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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
TEACHERS 	TERM 2. WEEK 5															
	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			Digital Resources		
	Topics: Dramatic skills development; Interpretation & Performance: Dramatised Prose Concepts, Skills and Values Voice & Physical: Resonance and articulation exercises. Interpretation & presentation skills: Focus on articulation skills, narrative techniques and creating a memorable atmosphere for an audience. Apply knowledge to text – Prose: <i>Harry Potter and the Philosopher's Stone</i> .					See and follow the guided learner activities as set out in the learner column below. Activity 1 & 2: Resonance and articulation warm-up. See the video clip in the resources column for guidance. Activity 3: How to use space accordingly for a prose performance. Activity 4: Narrative techniques. Watch a live prose performance. See the video clip in the resources column. Adjust activities to suit your classroom context.					Open classroom space			Articulation Exercise https://tinyurl.com/ybrafp1x Gr.12 Prose Performance https://tinyurl.com/yctf9ctj The Learning Trust https://www.thelearningtrust.org/asp-treasure-box		
PARENTS 	Topics: Dramatic skills development; Interpretation & Performance: Dramatised Prose Concepts, Skills and Values Voice & Physical: Resonance and articulation exercises. Interpretation & presentation skills: Focus on articulation skills, narrative techniques and creating a memorable atmosphere for an audience. Apply knowledge to text – Prose: <i>Harry Potter and the Philosopher's Stone</i> .					See and follow the guided learner activities as set out in the learner column below. You can either ask a sibling/family member to participate in the activities or you as the parent/guardian can do these activities with your child. The activities in this lesson will focus on how we use performance space and engage with an audience. You will be able to guide and support your child in this lesson. Please make sure that your child keeps this lesson plan for revision purposes.					A safe space for your child to practise the warm-up and their performance.			Articulation Exercise https://tinyurl.com/ybrafp1x Gr.12 Prose Performance https://tinyurl.com/yctf9ctj The Learning Trust https://www.thelearningtrust.org/asp-treasure-box		
LEARNERS' ACTIVITIES	ACTIVITY 1 & 2: RESONANCE & ARTICULATION WARM-UP															
	Do you get frustrated when people speak and you can't hear what they say? They sometimes mumble or swallow their words! You might even do this yourself, on purpose, especially when your parents are angry at you and you must apologise for something you did wrong. 😊 When we perform in front of an audience, we definitely do not want them to feel like that, right?! They must be able to hear every word we say, so that they can follow the story that we are telling. For today's warm-up, we are going to revise resonance and focus on our articulation (speaking clearly) skills. 🙋															



ACTIVITY 1 RESONANCE (Try this with a partner!)

- Step 1: Stand in the neutral position, opposite your partner.
 Step 2: Take a deep breath in and make a hum sound like you did in the previous lesson.
 Step 3: Feel the vibrations in the different parts of your body: forehead, nose, mouth, throat, chest and back.
 Step 4: Breathe in again, but this time when you hum, release your breath by flapping your lips like a horse.



(Keep your lips soft, blow out on a p or b sound.)

- Step 5: Repeat step 4 five times.
 Step 6: Now let's add different pitch to your hum sound.
 Remember in lesson 2 we discussed high and low pitch - ↗ ↘
 Step 7: Continue making the hum sound and release by making the horse lips, but now do it in the following range: from a high to a low pitch.
 Step 8: Repeat step 7 in the following range: from a low to a high pitch.
 Step 9: Repeat step 7 in the following range: from a high, to low, to high pitch.
 Step 10: Stand in the neutral position and focus on your breathing.
 Hope you still remember what the correct way of breathing is called! 🙌



ACTIVITY 2 ARTICULATION

- Step 1: If possible, you can download the video from the resources column to guide you.
 Step 2: Practise saying the following rhyme:

**Betty bought a bit of butter
 but the butter Betty bought was bitter
 so she bought a bit of better butter
 to make the bitter butter better.**

- Step 3: **Focus on** – pronouncing every word and end consonant clearly.
 Step 4: Challenge your partner – who can say it the fastest, without taking a breath in between and clearly articulating every word!



IMPORTANT:

We do articulation exercises to develop flexibility and relax our speech organs: cheeks, jaw, lips, tongue and teeth.

A LITTLE EXTRA SILLYNESS – TRY SAYING THIS FAST! 😊

She sells seashells on the seashore. The shells she sells are seashells, I'm sure.
 And if she sells seashells on the seashore, then I'm sure she sells seashore shells.

ACTIVITY 3: SETTING / PROPS / DÉCOR / COSTUMES

When we perform a prose piece, we have to think about how we are going to use the space that we perform in. Except for our body movements within the space, we may add a little bit of décor and props to create an atmosphere. You can also perform without any of these items, it all depends on the story that you are telling. Look at the image below and then decide how you will apply this to your performance.

PERFORMANCE SPACE
Stage / Classroom / At Home

DÉCOR / PROPS:

You may use small items. The focus is on the story that you are telling and not filling the space with too many items.

**BODY MOVEMENT:**

You must never pace up and down. You move from one space or object to the next, but there must always be a reason why you are moving or doing any actions. Too much movement becomes distracting. Remember you will play all the characters.

**COSTUMES:**

You do not need to wear a specific costume or change costumes when you perform a prose piece, because you will be speaking as various characters.



💡 Will you need any décor items or props for your prose performance? Have you practised in front of a mirror to check whether your body movements are appropriate?

ACTIVITY 4: NARRATIVE TECHNIQUE & AUDIENCE

When you speak as a **character**, your **voice** and **body language** must be that of the character. Don't look at the audience, turn your body slightly towards the left or right, as if you are speaking to another character. Remember to always use the same voice and body language for a specific character, so that your audience knows who is speaking.



When you speak as the **narrator**, your **voice** must be **neutral**, in your own speaking voice. You must still use your vocal skills to tell the story in an interesting way. You must face the audience and make eye contact with them.



- The audience must be able to see your facial expressions and body language at all times. By using your voice and body language, it must be easy for them to follow which character is speaking at a time.
- They must feel engaged in your performance. They must be able to hear and follow every word that you speak. Check your vocal and articulation skills. Use your face and whole body to tell the story.



LIVE PERFORMANCE

The link is available in the resources column. The performance is part of a gr.12 drama exam, therefore ignore the other actors in the space. Focus on the actor telling the story. Look closely at how she uses space, how she plays different characters by using her body and voice and how she uses a table to create imagery and atmosphere.

Informal Assessment

Learners reflect on their performance skills. Watch a live performance to reflect on their own performance.

Values taught

Respect, confidence, appreciation, self-development, critical thinking, analyzing and teamwork.