# Drama Lesson Plan 1

<table>
<thead>
<tr>
<th>Year level:</th>
<th>Lesson duration (mins.):</th>
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<tbody>
<tr>
<td>Year 1 (AusVELS Level 1)</td>
<td>1 x 40 minute sessions</td>
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## Shapes through Drama

### Learning Outcomes and specific purpose:
**Two & Three-dimensional shapes and drama**

Maths concepts to some students come with a high level of anxiety and fear. To overcome this, utilising other discipline areas of the curriculum may be necessary. Through drama, children will be able to kinaesthetically learn about shapes, making the experience more meaningful and rewarding. Learning through play is developmentally appropriate for this age group as they are still developing their motor skills. Using movement of drama to help maths concepts, strengthen motor development and partake drama itself are all key learning areas of this integrated lesson.

Students will

1. Use the dramatic form mime to perform a play
2. Use body sculpture to familiarise themselves with familiar 2D and 3D shapes, including square, circle, triangle, rectangle
3. Classify familiar shapes
4. Work in teams to create 2D

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<tr>
<th>Outcome</th>
<th>AusVELS Standard or Progression Point or learning Focus</th>
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<tbody>
<tr>
<td><strong>1 &amp; 2</strong></td>
<td><strong>AusVELS The Arts: Learning Focus (VCCA 2013a):</strong></td>
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<tr>
<td></td>
<td><em>Creating and making:</em></td>
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<tr>
<td></td>
<td>• create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences.</td>
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<td>• Demonstrate an emerging ability to select arrange and make choices about expressive ways of using art elements, principles and/or conventions</td>
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<td><strong>3 &amp; 4</strong></td>
<td><strong>AusVELS Mathematics Standard Level 1 (VCCA 2013c):</strong></td>
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<tr>
<td></td>
<td><em>Measurement and Geometry</em></td>
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<td></td>
<td><em>Shape:</em></td>
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<td></td>
<td>• ACMMG022: Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features</td>
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**Prerequisite knowledge and/or links to previous/future lessons:**

Prior knowledge:
- Familiar with the dramatic form of mime

Links

Follows on from a lesson where students as a whole class wrote a play about collecting shapes to reach the treasure. Half the class will perform the play at a time.

**Resources required**

- Whiteboard or large sheet of paper
- Images of 2D shapes (square, triangle, circle, rectangle)

**Equipment required:**

**Assessment**

- Formative assessment: monitor progress to inform guidance / teaching moments
- Summative: Assessment rubric
- Reflection: develop awareness of own understanding and ability of the task (Churchill et al 2011, p402)

**Actual Lesson Plans**

**Lesson Introduction (whole class focus)**

Learning activities, key questions and teacher explanations: 10 minutes

**Introducing warm up activity**

1. Warm up exercise / game
   - ‘Follow Your Nose’ ([Drama Resource 2013](#))

Have the students as a whole class move around the room filling up the space, changing pace, direction while being aware of others but not touching them. Have the children become aware of their nose and let it lead you around the room. Move onto different body parts.
Main Component of Lesson

Learning activities, key questions and teacher explanations:

Body sculpture - 10 minutes
Allocate groups (as per arranged for the performance of the mime)
Call out a shape and have each group make that shape. This can be done with students lying on the ground or vertically. Alternatively have half the groups make the shape and the other groups assist. Keep going until all the shapes that will appear in the mime are done.

Questions: What shapes did you find easy to make? Why?

Ask the students to make a shape (start with a 3 sided shape). Ask them to move into another 3-sided shape.

Questions: Was there any similarities / difference between the shapes you made? How did you transform the shapes? Are there any other ways that you could do this, thinking that you’ll need to so for the play?

Maths connection:

Have half the groups choose a shape and make it. The other groups need to name the shape and classify like shapes (use number of sides as a starting point). Get the class to say which groups’ shape belong together. Swap over those performing and those classifying.

Questions: What did you notice about each groups shape? Why did you choose to group certain shapes together?

Lesson Conclusion

Learning activities, key questions and teacher explanations:

The Performance: Mime
Have students perform the mime
Discuss the performance. What did like about telling a story using mime? Was there any thing you might have done differently? What did you like about the forming shapes using our bodies?
Assessment of students’ learning:

**Student Reflections**

Student discussion post performance

**Teacher Assessment Rubric**
Complete
## Teacher’s Assessment Rubric

Name:

Drama: Shapes through drama

<table>
<thead>
<tr>
<th>The Arts: Creating and Making</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Able to maintain a performance using mime</td>
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<tr>
<td>Able to work cooperatively to body sculpt shapes</td>
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<tr>
<th>Mathematics: Shape</th>
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<td>Able to recognise familiar 2D shapes</td>
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<tr>
<td>Able to classify 2D shapes using obvious features</td>
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1 Experiencing difficulties; 2. Developing; 3. Satisfactory; 4. Very good; 5. Excellent

Comments: