

Level  
1

Sample!



# DRAMA

## Teacher Notes



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## What is Creative Drama?

The teacher talks to students about the vocabulary related to creative drama. The teacher can use the vocabulary throughout the course so that students become familiar with the words and their use.

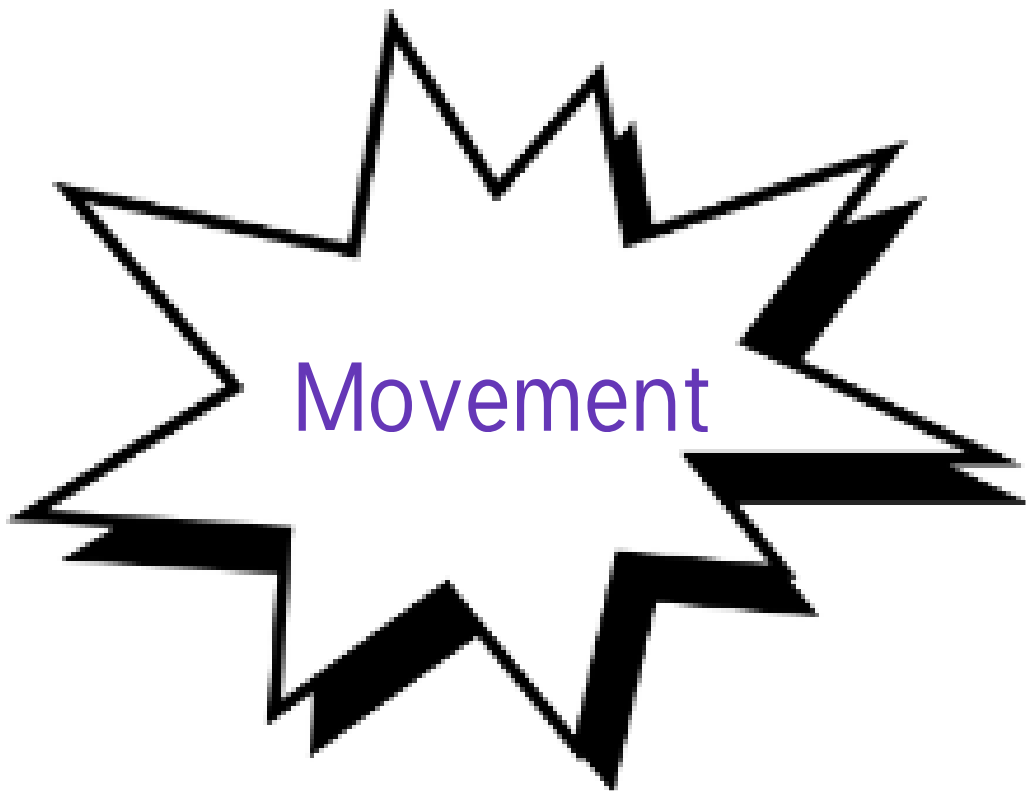
Drama glossary:

- **Action** - the movement or development of the plot or story in a play; the sense of forward movement created by the sense of time and/or the physical and psychological motivations of characters
- **Actor or actress** - a performer who assumes the role of a character in a play, film, or television show
- **Character** - a person portrayed in a drama, novel, or other artistic piece
- **Costumes** - clothing and accessories worn by actors to portray character and period
- **Designer** - the person responsible for planning visual and sound aspects of a production, including costumes, set, props, lights, makeup, and sound
- **Director** - the person who is responsible for the overall interpretation of a dramatic work, bringing all the elements together to create a unified production
- **Dress rehearsal** - a rehearsal, usually the last one before performances begin, in which all lighting, costumes, makeup, set changes, props, sound effects, and special effects are used
- **Freeze frame** - a convention in which the actors use their bodies to make an image or tableau capturing an idea, theme or moment in time, also called a group sculpture, tableau or still image
- **Improvisation** - the spontaneous use of movement and speech to create a character or object in a particular situation, acting done without a script
- **Mime** - acting without words



- **Mirroring** - copying the movement and/or expression or look of someone else exactly
- **Mood** - the tone, atmosphere or feeling of the performance, often created by the music, setting, or lighting
- **Movement** - stage blocking or the movements of the actors onstage during performance
- **Performance** - a presentation of a drama
- **Place** - where the action happens (time and setting)
- **Plot** - a brief outline of the events in the narrative of a drama or play text
- **Prop** - object used by individuals when in role
- **Role** - acting "as if " they are someone else
- **Setting** - when and where the action of a play takes place
- **Soundscape** - an atmosphere or environment created by or with sound
- **Storytelling** - the act of telling a story in the oral tradition
- **Theatre games** - improvisational exercises structured by the director or teacher to achieve a specific objective, such as breaking down inhibitions or establishing trust
- **Vocal expression** - how an actor uses his or her voice to convey character
- **Writer** - the person responsible for documenting the ideas for dramatic action.

Students complete the worksheet.





## Assessment Brief 1

Course:	Drama
Course Code:	M1A22
Assessment:	Collection of Work
Title:	<b>Movement</b>
Weighting:	Collection of Work 100%

### Guidelines

1. Do different drama movements
2. Follow instructions for drama games
3. Show an idea through drama
4. Work with others to choose costumes and props
5. Be part of an audience
6. Act out emotions

### Assessment criteria

- Take part in activities and games as part of the acting group.
- Take part in a warm-up activity, e.g., 'ball of gum'.
- Use and explore different ways to move, e.g., travelling, stretching, bending, creeping up, dancing, 'slow motion' games, going from small to tall and different types of walking.
- Follow instructions, e.g., 'freezing' when the teacher gives the instruction, tug of war game, listening to categories for making body shapes, the 'towel' game, catching the ball, being a 'fruit', listening to countdown numbers, following the leader or listening to a story.
- Act out ideas, e.g., snowball fight, a tug of war, moving body into a shape, creeping up on someone, a growing sunflower, handling something fragile, a Chinese dragon, a story, etc.
- Match costumes and props to the drama character or movement.
- Show different emotions and use eye contact.



- Be an active audience member, e.g., watching 'emotion' walks and looking at 'shapes' of other students.
- Answers must be correct and clear if worksheets are done.
- Discussions may be recorded.
- Photographic and/or video evidence may be required.

Submission date:

I confirm that this is my own work.

Signed:

Date:



## Activity 2: Ways to Walk

### What you need:

- Props and costumes (any that are available)

### Instructions to students:

- A. You are going to only walk. There are many different ways to walk.
- B. Let's try out a few!

*(Teachers can give students the opportunity to practise different 'walks', such as 'Let's walk as HIGH, as tall, as we can! Now let's see how LOW to the ground we can be and still walk – no crawling! Now everyone walk as WIDE as you can!' etc. Change the size of the movement. A movement can be made wider or narrower, higher or lower, deeper or shallower. One can make the walk wider or narrower by widening or narrowing the stance and swinging the arms further away or closer to the body. One can make the walk higher or lower by walking on tiptoe or slouching. One can make the walk deeper by taking larger steps or swinging the arms further forward and back. Change the time of the movement. A movement can be made slower or faster. Even the weight of the walk can be changed - an angry teacher may walk heavily; a ballet dancer may walk lightly. Other ways to change the walk can be to change direction, change focus and eye-contact, change mood like happy or sad, relaxed or stressed, etc!)*

- C. Now listen to the teacher's instructions and do the walk! Listen carefully as the teacher will keep changing the type of walk.
- D. Don't stop! Keep walking through the space!
- E. Now, use costumes and props. Match your walk to the clothes you are wearing or the props you are carrying.
- F. Complete the worksheet.





## Activity 7: Ten Second Things

### Instructions to students:

- A. The teacher will give you a category.
- B. You have 10 seconds to change yourself into a shape that is related to this category.  
*(Examples for teacher: a type of transport, something that tells the time, a machine, something hot, something starting with the letter '.....', the weather, an animal, secretly choosing an object from the room they are in, a food item, a piece of furniture, etc.)*
- C. The teacher will count down from 10. *(After counting down, the teacher can say 'Freeze!')*
- D. Look around at the other 'shapes' in the classroom.
- E. The class can guess what you are. Explain to the class, if you need to.

### Variations:

- Choose objects from a theme the students are studying.
- Students can make objects that involve movement and sound.



## Action 11: Freeze and Explain

### What you need:

- Instrumental music in the background

### Instructions to students:

A. Walk around the space and keep changing the shape of your body. Follow the rhythm of the music if you like.

B. When the teacher calls out 'Freeze!' then you must freeze straight away.

C. The teacher will call out names of students and ask them to explain their pose. You can make up anything at all that suits your pose!

*(Example: if a student is posed with their arm in the air, they could say 'I am reaching for the cookie jar' or 'I am helping the cat down from the tree' or 'I am hailing a taxi' etc. It is the actor's job to imagine a situation in which their pose makes sense. Students can also explain the emotion.)*

D. When the teacher calls out 'Unfreeze!' then you must walk around again, changing your body shape as you go.

E. Listen out for the teacher's instructions for when to freeze.

F. Keep going until each student has explained a pose.



## Activity 16: Pass the Bird

### Instructions to students:

- A. Stand in a circle.
- B. Listen to the teacher. *(The teacher explains that in their hand" they have a very small bird that they are going to pass around the circle. Stress to the students that they must be very gentle and tender.)*
- C. Be careful and gentle as it is very small!
- D. Pass it around the circle once.
- E. Pass the "bird" around again, but this time, also whisper or say something nice to the bird.
- F. Pass the bird around again. The bird is starting to get a little stronger and it wants to fly. Still be very gentle but try and contain it in your hands, while trying to keep it calm. *(The teacher explains to students that they must treat "the bird" carefully and gently, but at the same time, keeping it from flying away and saying things to calm the bird down.)*
- G. Pass the bird around again. This time you are helping the little bird to get strength to fly. Gently encourage it to fly from one person to the next. *(The teacher explains that the students must not "throw it" but gently "let it go" for someone else to catch)*
- H. Now, one student can "let the bird go" out of the window.
- I. Wave goodbye!
- J. Tell the class a kind story about a pet. If you don't have one, make up a kind story!
- K. Complete the worksheet.

### Tips:

- The activity introduces a caring attitude.
- It encourages group bonding and interaction and takes the focus off the individual student and onto the "bird" instead.
- Concentration is required.



- It is a soothing activity for students.
- Use this activity often. Use as a warm-up and cool down exercise. The teacher can 'invite' the bird back at any time!

**Variation:**

The teacher can use a prop to pass around to act as 'the bird'.



## Activity 23: Tongue Twisters

### What you need:

- Different tongue twisters

### Instructions to students:

- As a group, practise saying some tongue twisters.
- Start by saying the tongue twister slowly and clearly.
- Split the tongue twister into parts, then practise.
- Use your “stage voice” when speaking.
- Repeat the tongue twister until you can say it!
- Then try another!
- Complete the worksheet.

### Tips:

- Tongue twisters are good for helping students to concentrate on working all their articulation muscles.
- Before introducing a new tongue twister, ask students to crinkle their face as tiny as possible for 5 seconds. Then to make their face as big as possible for 5 seconds.
- Examples:
  - She sells seashells by the seashore.
  - Susie’s sister sewed socks for soldiers.
  - Red leather, yellow leather, red leather, yellow leather...
  - A proper copper coffee pot
  - Red lorry yellow lorry, red lorry, yellow lorry, ...
  - Three free throws
  - Cooks cook cupcakes quickly.
  - The big beautiful blue balloon burst.
  - Rubber Baby Buggy Bumpers! (Repeat. Increase the tempo.)
  - Red Bulb Blue Bulb Red Bulb Blue Bulb Red Bulb Blue Bulb
  - Flora’s freshly fried fish



## Activity 34: The Sound Square

### What you need:

- Interactive whiteboard with picture of square OR whiteboard and pen and a big piece of paper
- Optional: Appendix 2: Sound Square
- Stick for pointing
- Optional: music instruments / things that make sounds

### Instructions to students:

*(The teacher will put a picture up of a large square – divided into 16 smaller squares – See Appendix 2. Explain to the students that in the small squares, they will draw a sound. The sounds could be instruments, sounds we make with the body like clapping or voice, or sounds we make with other objects like tapping a pencil on the desk)*

- A. Students draw sounds in the square. These must be sounds that you can make!
- B. As a class, practise each of the sounds.
- C. Now, follow the pattern that the teacher points out. *(This is like a musical score. The students can go from left to right or criss-cross or the teacher can make up their own pattern)*  
*(The teacher can let the students act as a conductor.)*
- D. Complete the worksheet.

*(Students can then get into groups and tell stories, adding sounds)*

### Tips:

- This activity stimulates creativity.
- It allows students to practise self-empowerment.
- It improves interaction /communication skills.

### Variations:

- Once students are familiar with the 'musical score of sounds', they can play it faster or slower / louder or softer.



## 10 Activity 41: Count to 10

### Instructions to students:

- A. Stand in a circle and look at the floor.
- B. One actor will start by saying "one."
- C. Any other actor will continue by saying "two" and so on until you get to "ten".
- D. If any two actors say a number at the same time, the group must start again at "one"!
- E. Complete the worksheet.

### Tips:

- Although this is a very simple game, it is good for teamwork. Also, there is a 'group/team' focus to achieve the goal.
- Activities such as these strengthen relationships and bonds within a team or group.

### Variation:

- Students can do the activity with and without eye contact.
- Students can face outwards and close their eyes (this is difficult!)
- Students can count backwards from ten to one.



## Activity 43: Serious Stuff

### Instructions to students:

- A. Each student must choose a partner.
- B. Stand back-to-back with their partner.
- C. On the count of three (*teachers can count*), face your partner, and keep a silent, straight and serious face.
- D. Keep this pose. The teacher will be checking. The first person to smile or laugh must sit down. (*The teacher walks around as the inspector, checking that students are serious and silent*)
- E. Those students who are left take new partners and repeat the exercise.
- F. Keep going until there are only one or two pairs remaining. (*If at the end, no one is breaking down, allow the other students to act as 'hecklers', ensuring that students do not use mean comments*)

### Tips:

- In this activity, students work on self-control.
- Record and include with students' portfolios.





## Activity 49: Cooling Down

### What you need:

- Soothing music in the background, e.g., meditation music (many playlists on YouTube)
- Ideally a soft floor and warm room where students can lie down comfortably

### Instructions to students:

- A. Listen to the teacher and follow the instructions.
- B. Find a space in the room. *(The teacher can tell students to lie down or sit down in a comfortable and relaxed position.)*
- C. Relax. Breathe in and breathe out. *(The teacher can guide the breathing exercise)*
- D. Now close your eyes.
- E. Imagine that you are travelling on a journey to your favourite place. It could be you are going to a beach, a nature park, a café, a garden or anywhere where you love to go. You are travelling there by train, bus, car or whatever– imagine the journey.
- F. See your favourite place in your mind.
- G. Now, use your senses. What can you see, taste, touch, smell and hear? *(The teacher can mention one sense at a time and give students time to explore that sense in their favourite place)*
- H. Imagine enjoying yourself at this place.
- I. Now, travel back to your classroom.
- J. Open your eyes.
- K. Slowly, sit up and bring your mind back to the classroom.  
*(Students can tell others about their favourite places, if they wish)*

### Tips:

- This activity develops the attention span of the students and relaxes mind and body.
- It encourages students to free their imagination!



## Activity 57: Hands

### What you need:

- 'Hands' slides

### Instructions to students:

A. As a class, use only your hands to show different feelings and ideas.

*(Read out different emotions and ideas, for example: nervous, greedy, comfortable, magical, fierce, gentle, strong, frightened, etc.)*

B. In pairs or groups, show these exchanges, using your hands and body language only:

- Loving mother and child
- Teacher telling the class to be quiet
- Person arriving at their surprise party
- One person helping another to climb a hill
- Two friends having an argument
- Two people meeting each other in class for the first time
- At the bus station, saying goodbye to a loved family member
- A person telling the police that they have just been robbed, etc!

*(Revise with students how nonverbal clues give a strong message to others, including emotions.)*



## Activity 66: Late!

### What you need:

- 'Sorry I'm late' slides

### Instructions to students:

- In your class, talk about some reasons / excuses people may give for being late.
- Look at and discuss the slides.
- Get into groups.
- Each group comes up with an excuse for being late for class. Try and think of the craziest excuses! Each person in the group should have a role in explaining their reason/s for being late. *(Explain to students that their excuses should be outlandish and could include dragons, dinosaurs, aliens, trips to the moon a jungle expedition, etc. Give students ten to fifteen minutes to come up with the story and make sure they all know it and they all have a role to play)*
- Each group practises saying their excuse, trying to be as convincing as possible.
- Students can perform their 'excuses' for the whole class.
- The rest of the class and the teacher can ask questions and those in the performing group must answer as convincingly as possible! *(It might be worthwhile to mention to students that it's always best to tell the truth as to why they are late – this exercise is for dramatic purpose only and is not practise for future lateness!)*
- As an audience member, support and encourage the actors. Ask good questions!



## Performance Review 1



# REVIEW

I WATCHED

TYPE OF  
PERFORMANCE

SETTING

CHARACTERS

COSTUMES & PROPS

I THINK THE  
PERFORMANCE WAS

- AMAZING
- GREAT
- GOOD
- OK
- BAD

WHAT KIND OF AUDIENCE MEMBER WERE YOU?



## Performance Review 2

Name: \_\_\_\_\_



a) What kind of performance were you watching?

-----

b) How good was the performance? Score these.

### Acting

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

### Actions

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

### Voice

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

### Story

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

### Facing the audience

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

### Using costumes and props

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

### Using the stage

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

c) Write a comment about the performance.

-----

d) How well did you watch and listen?





# Performance Review 3



Name: \_\_\_\_\_

The name of the show:

\_\_\_\_\_

What was it about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Finish the sentences:

I saw

\_\_\_\_\_

I liked

\_\_\_\_\_

I laughed when

\_\_\_\_\_

Now, I can

\_\_\_\_\_

I learned about

\_\_\_\_\_

Rate the performance:



Level 1



EDUCOOT

# Drama

## Student Worksheets



**SAMPLE!**



## Course Overview for Level 1 Drama

In this course, you will:

1. Take part in drama activities, which will include movement, sounds and acting out ideas and scenes
2. Take instructions for drama games and activities
3. Be part of an acting group
4. Perform drama activities for others
5. Use costumes and props
6. Tell and retell stories
7. Be a good audience member

### Assessment Technique - Collection of Work 100%

You will be given lessons during class time which will cover the course. Go to classes regularly and try to keep up with the work. If you have any problems during the course, please tell your teacher or tutor.

Signed:

Date:







2. Draw a line from the drama word to the definition:

a) where the play takes place

audience

b) actors in a play

props

c) another word for drama

characters

d) people who watch the play

play

e) what characters wear in a play

events

f) what happens in a play

costumes

g) different items used in a play

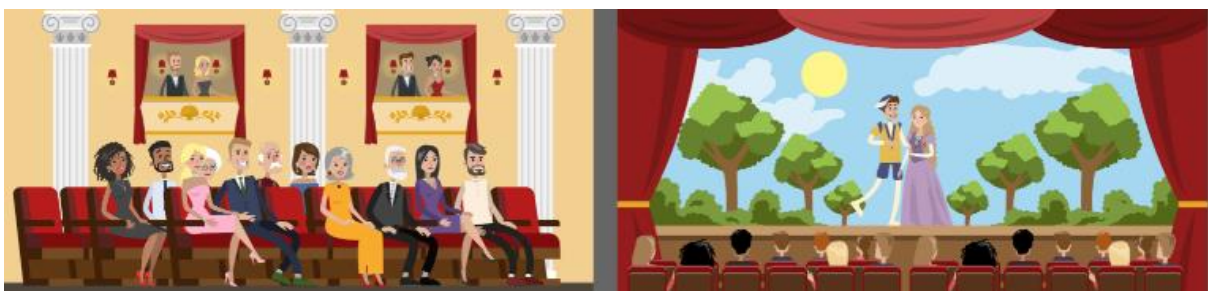
setting

h) what a play tells

stage

i) where the characters act

story





### Activity 4: Slow Motion Snowball

a) How well did you act out the snowball fight?



b) How slowly did you move? Shade it in.

Very Slowly	Slowly	Normal	Fast
-------------	--------	--------	------

a) How well did the class perform?



b) How did it feel to be part of an acting group?



c) Describe the activity in one word:

-----





### Activity 15: The Sunflower



a) Did you start low down 'as a seed'?

Yes

No

b) Did you 'grow' to be at your tallest?

Yes

No

c) What character did you act out?

-----

d) If you were acting on a stage, what could the setting be?

-----

e) If you were acting on a stage, what costumes and props could you use?

-----  
-----  
-----  
-----

f) What kind of sunflower were you?

Super	Good	OK	Not so good
-------	------	----	-------------



### Activity 54: Props

Where do you think these people might be? Look at the props!

park, home, train, library, shop, airport





### Activity 64: Story



a) What story did you act out?

---

b) Who were the characters?

---

---

---

c) What was your role?

---

d) What was the setting?

---

e) Name one event in the story.

---

---

f) What props could you use for this drama?

---

---

a) Rate your own performance.





### Activity 73: The Expert



a) What were an expert in?

-----

b) How good do you think you are?



c) Did you talk for one minute?

Yes                       No

d) How was the activity for you?

Easy-Peasy	OK	Hard!
------------	----	-------

e) Did you answer all the questions?

Yes                       No

f) How could you improve your performance?

-----  
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## Mapping of Learning Outcomes

### QQI Learning Outcomes:

(D1) Explore elementary movement, e.g. travelling, stretching, bending

Activity 1: Moving Through Space (movement), Activity 2: Ways to Walk (different ways to walk), Activity 3: Emotion Walk (emotion walks), Activity 4: Slow Motion Snowball (slow motion movements), Activity 5: The Shake Song (action song), Activity 6: Tug of War (pulling), Activity 7: Ten Second Things (morphing into different shapes), Activity 8: 'The Baddie's' Footsteps (creeping movement), Activity 9: Follow Your Nose (being 'pulled' around the room), Activity 10: Towels ('moving' as a group), Activity 11: Freeze and Explain (making body shapes and freezing), Activity 12: Catch It (group ball game), Activity 13: Fruity (changing places game), Activity 14: Ball of Gum (warming up facial muscles), Activity 15: The Sunflower ('growing' movements), Activity 16: Pass the Bird (gentle movements), Activity 17: Chinese Dragon (students moving as a group), Activity 18: Back-to-Back (movement together as a pair), Activity 19: Group Story (adding movements to match the story), Activity 27: Crescendo (sounds and emotions), Activity 28: Bad Weather (actions and sounds, making a rainstorm), Activity 32: Emotion Action Song (actions and emotions), Activity 38: Count It (counting and action game), Activity 46: Let's Pretend (reacting to imagined scenarios), Activity 47: Traffic Lights (walking, sitting, freezing), Activity 50: Look in the Mirror (mirroring – slow motion), Activity 58: Greeting (greetings), Activity 62: Sense It (reacting with the senses), Activity 63: Pass it On (passing imaginary objects), Activity 65 Daily Life (everyday activities – acting out), Activity 70: Mime (miming activity), Activity 71: Two Sticks (inventing and demonstrating use of the 'sticks'), Activity 78: Making a Character (using character's movements)



(D2) Make sounds to create different effects, e.g. to create a soundscape, dawn chorus **Activity 5: The Shake Song** (action song and singing), **Activity 20: Ribbon of Sound** (making sounds), **Activity 21: Throwing your Voice** (voice and volume), **Activity 22: What is in it** (using shakers to make sounds, emotion sounds), **Activity 23: Tongue Twisters**, **Activity 24: Random Sound Stories** (performing sound stories), **Activity 25: Siren (Voice Warm-Up)**, **Activity 26: Good day, Madam** (different accents), **Activity 27: Crescendo** (sounds and emotions), **Activity 28: Bad Weather** (actions and sounds, making a rainstorm), **Activity 29: Nonsense** (nonsense words), **Activity 30: Mexican Clap** (group clapping game), **Activity 31: Humming** (warming up voice), **Activity 32: Emotion Action Song** (singing), **Activity 33: Shake It Up** (using shakers to express emotions), **Activity 34: The Sound Square** (sounds and sequences), **Activity 35: Body Sound Game** (body sounds), **Activity 36: Sound Concentration (Cooling Down)**, **Activity 37: Conversation** (continuing a conversation), **Activity 69: Chat** (using tone of voice or change words to make the dialogue), **Activity 75: Rhyme Play** (reading rhymes together), **Activity 78: Making a Character** (sounding like the character), **Activity 80: Dinner Time** (dinner table chatter), **APPENDIX 2: SOUND SQUARE**, **APPENDIX 3: WHAT'S IN IT?**

(D3) Respond to instruction in the context of theatre/drama, e.g. through games **Activity 5: The Shake Song** (following actions), **Activity 7: Ten Second Things** (following teacher's instructions for categories), **Activity 9: Follow Your Nose** (following teacher's instructions), **Action 11: Freeze and Explain** (listening to teacher for 'freezing'), **Activity 13: Fruity** (changing places game – listening to instructions), **Activity 19: Group Story** (listening to the story), **Activity 28: Bad Weather** (instructions for making a rainstorm), **Activity 32: Emotion Action Song** (actions and emotions), **Activity 36: Sound Concentration (Cooling Down - instructions)**, **Activity 39: Draw it in the Air** (following instructions), **Activity 40: Trust Me** (blindfold walk), **Activity 41: Count to 10** (counting game),





Activity 46: Let's Pretend (reacting to imagined scenarios), Activity 47: Traffic Lights (walking, sitting, freezing), Activity 49: Cooling Down (following instructions), Activity 62: Sense It (reacting with the senses), Activity 68: Slow Motion Emotion (slowly changing emotions), Activity 77: The Box (following prompts to create and act out story), APPENDIX 4: TRAFFIC LIGHTS

(D4) Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image **Activity 18: Back-to-Back** (movement together as a pair), **Activity 23: Tongue Twisters**, **Activity 26: Good day, Madam** (different accents), **Activity 29: Nonsense** (nonsense conversation in pairs), **Activity 37: Conversation** (continuing a conversation), **Activity 40: Trust Me** (partner leading partner), **Activity 42: Sausage!** (question and answer), **Activity 44: Introduction** (greeting), **Activity 50: Look in the Mirror** (mirroring), **Activity 51: Snapshot** (poses), **Activity 54: Props** (making 'objects' with the body), **Activity 58: Greeting** (greetings), **Activity 59: Alphabet Chat** (chatting in pairs), **Activity 61: Wrong Names** (giving objects different names – individual), **Activity 67: Park Bench** (trying to persuade someone to move), **Activity 68: Slow Motion Emotion** (slowly changing emotions), **Activity 69: Chat** (dialogues), **Activity 70: Mime**, **Activity 75: Rhyme Play** (reading and acting rhymes together), **Activity 78: Making a Character** (acting out a character)

(D5) Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit **Activity 4: Slow Motion Snowball** (slow motion movements), **Activity 6: Tug of War** (acting out a tug-of-war), **Activity 7: Ten Second Things** (morphing into different shapes), **Action 11: Freeze and Explain** (describing pose), **Activity 15: The Sunflower** ('growing' movements), **Activity 16: Pass the Bird** (passing something fragile), **Activity 17: Chinese Dragon** (showing dragon moving), **Activity 22: What is in it** (telling story with sounds). **Activity 28: Bad Weather** (rainstorm), **Activity 29: Nonsense** (nonsense conversation), **Activity 43: Serious Stuff**



(pair work - not showing emotions), Activity 44: Introduction (greeting), Activity 46: Let's Pretend (reacting to imagined scenarios), Activity 50: Look in the Mirror (mirroring), Activity 51: Snapshot (poses), Activity 52: Yum (describing food), Activity 54: Props (making 'objects' with the body), Activity 63: Pass it On (passing imaginary objects), Activity 64: Story (performing a story as a group), Activity 65 Daily Life (everyday activities – acting out), Activity 66: Late! (group excuses), Activity 68: Slow Motion Emotion (slowly changing emotions), Activity 69: Chat (dialogues with suitable actions / body language), Activity 71: Two Sticks (showing use of the 'sticks'), Activity 73: The Expert (posing as an 'expert'), Activity 75: Rhyme Play (reading and acting out rhymes together), Activity 76: Three Words Only (dialogues using 3-word phrases), Activity 79: Storytelling (can be done several times, with different genres), Activity 80: Dinner Time (acting out a family dinner)

(D6) Be part of an audience, e.g. being quiet, clapping Activity 22: What is in it (telling story with sounds – watch as audience), Activity 24: Random Sound Stories (watching sound story performances), Activity 58: Greeting (observing others' greetings), Activity 59: Alphabet Chat (observe pairs having conversations), Activity 64: Story (watch group performances), Activity 65 Daily Life (everyday activities – observe performance), Activity 66: Late! (group excuses – audience asks questions), Activity 68: Slow Motion Emotion (observing and identifying emotions being acted out), Activity 69: Chat (observe and review dialogues), Activity 70: Mime (watching mime), Activity 71: Two Sticks (audience to guess use of sticks), Activity 72: Emotion Chat (observing emotion dialogues), Activity 73: The Expert (asking the 'expert' questions), Activity 77: The Box (watching the mini-play), Activity 78: Making a Character (watching character, asking questions of the character), Activity 79: Storytelling (watching and reviewing storytelling exercise – can be done several times with different genres), Activity 80: Dinner Time (watching and reviewing the dinner time scene)



### L1LP Learning Outcomes:

5.20 Show an awareness of being part of an audience **Activity 22: What is in it** (telling story with sounds – watch as audience), **Activity 24: Random Sound Stories** (watching sound story performances), **Activity 58: Greeting** (observing others' greetings), **Activity 59: Alphabet Chat** (observe pairs having conversations), **Activity 64: Story** (watch group performances), **Activity 65 Daily Life** (everyday activities – observe performance), **Activity 66: Late!** (group excuses – audience asks questions), **Activity 68: Slow Motion Emotion** (observing and identifying emotions being acted out), **Activity 69: Chat** (observe and review dialogues), **Activity 70: Mime** (watching mime), **Activity 71: Two Sticks** (audience to guess use of sticks), **Activity 72: Emotion Chat** (observing emotion dialogues), **Activity 73: The Expert** (asking the 'expert' questions), **Activity 77: The Box** (watching the mini-play), **Activity 78: Making a Character** (watching character, asking questions of the character), **Activity 79: Storytelling** (watching and reviewing storytelling exercise – can be done several times with different genres), **Activity 80: Dinner Time** (watching and reviewing the dinner time scene)

5.21 Explore and react to props, costumes, actions and sensory stimuli in a dramatic context **Activity 4: Slow Motion Snowball** (slow motion movements), **Activity 5: The Shake Song** (exploring actions), **Activity 8: 'The Baddie's' Footsteps** (using costumes and props), **Activity 15: The Sunflower** ('growing' movements, exploring actions), **Activity 28: Bad Weather** (exploring actions and sounds), **Activity 29: Nonsense** (nonsense words), **Activity 33: Shake It Up** (using sensory stimuli - shakers), **Activity 45: Use Your Senses** (exploring sensory stimuli), **Activity 46: Let's Pretend** (reacting to imagined scenarios), **Activity 54: Props** (making 'props' with the body), **Activity 58: Greeting** (choosing costumes and/or props), **Activity 62: Sense It** (reacting with the senses / sensory stimuli), **Activity 63: Pass it On** (passing imaginary objects), **Activity 64: Story** (performing a story as a group, choosing costumes/props),



Activity 65 Daily Life (everyday activities – using costumes / props), Activity 69: Chat (including costumes/props in dialogues), Activity 71: Two Sticks (using props, i.e. sticks). Activity 72: Emotion Chat (emotion dialogues with costumes and props), Activity 77: The Box (acting out story using costumes and props), Activity 78: Making a Character (using costumes and props for the character)

5.22 Participate in the re/telling of contemporary/historical/cultural events or stories through interactive games and/or dramatic activities

Action 11: Freeze and Explain (describing the actions), Activity 19: Group Story (retelling the story), Activity 22: What is in it (telling story with sounds), Activity 24: Random Sound Stories (making sound stories), Activity 48: New Words (describing new word combinations), Activity 52: Yum (describing food), Activity 59: Alphabet Chat (chatting about variety of topics), Activity 64: Story (retelling the story through drama), Activity 66: Late! (coming up with telling excuses), Activity 70: Mime (retelling everyday activities with mime), Activity 77: The Box (developing and acting out story using costumes and props), Activity 78: Making a Character (telling about the character's 'story'), Activity 79: Storytelling (watching and reviewing storytelling exercise – can be done several times with different genres)

5.23 Show an awareness of being part of an acting group Activity 5: The Shake Song (performing as a class), Activity 8: 'The Baddie's' Footsteps (working as a group), Activity 15: The Sunflower ('growing' movements, moving together as a class), Activity 17: Chinese Dragon (students moving as a group), Activity 22: What is in it (telling story with sounds), Activity 23: Tongue Twisters (saying tongue twisters as a group or class), Activity 24: Random Sound Stories (making group sound stories), Activity 28: Bad Weather (group - making a rainstorm), Activity 32: Emotion Action Song (group actions and emotions), Activity 34: The Sound Square (sounds and sequences as a class), Activity 51: Snapshot (group



poses), Activity 60: HART (Happy-Angry-Relaxed-Tense – changing emotions as a class together), Activity 63: Pass it On (passing imaginary objects – group or class work), Activity 64: Story (performing a story as a group), Activity 66: Late! (group excuses), Activity 74: Change the Channel (working together as a group to ‘change the channels’), Activity 77: The Box (acting out story using costumes and props)

5.24 Co-operate or work alongside/in parallel with others in making, choosing and using props, costumes and sets **Activity 8: ‘The Baddie’s’ Footsteps** (using costumes and props), **Activity 29: Nonsense** (nonsense words), **Activity 64: Story** (performing a story as a group, choosing costumes/props), **Activity 65 Daily Life** (everyday activities – using costumes / props), **Activity 69: Chat** (including costumes/props in dialogues), **Activity 71: Two Sticks** (using props, i.e. sticks), **Activity 72: Emotion Chat** (emotion dialogues with costumes and props), **Activity 77: The Box** (acting out story using costumes and props), **APPENDIX 9: DIALOGUES**

5.25 Work independently or collaboratively to produce a rehearsed piece of drama for an audience **Activity 22: What is in it** (telling story with sounds), **Activity 24: Random Sound Stories** (making sound stories), **Activity 65 Daily Life** (everyday activities – using costumes / props), **Activity 66: Late!** (group excuses, rehearsing the ‘story’), **Activity 69: Chat** (practising dialogue to perform), **Activity 72: Emotion Chat** (emotion dialogues with costumes and props), **Activity 73: The Expert** (acting out being an ‘expert’), **Activity 77: The Box** (as a group, creating and acting out story using costumes and props), **Activity 78: Making a Character** (acting out a character), **Activity 79: Storytelling** (watching and reviewing storytelling exercise – can be done several times with different genres), **Activity 80: Dinner Time** (rehearsing and performing a family scene)



5.26 Express and/or identify emotions in a dramatic context **Activity 3: Emotion Walk (emotion walks), Activity 12: Catch It (group ball game, eye contact), Activity 16: Pass the Bird (gentle movements, displaying compassion), Activity 22: What is in it (using shakers - emotion sounds), Activity 29: Nonsense (nonsense words – using gesture, body language, emotions), Activity 32: Emotion Action Song (actions and emotions), Activity 33: Shake It Up (using shakers to express emotions), Activity 43: Serious Stuff (not showing emotions), Activity 46: Let's Pretend (reacting to imagined scenarios), Activity 53: Show Your Face (making different faces, showing emotions), Activity 55: Body Talk (facial expressions, gestures), Activity 56: What a Face! (frightening faces), Activity 57: Hands (gestures to show emotions), Activity 58: Greeting (greetings and emotions), Activity 60: HART (Happy-Angry-Relaxed-Tense – changing emotions), Activity 68: Slow Motion Emotion (acting out emotions), Activity 72: Emotion Chat (emotion dialogues with costumes and props), Activity 78: Making a Character (using body language, gestures etc. to give clues about the character), Activity 79: Storytelling (storytelling – using emotional clues), APPENDIX 1: EMOTION CARDS, APPENDIX 5: BODY TALK CARDS, APPENDIX 7: HART, APPENDIX 9: DIALOGUES**

Teachers can use the following forms and templates several times during the course. Include some or all with the portfolios.

- Performance Review 1
- Performance Review 2
- Performance Review 3
- Pair Self-Evaluation
- Group Self-Evaluation
- Character Performance Review
- Student Self-Assessment
- Performance Checklist
- Drama Rubric for Teachers
- Audience Member For