© The Song Room 2013

Course: Poetry and Drama

Lesson Five: On Your Bike

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Develop skills and techniques of <u>voice</u> and <u>movement</u> to create <u>character</u>, <u>mood and atmosphere</u> and <u>focus dramatic action</u>(ACADRM036) Rehearse and perform devised and scripted drama that develops narrative, drives dramatic <u>tension</u>, and uses dramatic <u>symbol</u>, performance styles and <u>design elements</u> to share community and cultural stories and engage an <u>audience</u> (ACADRM037) 			
Learning Focus: <ul style="list-style-type: none"> Students explore the relationship between the words in Mulga Bill and the way they can use their bodies to represent this, focusing on enacting the bicycle in small groups. 			
Time:	Teaching and Learning Strategies:		Preparation and Resources:
15mins	Poetry in Action - Creating a bicycle <ol style="list-style-type: none"> Divide the class into groups of three or four and give each group a copy of the On Your Bike Activity Sheet. Give each group 30 seconds to select three objects from around the room. For example: <ul style="list-style-type: none"> a broom a chair a bag anything else they can find Ask students to create a bicycle, using only their bodies and the objects they have selected. And don't forget the rider, Mulga Bill! Now, ask students to spend another 5 minutes exploring the bicycle in action. Ask them to: <ul style="list-style-type: none"> Act out how their bicycle looks when it's going uphill. How does this affect the rider? Act out how their bicycle looks when it's going downhill. What about when it crashes into the creek? 		Preparation and materials <ul style="list-style-type: none"> Download and print about 10 copies of the On Your Bike Activity Sheet from the ARTS:LIVE website.

10mins	<p>Note: Encourage students to explore how speed changes and affects the action. What moments might they like to slow down for example? And what effect does this have on the dramatic moment?</p> <p>Adding dialogue</p> <p>5. Ask students to re-read the poem, focusing on the moment when Mulga Bill's bicycle crashes into Dead Man's Creek.</p> <p>6. Conduct a class discussion around this moment. Things to focus on are:</p> <ul style="list-style-type: none"> • What is said? • What other dramatic actions and images could they add to their piece? 	
10mins	<p>Presentation</p> <p>7. Have students share their work with the class.</p> <p>8. After each piece, discuss what each group did well, and what things could be improved on.</p>	
10mins	<p>Reflection</p> <p>9. Now that poetry and language is alive in your students' imaginations, discuss the use of language. Some questions to discuss may be:</p> <ul style="list-style-type: none"> • Why might the poet choose to use made-up words? • What is onomatopoeia? • Why is onomatopoeia useful in writing and reading poems? • How might we say the words to give them a strong emphasis or meaning? <p>Note: This will be explored further in the next lesson.</p>	

© The Song Room 2013

Course: Poetry and Drama

Lesson Six: Get Up, Stanza!

Learning Area: The Arts

Strands: Drama

Time: 45min

Year level: 5 - 6

Content Descriptor:

- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)

Learning Focus:

- In small groups students dramatise a stanza of Mulga Bill and perform it for their peers.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
20mins	<p>Exploring the poem - Worksheet</p> <ol style="list-style-type: none"> 1. Divide the class into five groups (one group per stanza). 2. Give each group a stanza to work on and each student a copy of the Get Up, Stanza! Activity Sheet. 3. Ask students to read through their stanza, in their groups, one line at a time. 4. Once students have read through their stanza, encourage them to discuss, in their groups, what their stanza is about. Once they have a good grasp of this, encourage them to fill in Question 2 on their Activity Sheet, writing the plot in their own words. 5. Ask students to identify which characters are in the stanza and complete Question 3 on the Activity Sheet. 6. Ask students to identify Question 5. 7. Encourage students to consider the responses they gave for Questions 2 to 5 and discuss: <ul style="list-style-type: none"> • Who is going to play each character in their stanza? • What roles can they create for the other group members? 	<p>Preparation and materials</p> <ul style="list-style-type: none"> • Print out a copy of <i>Mulga Bill's Bicycle</i> on a large piece of paper and cut it up into stanzas. • Download and print copies of the Get Up, Stanza! Activity Sheet from the ARTS:LIVE website (one per student).

10mins	<p>8. Ask students to re-read their stanza, line by line. Encourage them to discuss, in their groups, how they can bring each line to life. Things to think about are:</p> <ul style="list-style-type: none"> • How can they show the audience where their stanza is set, without telling them? • Who are their characters and how do they look? • What are the roles for their group members who don't have a character? • How can they make their performance exciting for the audience? • How are they going to say the words? <p>Rehearsal</p> <p>9. Give students 10 minutes to rehearse their stanza to perform for the class.</p>	
15mins	<p>Presentation and reflection</p> <p>10. Present pieces to the rest of the class.</p> <p>11. After the performance, discuss: What did the group do well in their performance? Did you understand what was happening? Could you hear all of the words spoken? What techniques did each group use to create tension and action on stage? What could the group do to improve their performance? How did you feel about your own group's performance? How could you link all of the stanzas together to make one full performance?</p> <p>Note: It may be worth spending some time with your students developing their skill for reading aloud. Students need to decide if they are going to read their stanza altogether, or one person read one line at a time, etc. They must read clearly and be heard by the audience so you may need to devote a bit of time to this step. Don't forget to emphasise the rhythm and rhyme of the poem. (Depending on your class you may decide to ask them to <i>learn</i> the lines too!)</p>	

© The Song Room 2013

Course: Poetry and Drama

Lesson Seven: Blocking The Show

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Rehearse and perform devised and scripted drama that develops narrative, drives dramatic <u>tension</u>, and uses dramatic <u>symbol</u>, performance styles and <u>design elements</u> to share community and cultural stories and engage an <u>audience</u> (ACADRM037) Develop skills and techniques of <u>voice</u> and <u>movement</u> to create <u>character</u>, <u>mood and atmosphere</u> and <u>focus dramatic action</u> (ACADRM036) 			
Learning Focus: <ul style="list-style-type: none"> Students start to rehearse the show by working through the poem sequentially 			
Time:	Teaching and Learning Strategies:	Preparation and Resources:	
10mins	<p>NOTE: Students will not add text in this activity, they will simply be running through the movements, or the 'blocking'.</p> <p>Warm Up</p> <ol style="list-style-type: none"> Do some physical warm-ups with your class to prepare them for their rehearsal. Some useful warm-ups to prepare actors for a show are: <ul style="list-style-type: none"> 'Yes, let's!' a few different tongue twisters 		
10mins	<p>Revising from last lesson</p> <ol style="list-style-type: none"> Give students 30 seconds to get into their performance groups. Ask them to spend 2 minutes revising the stanzas they dramatised in the previous lesson. Ask students to present their stanza to the class. <ul style="list-style-type: none"> Don't worry about what order they are presented in at this stage. 		
25mins	<p>Explore continuity of the poem</p>		

- | | | |
|--|--|--|
| | <ol style="list-style-type: none"> 4. Conduct a discussion around the order of the stanzas. Ask students to physically move themselves into the correct order. For example: <ul style="list-style-type: none"> • the group who has the first stanza would stand at one end of the room; the group who has the second stanza would stand next to them, and so on 5. Ask students to perform their stanzas again in the correct order. 6. Ask students to reflect on how the stanzas could be linked in an interesting way to help the poem flow better, and share their ideas with the class. <ul style="list-style-type: none"> • For example, is there an object or theme that can run through all the stanzas? • How can one group 'hand over' to the next group? 7. Encourage students to try out a few of these ideas to help create a smooth performance. 8. For a bit of fun, try running the performance in 30 seconds. | |
|--|--|--|

© The Song Room 2013

Course: Poetry and Drama

Lesson Eight: The Final Countdown

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037) Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036) 			
Learning Focus: <ul style="list-style-type: none"> Full dress rehearsal including sound effects, props and costumes. 			
Time:	Teaching and Learning Strategies:	Preparation and Resources:	
5mins	Warm Up <ol style="list-style-type: none"> Do some physical warm-ups with your class to prepare them for their rehearsal. Some useful ones to prepare actors for a show are: <ul style="list-style-type: none"> 'Pass a clap' a few different tongue twisters 		
5mins	Sound effects, props and costumes – Class Discussion <ol style="list-style-type: none"> Discuss the use of sound effects, props and costumes in drama with your class. <ul style="list-style-type: none"> What costumes might the different characters wear in <i>Mulga Bill's Bicycle</i>? (Early settlers' costumes are easy to find and make, so researching this theme is a great additional activity.) What props from around the room might they be able to use to convey character, create mood and atmosphere, and drive the dramatic action and meaning? 		
10mins	Adding sound effects, props and costumes in small groups <ol style="list-style-type: none"> Ask students to get into their performance groups and spend 5 minutes discussing what costume items, props and sound effects might enhance the performance of their stanza. 		

15mins	<ul style="list-style-type: none"> Students should be made aware that introducing these elements is not essential and should only be done if they feel that the introduction of props and costumes enriches their performance. <p>4. Give students 5 minutes to practise their stanza, including any new costume items or props they would like to introduce.</p> <p>Full Dress Rehearsal</p> <p>5. Do a full run of the poem from start to finish, including props and costumes.</p>	
10mins	<p>Production Meeting</p> <p>6. Finish the final rehearsal with a full cast 'production meeting', providing a space for students to voice their ideas and concerns about the performance. This will also be a useful opportunity to explain the procedure on the performance day.</p>	

© The Song Room 2013

Course: Poetry and Drama

Lesson Nine: Curtain Up

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Rehearse and perform devised and scripted drama that develops narrative, drives dramatic <u>tension</u>, and uses dramatic <u>symbol</u>, performance styles and <u>design elements</u> to share community and cultural stories and engage an <u>audience</u> (ACADRM037) Develop skills and techniques of <u>voice</u> and <u>movement</u> to create <u>character</u>, <u>mood and atmosphere</u> and <u>focus dramatic action</u> (ACADRM036) 			
Learning Focus: <ul style="list-style-type: none"> Performing for an audience 			
Time:	Teaching and Learning Strategies:	Preparation and Resources:	
15min	Warm Up <ol style="list-style-type: none"> Do some physical warm-ups with your class to prepare them for their performance. Some useful ones to prepare actors for a show are: <ul style="list-style-type: none"> 'Ha!' a few different tongue twisters Prepare costumes and props. Remind students of their starting positions. 	Preparation and materials <ul style="list-style-type: none"> Clear a performance space for the group. Ensure there is ample room for your audience as well. If there is time in the lead-up to the performance, your students could design a program to be distributed to audience members. Prior to inviting your class on 'stage' to perform, discuss the fundamentals of audience etiquette with your audience: <ul style="list-style-type: none"> No talking during the performance Don't distract the performers Applaud at the end of the performance 	
10min	The performance <ol style="list-style-type: none"> Before your audience comes in, ensure your actors are either hidden, or are standing offstage in a neutral position. Discuss audience etiquette. Once the audience is settled, your class can start their performance. 		
10min	Performance feedback		

10min	<p>5. After the performance, invite the actors on stage for a curtain call. This will provide them with some positive reinforcement for the great work they have just done and ensure they feel like real actors.</p> <p>6. Invite the audience to ask questions and provide feedback on the performance.</p> <p>Performance de-brief</p> <p>7. Thank your audience for coming and have a short debrief with your cast. Questions to ask them are:</p> <ul style="list-style-type: none"> • How do you feel after your performance? • What did you enjoy most about your performance? • What could be improved if it were to be performed again? • What was it like presenting your poem to an audience? How was it different from when it was rehearsed in class? 	<ul style="list-style-type: none"> • Encourage them to ask questions and provide feedback at the end of the performance
-------	---	--

© The Song Room 2013

Course: Poetry and Drama

Lesson Ten: Reviews Are In

Learning Area: The Arts	Strands: Drama	Time: 45min	Year level: 5 - 6
Content Descriptor: <ul style="list-style-type: none"> Rehearse and perform devised and scripted drama that develops narrative, drives dramatic <u>tension</u>, and uses dramatic <u>symbol</u>, performance styles and <u>design elements</u> to share community and cultural stories and engage an <u>audience</u> (ACADRM037) Explain how the <u>elements of drama</u> and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038) 			
Learning Focus: <ul style="list-style-type: none"> Write a review of the Mulga Bill performance. 			
Time:	Teaching and Learning Strategies:	Preparation and Resources:	
5mins	Warm Up <ol style="list-style-type: none"> As a warm-up, play a quick game of '20 seconds to...' For example: <ul style="list-style-type: none"> You've got 20 seconds to 'high five' as many people in the room as possible. You've got 20 seconds to touch all four walls and run back to the centre of the room. You've got 20 seconds to do ten star jumps. You've got 20 seconds to find a group of five. You've got 20 seconds to create an image of the best thing about our performance. You've got 20 seconds to create an image of something we could have done better in our performance. 	Preparation and materials <ul style="list-style-type: none"> Download and print copies of the Writing A Theatre Review Activity Sheet from the ARTS:LIVE website (one per student) Lined paper for writing up draft reviews 	
10mins	Class discussion <ol style="list-style-type: none"> As a class, discuss these questions and write people's thoughts up on the board. <ul style="list-style-type: none"> What were the best things about our performance? What could we have done better? How did our audience respond to our performance? 		

10mins	<ul style="list-style-type: none"> Did anyone overhear any comments or quotes from audience members after the show (good or bad)? <p>Writing a Review – Activity Sheet</p> <p>3. Hand out a copy of the Writing A Theatre Review Activity Sheet to each student. Ask students to find a space in the room on their own and fill in their activity sheet.</p>	
15mins	<p>Drafting review</p> <p>4. Ask students to collect a piece of lined paper and to write a draft of their review (using full sentences).</p> <ul style="list-style-type: none"> If students get stuck, they can try starting their review with the line, 'On <insert date>, I went to see <insert class>'s performance of <insert title>' and let it flow on from there. 	
5mins	<p>Sharing with partner and/or class</p> <p>5. Ask students to share and discuss their review with a partner.</p> <p>6. Give students time to type or write up a good copy of their review for display around the classroom (this may roll over into another lesson, or they could do it at home).</p>	

© The Song Room 2013

Collection:	Bring Poetry Alive									
Course:	Poetry and Drama									
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)		X		X		X				
Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action(ACADRM036)				X	X	X	X	X	X	
Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)					X	X	X	X	X	X
Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)		X								X
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	X		X							