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GRADE	7	8	9	x	TERM SEE WCED TAPS	1	2	x	3	4	ART FORM	Dance	Drama	x	Music	Visual Art
TERM 2. WEEK 1																
TEACHERS						Topic / Content / Concepts / Skills (WHAT I am going to teach/guide/support...)	Teaching Methodologies & Classroom Management (HOW I am going to teach/guide/support...)					Resources / LTSM (WHAT I am going to use to teach/guide/support...)				
												Printable and other Resources	Online Resources			
						Topics: Dramatic skills development; Interpretation & Performance: Dramatised Prose Concepts, Skills and Values Voice & Physical: Walk/Relax/Breathe in the space relaxation exercise whilst focusing on correct breathing. Interpretation & presentation skills: Text analysis of the prose extract from <i>Harry Potter and the Philosopher's Stone</i> . Exploring what the text is about and understanding the tone/atmosphere of the prose extract.	See and follow the guided learner activities as set out below in the learner column. In the classroom it is important that you as the teacher practically teach/guide and show learners how to do the warm-up exercise. Adjust activities to suit your classroom environment for ex. You can choose a different prose, do a monologue or a poem. You can adapt the worksheet with more questions etc.					Open classroom space Television / projector to play video or audio recordings if possible – this is not compulsory	Download the video and audio recordings from the following links: Walk/Relax/Breathe Exercise https://tinyurl.com/tlbuybn Prose – <i>Harry Potter and the Philosopher's Stone</i> https://tinyurl.com/vg2go6l			
PARENTS						Topics: Dramatic skills development; Interpretation & Performance: Dramatised Prose Concepts, Skills and Values Voice & Physical: Walk/Relax/Breathe in the space relaxation exercise whilst focusing on correct breathing. Interpretation & presentation skills: Text analysis of the prose extract from <i>Harry Potter and the Philosopher's Stone</i> . Exploring what the text is about and understanding the tone/atmosphere of the prose extract.	See and follow the guided learner activities as set out below in the learner column. Please engage, guide and participate with your child in the practical exercises and activities. Remember that warm-up activities in drama is a fun and relaxing way for the whole family to focus. We can use it in everyday life, yes, even us adults! Please make sure that your child keep this lesson plan and activities. In the following lessons, we will revise and refer back to work done in this lesson.					A safe space for the learner to do the warm-up activities. Can be in the living room or their bedroom. A mirror if possible. It is not a requirement.	See the online teacher resources above. Download the video and audio recordings from the links provided.			
LEARNERS' ACTIVITIES	ACTIVITY 1: WALK / RELAX / BREATHE BODY WARM UP <i>At the beginning of every drama lesson it is important for us to warm-up our bodies and voices. Today we will focus on walking in the space whilst focusing on our emotions and practise our Intercostal Diaphragmatic Breathing skills whilst doing the warm-up.</i>															



You can download the video from the link and follow the instructions with the video or you and your parent/guardian can read through the following steps and then do the exercise at home.

★ Enjoy doing this with your siblings/parent/guardian! ★

- Step 1: Find a space at home. It does not have to be a big space, but you must be able to walk into different directions in the space. Remember not to bump into any obstacles or anyone when you are doing this exercise.
- Step 2: Start to walk in the space at your own pace. You can walk in any and as many different directions as you like.
- Step 3: Continue walking and start to focus on your breathing. Breathe in through your nose and out through your mouth. Repeat this a few times.
- Step 4: As you are walking and breathing, still at your own pace, start to also loosen your upper body, swing your arms, shake your hands, roll your shoulders, etc.
- Step 5: Continue walking, breathing and start to think about how your body and mind are feeling today. Are you excited, nervous, energised, sad, stressed etc? Acknowledge to yourself that you are allowed to feel these feelings.
- Step 6: Pick up the pace and walk a bit faster. When you breathe in, imagine breathing in all the emotions that you are feeling and when you breathe out, blow those emotions out through your mouth into the air around you. Continue this faster pace of walking and breathing for 1 minute.
- Step 7: Now walk as fast you can in the space. Lift your knees as high as you can and continue to go through your emotions as you breathe in and out. Continue this very fast pace for 1 minute. Don't run!
- Step 8: Slowly come to a standing position. Just relax your body and continue to slowly breathe in through your nose and out through your mouth. Just stand and relax for 30 seconds.
- Step 9: Put two fingers in the little cavity on-top of your stomach. This is where your diaphragm is. As you breathe in, your stomach must push out and when you breathe out, your stomach must flatten, pushing all the air out of your lungs, over your vocal cords and out through your mouth. Feel this type of deep breathing for at least 1 minute. This is called **Intercostal Diaphragmatic Breathing**.
- Step 10: Now breathe in for 8 counts and as you do this, lift your hands and arms from your sides into a circular movement to reach above your head until your hands and palms touch above your head. When you breathe out, also for 8 counts, bring your hands as if in prayer down in front of your chest and bend your knees while you are doing this.
- Step 11: Breathe in again for 8 counts, this time making a full circle with your hands and arms. Let your hands close together (in a flipside prayer position). When you breathe out, also for 8 counts, bring your hands up in front of your chest and remember to bend your knees when you do this.
- Step 12: Continue this breathing routine for counts of 6, 4 and 2.
- Step 13: When you are done, come into a standing position, relax and allow yourself to continue breathing normally.

★Intercostal Diaphragmatic Breathing★

This breathing technique is very important as it allows us to take in enough air into our lungs to sustain our breath for when we need to speak. When you must speak long sentences on a stage, you must be able to take in a deep enough breath, so that you don't run out of air while you are speaking.

✿ Well done for trying this exercise! I hope you are now relaxed and ready for the next activity! ✿

ACTIVITY 2: INTERPRETING TEXT – DRAMATISED PROSE

Now that we are focused, we are ready to perform right?! 🖐 Hang on a second! Do you even know WHAT we are going to perform this term? Yes, you read right! We will focus this term on performing a prose piece. 👁👁 You don't know what a prose piece is?

★ **A prose is any form of writing/text like a novel, a short story or an article in a magazine/newspaper. You will even find longer poems that are written in a prose style.** A play or a monologue is **NOT** a prose. It stands on its own. More about that in a later lesson. ★

You might be anxious about all the lines and even the paragraph that you must learn, but you can relax. Over the next few weeks you will learn different performance skills and through practice, you WILL be able to interpret and perform the piece with confidence! 😊 Today we are simply going to familiarise ourselves with the story. We are going to read/listen to the prose extract and try to understand what the story is about. Before we continue, quickly grab a pen and your work/writing book, as this will be mostly a reading and writing activity for today. Of course we have to read and write in drama! We must first understand the text before we can say "lights...camera...action!". 🎬 Ask your parent/guardian to read the following prose extract to you. You can also download the audio recording from the link to listen to the prose or you can just read through the prose yourself.

Extract from *Harry Potter and the Philosopher's Stone* by JK Rowling

At three-thirty that afternoon, Harry, Neville, and the other Gryffindors hurried down the front steps onto the grounds for their first flying lesson. The Slytherins were already there, and so were twenty broomsticks lying in neat lines on the ground.

Their teacher, Madam Hooch, arrived. She had short, grey hair, and yellow eyes like a hawk.

"Well, what are you all waiting for?" she barked. "Everyone stand by a broomstick. Come on, hurry up. Stick out your right hand over your broom and say 'Up!'"

"Up!" everyone shouted.

"Now, when I blow my whistle, you kick off from the ground, hard," said Madam Hooch. "Keep your brooms steady, rise a few feet, and then come straight back down. On my whistle – three – two – "

But Neville nervous and jumpy, pushed off hard before the whistle had touched Madam Hooch's lips.

"Come back, boy!" she shouted. Harry saw Neville's scared face look down at the ground, saw him gasp, slip sideways off the broom and –

WHAM – a nasty crack and Neville lay face down on the grass in a heap.

ACTIVITY 3: LESSON REFLECTION QUESTIONS

Let us reflect on what we have learned in today's lesson. In your work/writing book, answer the following questions.

1. Name the correct way of breathing for performance?
2. In your own words, explain why it is important for us to breathe correctly when we speak/perform? Don't just copy the answer from the lesson. Give at least two different reasons of your own why you think breathing is important.
3. Describe in a paragraph that consists of at least five sentences:
How did you feel after you had completed the walking/relaxation/breathing exercise today? *(Think about the following when answering this question: Did you find it easy or difficult? Which parts of the exercise did you find to be challenging/difficult? What can you do differently next time to help you overcome those challenges/difficulties?)*
4. Say whether the following statement is **true** or **false** and motivate (give a reason) for your answer.
A prose piece is any form of writing such as a poem, a play and a short story.
5. What is the tone (atmosphere/feeling) of the prose extract? Is it light/funny or dark/sad? Motivate (give a reason) for your answer.
6. Do you think an actor (you will be the actor) must also play the role of the narrator as a character in a prose performance?
7. Do you think one actor (you will be the actor) can act out all of the characters in this prose extract?
8. Do you think it will be difficult to perform this prose extract in front of an audience? Motivate (give a reason) for your answer.

ACTIVITY 4: LET'S END THE LESSON IN A FUN WAY!

Now it is your turn to read the prose extract out loud! Read it a few times to familiarise yourself with the words. Start to think about how you can use your voice in different ways to bring across the atmosphere of the prose to an audience. It helps to practise in front of a mirror or you can even record your own voice on a cell phone! 😊

** Just a little extra activity:**

Make a character sketch (a drawing) of Madam Hooch's face in your writing book.
Let the words of the narrator guide you: "She had short, grey hair, and yellow eyes like a hawk."
Also think about her attitude and the tone of voice that she uses when she speaks.

Informal Assessment

Learners critically reflect in their work/writing books on the lesson's content through the guided worksheet.

Values taught

Respect, confidence, appreciation, listening skills and teamwork.