

Year 6 Drama Unit 2017

Ashes Remembered

Term:	1	2	3	4	Week:	1	2	3	4	5	6	7	8	9	10
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OUTCOMES & INDICATORS

<p><u>Making:</u> DRAS3.1 – develops a range of in-depth and sustained roles.</p> <ul style="list-style-type: none"> Take on a range of roles challenging character stereotypes, depicting empathy, different and contrasting attitudes and status Negotiates and sustains roles and their relationships in shaping the action Collaborates to convey dramatic meaning by responding abstractly to represent ideas, feelings, objects and situations. 	<p><u>Performing:</u> DRAS3.3 – devises, acts and rehearses drama for performance to an audience.</p> <ul style="list-style-type: none"> Devises drama in collaboration with others using scripted and unscripted material as resources for drama performances Organises space, props, costumes, artefacts, sound effects and movement sequences to help define role, place and situation to interpret and convey the meaning of the drama Refines and performs drama work for a greater variety of audiences, eg reworks and rehearses scenes which are then performed in places such as the classroom, the school hall and in spaces beyond the school environment Devises, rehearses and acts in drama using voice and movement skills to convey meaning to an audience.
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<p><u>Making:</u> DRAS3.2 - interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <ul style="list-style-type: none"> Responds confidently with gesture, movement and voice skills to a range of scripts and other texts to structure the narrative or episodes and build on the action of the drama Interprets a dramatic context through the use of a combination of various drama forms, e.g. improvisation, movement, mime, storytelling, puppetry, mask, video drama and play building Combines and manages the elements of drama (eg tension, contrast, symbol, time, space, focus and mood) to communicate the depth of meaning of their drama work. 	<p><u>Appreciating:</u> DRAS3.4 – responds critically to a range of drama works and performance styles.</p> <ul style="list-style-type: none"> Reflects on drama traditions of communities and cultures in various times and places Recognises personal, social and cultural aspects of the human experience and incorporates them in drama works Forms and communicates opinions about a range of drama works created by themselves and others Evaluates drama performances in order to reflect upon and enhance their own drama work and the work of others.
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FORMS	ELEMENTS	LINKS & RESOURCES
<ul style="list-style-type: none"> <input type="checkbox"/> Improvisation <input type="checkbox"/> Movement <input type="checkbox"/> Mime <input type="checkbox"/> Storytelling <input type="checkbox"/> Reader's Theatre <input type="checkbox"/> Puppetry <input type="checkbox"/> Mask <input type="checkbox"/> Video Drama <input type="checkbox"/> Play Building 	<ul style="list-style-type: none"> <input type="checkbox"/> Dramatic tension <input type="checkbox"/> Contrast <input type="checkbox"/> Symbol <input type="checkbox"/> Time <input type="checkbox"/> Space <input type="checkbox"/> Focus <input type="checkbox"/> Mood 	<ul style="list-style-type: none"> <input type="checkbox"/> Music suitable for a fire dance, e.g. Stravinsky's Firebird Suite, Offenbach's Orpheus <input type="checkbox"/> in the Underworld or Manuel de Falla's The Three Cornered Hat. <input type="checkbox"/> Bushfire Disaster Images <input type="checkbox"/> Victorian Bushfire Images <input type="checkbox"/> Bushfires in Victoria News Report <input type="checkbox"/> BTN Bushfires report <input type="checkbox"/> BTN Fire aftermath <input type="checkbox"/> BTN Day of mourning <input type="checkbox"/> BTN Burnt home visit

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SESSION	LEARNING EXPERIENCES	RESOURCES
<p>DRAS3.1 DRAS3.2 DRAS3.3 DRAS3.4</p> <p>KLA Links: English HSIE Visual Arts Science</p>	<p>Getting Started:</p> <ul style="list-style-type: none"><input type="checkbox"/> Students talk about and reflect on experiences during local bushfires e.g. fears and emotions, effects of smoke and ash on homes, what happened to others close to them. Students brainstorm relevant words. Students write poems (*English Link). Students paint images (*Visual Arts Link*).<input type="checkbox"/> Discuss and research associated issues. For example, mind map the consequences of arson, floods, fire or earthquakes. Discuss the way the media deal with tragic events. List key emergency services and volunteer organisations. Discuss and write about safety around the home in relation to fires.<input type="checkbox"/> Students visit a nearby bush area to see what is happening to the flora and fauna following the fires. Observe environmental renewal and predict what will continue to happen. <p>Taking on roles in situations, developing drama, performing:</p> <ul style="list-style-type: none"><input type="checkbox"/> Discuss how a fire could be performed through movement. Decide on how the fire will start and how events will be demonstrated through movement e.g. impact on animal and plant life and the process of renewal.<input type="checkbox"/> Begin to develop a performance piece around a scene in which members of a crowd are being interviewed at the scene of a bushfire.<input type="checkbox"/> Audition for...<ul style="list-style-type: none">○ three students to create a fire dance. Provide music and allow them to work on movements to depict a fire starting, spreading, raging, then being put out by fire fighters.○ two students to take on the roles of members of a TV news team. They formulate questions and discuss ideas to encourage people to watch their news reports.○ two students to take on the roles of fire fighters whose movement will complement that of the fire dancers.○ Other students form a crowd scene and decide on whom they are, what they are doing at the scene of the fire and what they can say when interviewed by the media. They improvise ideas and begin to script some dialogue. These students assume roles such as police officers, volunteer helpers and residents who represent different age groups. Other students assist in the play building process by formalising the improvised script and making multiple copies.<input type="checkbox"/> Students develop and practise their piece. They use freeze frames with an emphasis on different levels within the space. They develop focus by making clear when characters are being interviewed and when the focus needs to be on the fire dance.<input type="checkbox"/> With the help of the teacher the class performs the piece. Teacher records on video. <p>NB: Groups could follow the same process to deliver a performance based on a different natural disaster. Link to learning completed in Science – Term 1</p>	<p>Create props to assist performance</p> <p>Recording device, e.g. iPad, phone, video recorder, camera</p>

	<p>Responding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class watches the video recording and discusses: Have we addressed the issue we intended? Are our roles convincing? Are we focussed? Did the action grab our attention? Which movements are particularly effective? Is our message clear? How can we improve our performance? <input type="checkbox"/> Practise and prepare item for a wider audience. <p>Extension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students research other environmental tragedies e.g. oil spills, cyclones, floods. Assist the students to use play building to investigate the impact of a natural disaster on a particular community. The students develop roles and situations to explore through improvisation and movement and build scenes which capture a mood or feeling at moments before, during and after the event. <input type="checkbox"/> Ask students to collect newspaper articles and photographs about environmental disasters. Create depictions based upon these ideas and have individuals express in role their feelings at these moments in time. <input type="checkbox"/> Use play building to investigate a community ten years after a tragic event. With your students go back in time to capture events and move to the future to show the long-term impact on people's lives and the environment. 	IWB
ASSESSMENT		
	<ul style="list-style-type: none"> <input type="checkbox"/> Observe students' drama work and their process of working. <input type="checkbox"/> Analyse students' oral and written comments, drawings and other responses to their drama work. <input type="checkbox"/> Consider the following questions about students' learning in drama: <ul style="list-style-type: none"> ○ How well are they able to consolidate and extend belief in roles? How effectively do they use voice and gesture to characterise and communicate the roles? To what extent are they showing a serious commitment to their roles? <input type="checkbox"/> To what extent are they able to depart from stereotypes and create new and challenging roles? <ul style="list-style-type: none"> ○ What evidence is there that students are manipulating drama elements to enhance meaning in their work? How are mood, focus, contrast and tension being developed and used in their work? To what extent are new techniques being sought out and tried? How is the use of symbol becoming more evident in their work? How effectively are students working together? ○ Which movement and language skills are being consolidated and extended as they perform? Which movement and language skills need further development? ○ How well are they able to critically evaluate drama? What else are they learning through their drama experiences? 	<input type="checkbox"/>

