

➤ DRAMA SKILLS FOR PRIMARY SCHOOL STUDENTS

Target Group: **Year 9**

Australian Curriculum Reference: **Drama, English**

Creating

- + Create simple songs, plays or stories to entertain others, involving imagined contexts and characters (ACLFRC061).
- + Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052).

LESSON SUMMARY

Students will apply their developed knowledge of the elements of drama and improvisation by attending a local primary school and acting as volunteers to run drama activities.

Students will work in groups of up to five to create a 30 minute workshop designed to teach a variety of drama skills to primary school children aged 10-12. This activity may cover a number of lessons.

LESSON CONTENT AND METHODOLOGY

- + Teacher brainstorms with the class what they think the term volunteering means and what needs to be present for a person to believe they are volunteering (for example a desire to help or do something for others without payment).
- + Teacher describes the activity that the students will be involved in, which will require them to act as a volunteer and teach drama skills to a primary class.
- + Teacher asks students: *can this be volunteering if we do it in class as part of our normal work? How can it become volunteering?*
- + Teacher leads class in revision of elements of drama and improvisation (refer to Worksheet 2 under *Resources* in this lesson plan).
- + Students form groups of no more than five.
- + Students are given Worksheet 1, which details the requirements for the volunteer activity. Teacher and students discuss the activity to ensure students understand what they are required to do.
- + Teacher and students discuss the appropriate behaviour and manners that students should demonstrate while representing the school throughout their volunteer work.
- + As a group, students plan their lesson and decide on at least four activities to teach the primary students. Activities must include a warm up activity, two core activities and a warm down activity.

- + Students should use the knowledge they have already acquired to adapt activities they have been using in class, or they can create their own.
- + Students are required to use the elements of drama and improvisation as the basis of their lesson.
- + Students attend the primary school and conduct their lesson.
- + Students return to class, where the teacher leads a reflection session about the activity. This reflection should focus on the student's experience as a volunteer (refer to Worksheet 2 under *Resources* in this lesson plan).

ASSESSMENT

Students will be assessed on:

- + the quality of their volunteer workshop and application of learned drama skills as observed by the teacher
- + the depth of their reflection and demonstrated understanding of what it means to volunteer.

Additionally, summative assessment of students will take place on the day of the primary school visit and a reflection statement from each student will be assessed once they have returned to school.

RESOURCES

- + Worksheet 1: Volunteering as a Drama Coach
- + Worksheet 2: Elements of Drama

WORKSHEET 1

Volunteering as a Drama Coach

Task description: Volunteering as a drama coach with primary students.

Students will participate in volunteer workshops at a local primary school. Students will be allocated to groups and will teach primary school students aged 10-12 basic improvisational and dramatic techniques.

Task requirements

- + Groups must not have more than five students.
- + Your workshop must last for 30 minutes.
- + You must include a minimum of four activities. The minimum four are a warm up, two core activities and a cool down.
- + The workshop activities need to focus on improvisation and the elements of drama that are the basis of all dramatic techniques.
- + You can use activities or workshops used in class or, with discussion and agreement from your teacher, you can create your own.
- + A reflection must be handed in no later than two days after you complete the volunteer work. This reflection must detail how you chose your activities, how you felt the workshop went and how it made you feel overall.

WORKSHEET 2

Elements of Drama

Revision: Students use their knowledge in designing the coaching sessions.

Role, character and relationships

- + *Role and character:* identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific.
- + *Relationships:* the connections and interactions between people that affect the dramatic action.
- + *Situation:* the setting and circumstances of the dramatic action – the who, what, where, when and what is at stake of the roles/characters.

Voice and movement

- + *Voice:* using voice expressively to create roles, situations, relationships, atmosphere and symbols.
- + *Movement:* using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols.
- + *Focus:* directing and intensifying attention and framing moments of dramatic action.
- + *Tension:* sense of anticipation or conflict within characters or character relationships, or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement.

Space and time

- + *Space:* the physical space of the performance and audience, fictional space of the dramatic action and the emotional space between characters.
- + *Time:* fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action.

Language, ideas, dramatic meaning, mood and atmosphere, and symbol

- + *Language, ideas and dramatic meaning:* the choice of linguistic expression and ideas in drama used to create dramatic action.
- + *Mood and atmosphere:* the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance.
- + *Symbol:* associations that occur when something is used to represent something else to reinforce or extend dramatic meaning.