

## Drama Lesson Plan Template

<b>Title</b> Mrs Grinling's problem	<b>Class / Year</b>	<b>Level</b> 2-3	<b>Date</b>	<b>Teacher/s</b>	<b>Duration of activity / lesson</b> 1 hr
(highlighted are those that apply) <b>Drama Techniques:</b> Voice, Gesture, Movement, Facial Expression <b>Drama Elements:</b> Time and Space, Action, Tension, Focus, Role <b>Drama Conventions:</b> Freeze frame, spoken thoughts		<b>Key Competencies</b> (highlight the one/s foregrounded in this plan and briefly describe how the competency is fostered within the drama) THINKING – suggesting possible solutions PARTICIPATING AND CONTRIBUTING – working with others to present ideas in freeze frame <i>Can be helpful to refer to these during reflection time with children</i>		<b>Vocabulary:</b> (identify key words / phrases / concepts children will need to understand)  Lighthouse Role	
<b>Strand</b>		<b>Achievement Objectives Appropriate to Level</b> (copied from curriculum document)			<b>Learning Intentions [LIs]</b>
Developing Practical Knowledge in drama <b>PK</b>		<b>Explore and use elements of drama for different purposes</b>			Students will be able to... Noun+verb+qualifier [strand in brackets] <b>1. Accept and work with a teacher in role figure appropriately [PK]</b> <b>2. Use frozen body shape to convey an idea with focus [PK, CI]</b> <b>3. Suggest at least one possible solution to a problem presented in the drama [DI]</b> <b>4. Reflect on how role was used and signaled in the drama [PK]</b> [curriculum strands shown in brackets] [Remember to refer to Learning Intentions during reflection time with children]
Developing Ideas in drama <b>DI</b>		<b>Develop and sustain ideas in drama based on personal experience and imagination</b>			
Communicating and Interpreting in drama <b>CI</b>		<b>Share drama through informal presentation and respond to elements of drama in their own and others' work</b>			
Understanding Context in drama <b>UC</b>		Identify and describe how drama serves a variety of purposes in their lives and in their communities			
<b>WALT:</b> (Overall aim of lesson expressed in plain language) <i>We are learning to...</i> Work with a teacher in role figure and solve problems in the drama				<b>Success Criteria:</b> (expressed in plain language) <i>We will know we have achieved our intentions when...</i> We know when the teacher is in and out of role, and we have come up with some useful suggestions to help the teacher in role.	
<b>Where are these learners 'at'?</b> (identify prior knowledge required / any special needs / other aspects to take into account)  Some children may have experienced teacher in role before. For others it will be new. Ability to work in pairs and small groups is important.		<b>Materials / Resources Required:</b>  Signal prop for TIR (apron or scarf) Large paper and vivid Storybook, Script for TIR		<b>Links to Other Curriculum Areas:</b>  Literacy (reading) The lesson could lead into writing in role	

SUGGESTED STRUCTUR: set groundrules / TIR hook / read story opening / children respond to tension / children suggest resolutions / children play out resolutions/ conclude / reflect

Time	LI no:	Lesson Sequence / teaching steps	Teaching 'script' / key questions	Organisation of group: space / safety issues / management notes etc
5 mins	LI. 1	Freeze game whilst walking to space	When I say "freeze", I want you to freeze in an interesting shape. Wait till I say "unfreeze", then keep walking	Signal prop for teacher in role  Adopt 'worried' tone of voice. Present tension as though it is a real problem – happening NOW
2 mins		Expectations	Drama is about 'playing' but not 'playing around'. Need to give things a go. Need to make our mates feel great.	
3 mins		Transition into role	In a moment I'm going to take on a role.... (pause – check understanding) You will know I am in role when I'm wearing this (signal prop). For this to work, you need to accept me in role, OK	
		TIR presents tension	<i>Oh hello everyone. You haven't seen my husband anywhere have you? Or my cat, Hamish? They headed off for work hours ago but I haven't seen the light come on! Perhaps I should explain. You see, my husband is the lighthouse keeper. You know the lighthouse over the bay? His job is to light the night light to shine over the water and show the boats where the rocks are. Every evening he rows over the bay and Hamish likes to go too. But tonight the light didn't come on. He's been gone for hours and I'm so worried!</i>	
		Transition out of role	I'm coming out of role now...	

5 mins		Discussion	What do you think is going on here?	
5 mins		Story read	The person we just talked to is out of a story. We are going to read the story and get a bit more information.  <i>Read story from “Once upon a time....” to “peered anxiously into the darkness”</i>	Story book
10 mins	LI.2	Children’s response to tension	So, what did we find out? <b>What is the problem here?</b>  And what do you think Mr Grinling is doing now? And Hamish?  Working in pairs. One of you will take the role of Mr Grinling, the other will be Hamish the cat. Using your freezing skills, create a frozen picture of what you think Mr Grinling and Hamish are doing right now?  Whole class shares their paired freeze frames.  “Spoken thoughts” could be used here.	Teachers circulate to support pairs working together. Comment on effective use of levels, facial expression etc. Avoid ‘directing’  Share all at once. Or half a class at a time. <b>Clear signals for freeze / unfreeze.</b>  Encourage children to respond to each other’s work
5 mins	LI.3	Discussion – possible resolutions	So what is the best way to solve this problem? What solutions can you suggest?  If Mr and Mrs Grinling follow your advice, what will happen?	Bring children back to the ‘mat’ Use paper and pen to record suggestions <i>Encourage imaginative suggestions here - Possibilities might include – a special alarm clock, training Hamish to check mr G is awake, medication, a change of diet, taking on an</i>

7 mins	LI.3	Children explore resolutions through drama	We are going to make another frozen picture showing what might happen in the future if Mr and Mrs Grinling follow your advice.	<i>assistant</i>  Groups of four this time?
7 mins		Resolutions presented to TIR	When you are ready, we will show your ideas to Mrs Grinling	Teacher moves back into role using signal prop. Circulates the groups and looks at the images. <b>Clear management signals needed here.</b>
5 mins		TIR brings drama to close	So, from what you have shown me, I can see I could try..... and ..... What is the most important advice you have for me? Thank you for helping me. I feel much better now knowing what I can do to help my husband.	Move back to the mat for discussion
5 mins	LI.4	Out of role discussion – reflection on drama lesson / LIs	What was it like working with a teacher in role? How did you know the teacher was in role? What did we use to show her our ideas? Which of your classmates did a particularly good job in drama today?	

**Evaluation of children's learning (linked to LIs):**

Child 1	Child 2	Child 3
LI 1 Achieved <input type="checkbox"/> not achieved <input type="checkbox"/> Further Explanation:	LI 1 Achieved <input type="checkbox"/> not achieved <input type="checkbox"/> Further Explanation:	LI 1 Achieved <input type="checkbox"/> not achieved <input type="checkbox"/> Further Explanation:
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**Evaluation of children's learning (linked to Key Competencies):**

I noticed (Child's name) using the key competency of	I noticed (Child's name) using the key competency of	I noticed (Child's name) using the key competency of
In the following way	In the following way	In the following way
[describe when, how, in what way competency was evident]	[describe when, how, in what way competency was evident]	[describe when, how, in what way competency was evident]

**Reflection on children's learning:** (What went well for children- why? What was a challenge for them - why? )

**Teacher's Reflections:** (What went well for you as a teacher - why? What was a challenge - why? What would you differently next time?)