MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn. Every Child Must Learn

NATIONAL STANDARDS CURRICULUM

DRAMA

GRADES 7-9 APSE1
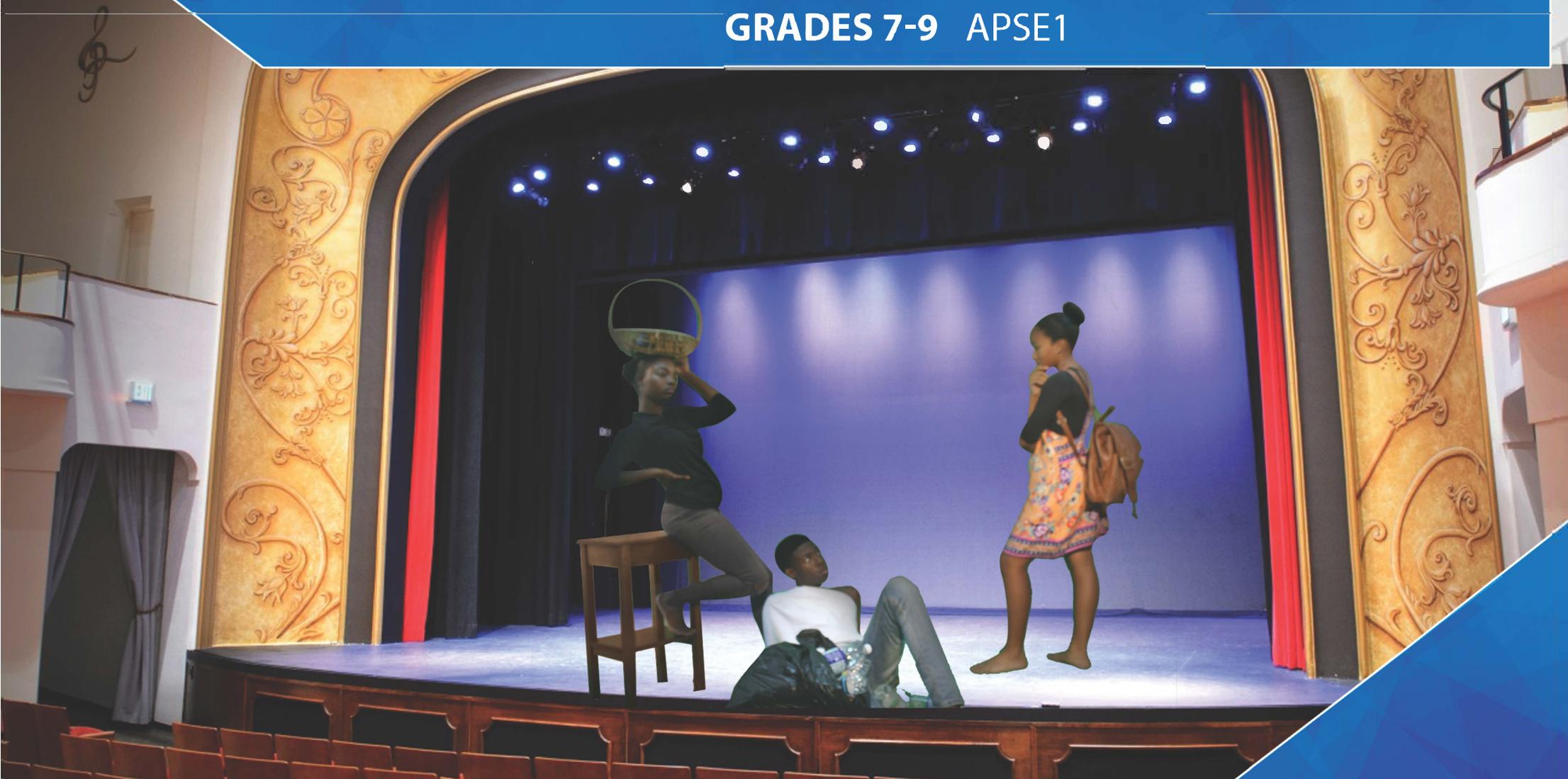
NATIONAL STANDARDS CURRICULUM GUIDE

GRADES 7-9

DRAMA

APSE1

A C K N O W L E D G E M E N T

T A B L E   O F   C O N T E N T S

Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be "the place of choice to live, work, raise families and do business." The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid,CD
Minister of Education, Youth & Information

Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and in-dividually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as com-munication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP
State Minister in the Ministry of Education, Youth & Information

In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

Mr. Dean Roy Bernard
Permanent Secretary , Ministry of Education, Youth & Information

It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades from 1 to 9; to reduce the width, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn.*

Dr. Grace McLean
Chief Education Officer, Ministry of Education, Youth & Information

The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; "Jamaicans are empowered to achieve their fullest potential".

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students' understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott
Deputy Chief Education Officer,
Curriculum and Support Services, Ministry of Education, Youth & Information

The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)[1] and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministy of Education, Youth & Information

[1] Elkind, D. (2004). The problem with constructivism. The Educational Forum, 68(4), 306–12.

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills and methodology that are covered in the unit as well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning Grades 4- 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).

TERMS	DEFINITIONS/MEANINGS
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.
Assessment	An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities. Formal assessment may be conducted with the aid of instruments (e.g. via writen test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

It is plausible to hold the view that the Performing Arts can inform, excite, enrich awareness, integrate the self, and cultivate information. It can also be said to be, as John Dewey emphasized in his theory of aesthetic experience, that it offers an ideal for human career.

The aesthetic experience offers three major benefits: the refinement of perception, the transforming of imaginative thoughts through creative products and processes and the presentation of ideals of human possibility. Together these cultivate the experiences needed for holistic development.

Drama is a social art form which involves close interaction of all participants from diverse backgrounds (schools, home, etc…). It facilitates a harmonious working environment, as it focuses on the intrapersonal and interpersonal relationships. The Drama process will help both teacher and student to develop a healthy, social and classroom environment. Through this process the students discover knowledge for themselves as well as discover things about themselves.

Drama exposes students to an aesthetic discipline which illuminates and gives life to moral concepts, codes of behaviour, the lives of people in other times and places and in any area of education where a deeper understanding of relationships is important. Drama creates wholesome students who truly understand the value of self as well as others in the learning process and the worth their experiences can bring as they use a 'fictional context' to understand their place in the real world.
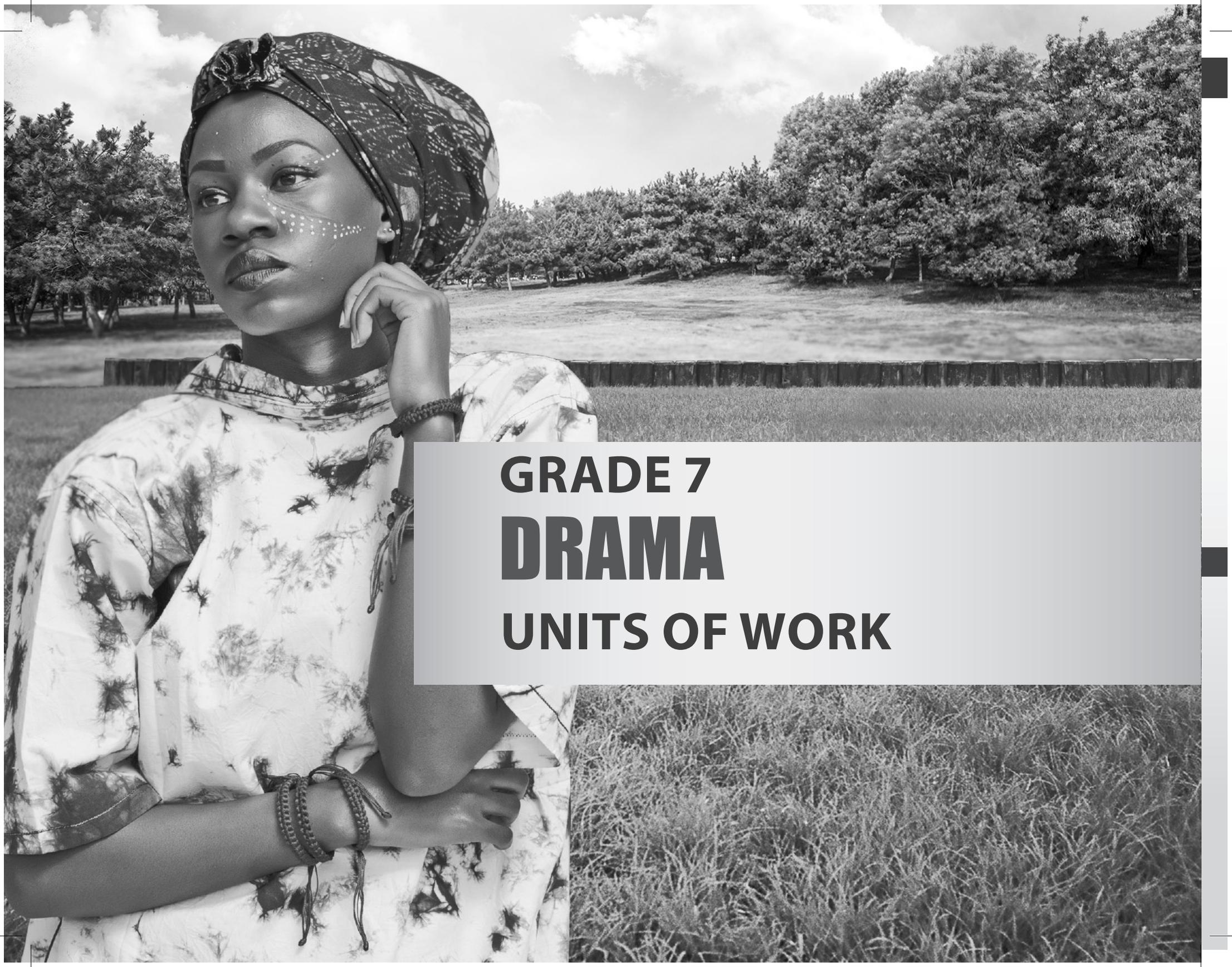
GRADE 7
DRAMA
UNITS OF WORK

TERM 1

Exploring and Creating
Self-discovery - sense exploration, physical exploration, vocal exploration,

Expressing and Enacting
Extension - creative physical expression and effective communication

Appreciating and Critiquing
Focus & definition - Socialization, Definition of terms-what is Drama, concentration & focussing, spatial awareness - stage areas,

TERM 2

Exploring and Creating
Pair work - trust work, duets, duologues and other creative work in pairs,

Expressing and Enacting
Small group work - group exercises, simultaneous play, further trust work, group storytelling and sharing experiences, small group activities

Appreciating and critiquing
Working with larger group – whole group games and exercises

TERM 3

Exploring and Creating
Creating Episodes

Expressing and Enacting
External decoration – props, costumes, wigs, make-up, jewellery and mask

Appreciating and Critiquing
Creating tableau – linking episodes to story, using narrator, linking group sounds and choral speaking

AIMS OF DRAMA

The aim of Drama is to expose students to an aesthetic discipline which possesses its own discrete body of knowledge which facilitates holistic development. Drama can therefore be used to illuminate and give life to moral concepts, codes of behaviour, the lives of people in other times and places and in any area of education where a deeper understanding of relationships is important. While Drama represents an area of study in its own right, it can also be used as an effective teaching method across the curriculum.

There are 3 key Attainment Targets within Drama

AT 1:
Explore and create, exercising critical thinking skills throughout the dramatic process
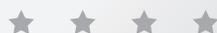
These units highlight the importance of self-discovery and its significance to the dramatic process

**STRAND 1
EXPLORING AND CREATING**

Exploring
Focus on self and how one operates in various environments

Explore relationships between/ among individuals

Creating
Explore interpersonal relationships and their impact on the dramatic process

AT 2:
Express a range of feelings and emotions through the enactment of dramatic scenarios

These units highlight the importance of the **voice and body** as means of expression, while enabling students to demonstrate an understanding of relationships in dramatic work.

**STRAND 2
EXPRESSING AND ENACTING**

Expressing
Perform individual and well-known stories using voice and body as instruments

Enacting
Demonstrate an understanding of the importance of relationships between/among individuals.

AT 3:
Appreciate and critique dramatic works

In these units, the development of critical, analytical skills and appreciation of creative works will be highlighted

**STRAND 3
APPRECIATING AND CRITIQUING**

Appreciating
Recognize the importance of relationships between/among individuals

Critiquing
Critique self and work of others

Examine the use of external decoration in enhancing character

RANGE OF CONTENT

Students will develop key concepts and skills by learning to:
- Extend and deepen their level of concentration
- Make use of listening skills in drama work
- Carry out simple 'warm-up' activities
- Use objects symbolically
- Use imagination to create dramatic situations
- Demonstrate greater spatial awareness
- Work individually, in pairs, small or large groups
- Make clear reasoned decisions within the dramatic work
- Formulate constructive criticism of the dramatic work of others

Students will develop knowledge and understanding by learning to:
- Identify a range of physical skills and ways in which these skills might be further extended
- Demonstrate an understanding of the nature of basic voice production and delivery
- Assess the importance of the elements of drama
- Examine the use of experiences in dramatic situations.

Students will develop attitudes by learning to:
- Empathize with others
- Willingly contribute to ideas
- Respect their own artistic heritage and those of other cultures
- Appreciate the need for seriousness of approach
- Appreciate that they are a part of an inclusive and creative group process

TOPIC: THE INDIVIDUAL INSTRUMENT

UNIT ONE: FOCUS AND DEFINITION

About the Unit

In this unit, students will discover personal, physical and vocal skills and their potentials. It has as its focus, areas such as socialization, concentration and spatial awareness, which are integral to the preparation of their individual instrument.

GUIDANCE TO THE TEACHER

Teachers should:
- Lead suitable warm up activities
- Organize main activities
- Initiate and stimulate main discussion topics
- Intervene in guiding creative activity
- Clarify definitions
- Summarize points
- Conduct evaluation
- Record observations

Drama is a social art form, which involves close interaction of all participants and facilitates diverse backgrounds (schools, home, etc…). It is therefore recommended that the necessary interpersonal and intra-personal relationships be established, as it necessitates a harmonious working relationship. Hence, the topic 'SOCIALIZATION' is taught in the first two weeks of grade seven.

Check that students can:
• **Use aspects of culture in dramatic work**

FOCUS AND DEFINITION

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Socialization

OBJECTIVES:
Students Should:

• Use beat patterns and rhythms to creatively construct introduction
• Identify and categorize types of cultural greetings
• Reflect and exhibit the discipline necessary for successful completion of tasks
• Examine the fact that experiences can be used imaginatively to create new situations
• Discuss the relationship between gestures/body language and communication
• Portray characters from different cultures in varying situations

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Introduce self to larger group using a variety of beat patterns/ rhythms or ring games Participate in a discussion about what makes a greeting formal or informal, and then brainstorm to come up with a definition for both formal and informal greetings.	• Maintaining beat patterns • Listen • Categorize	Ability to introduce self creatively
Demonstrate a range of greetings both formal (e.g. handshake, bow, curtsey, salute) and informal (e.g. high five, fist to fist, eye contact) View and discuss types of greetings practised in other cultures and situations (e.g. basketball players, chest to chest greetings, street corner boys fist knocking, thumb rubbing etc…)	• Recognize • Discuss	Ability to recognize and demonstrate types of greetings
Share experiences they have had and from which they can invent new greetings such as complex ritualized handshakes/gestures and present to class Make introduction of partner to others based on findings	• Conduct interview • Role play • Research	Ability to generate appropriate ideas
Invent new greetings such as complex ritualised handshakes and present to the class Reflect on experiences, justify choices and provide feedback on selected tasks	• Create • Perform • Explain • Analyze • Critique	Creative invention of new greetings

Learning Outcomes

Students will be able to:
- ✔ Identify and categorize types of greetings
- ✔ Work collaboratively
- ✔ Portray greetings from different cultures and within various contexts

Points to Note

Teachers can be creative in their choice of activities

Teachers must be cognizant of cultural diversity within their classroom

Teachers should note that STEM can be subsumed in each activity

Suggested dramatic strategies:
Games, role-play, simulation, side-coaching,

Extended Learning

Students will conduct research among older family and community members to understand varying cultural and generational greetings.

Resources

- Drum or percussion instruments for rhythm
- Recording and playback devices

Key Vocabulary

- Greetings- formal, informal
- Culture
- Introductions

Links to Other Subjects

Cross-curricular links:
- Religious Education: **religious cultural practices,**
- Civics: **identity and heritage**
- Social Studies: **cultural heritage**
- Music: **composing, beat patterns and rhythms**
- Mathematics: **grouping and counting**
- Language Arts: **speaking and listening**

Prior Learning
Check that students can:
• **Use aspects of culture in dramatic work**

FOCUS AND DEFINITION

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic Process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Definition-what is Drama?

OBJECTIVES:
Students Should:

• Critique formulated definition/s of Drama against given standards of a comprehensive definition

• Identify basic elements of Drama

• Recognize the different types of drama

• Show willingness to investigate and embrace their cultural practices

• Use cultural practices to present a scenario, demonstrating the elements of drama

• Document dramatic experiences for reinforcement and critique

• Conduct electronic search for kinds of information e.g. text, images and audio

• Demonstrate the ability to follow guidelines to promote healthy use of ICT tools

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Prior Learning

Check that students can:

• **Identify greetings practiced in other cultures**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in folk form e.g. games like 'Famer in the dell', which contain elements of drama. Identify and discuss elements of drama present in the games played	• Discuss	Ability to identify the elements of drama present in the games
Identify elements of drama found in everyday experiences e.g. wedding ceremonies, rites and rituals across cultures and natural disasters. Use online sources to find videos of these experiences. Classify the everyday experiences identified into types of drama. In cooperative groups, select from list of everyday experiences identified, create and dramatize a 10 to 15 minute scenario. Ensure that the elements of drama are included in each scenario.	• Identify • Use search engines • Dramatize • Create	Ability to create dramatization based on everyday experience
Record experiences (process and product) in journal for reflection, reinforcement and critique.	• Recording Experiences • Critique	**Critique shows a clear explanation of the process involved in creating the product**
Formulate and share definition of drama based on the experiences from the activities done	• Formulate wholesome definition	Ability to formulate definition of drama against standard definition

Learning Outcomes

Students will be able to:

- ✔ Use selected ICT tools to find related videos on elements of drama
- ✔ Define drama
- ✔ Identify elements of drama present in games/folk forms
- ✔ Work collaboratively
- ✔ Embrace cultural practices

Points to Note

Teachers may use a game of their own choosing
Teachers should note that rituals can also be an everyday routine activity that follows a pattern.
Teachers should encourage students to be creative in writing in their journals e.g. through drawing, picture collage, etc…
Remind students to follow guidelines to promote healthy use of ICT tools

Extended Learning

Students will research definition, origins and types of drama

Suggested dramatic strategies:
Games, role-play, drama on paper, forum theatre

Resources

- • Computer
- • Internet
- • Speakers
- • Prop boxes
- • Pictures from magazine/newspapers
- • Musical instruments
- • Recording and playback devices

Key Vocabulary

- • Drama, elements of drama, origins of drama
- • Drama across cultures
- • Types of drama

Links to Other Subjects

Cross-curricular links:

- Religious Education: **Religious practices e.g. wedding ceremonies, rite and rituals across cultures and natural phenomenon**
- Social Studies: **Cultural heritage**
- Language Arts: **Story building**
- Music: **Performing**
- Engineering: **Dramatic process**

Prior Learning
Check that students can:
• **Use aspects of culture in dramatic work**

achieving one's goals

FOCUS AND DEFINITION

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Definition-what is Drama?

OBJECTIVES:
Students Should:

• Differentiate between short term and long term goals

• Demonstrate through the use of games the determination involved in meeting goals

• Extend the use of memory and decision making in reconstructing experiences

• Demonstrate through writing, the seriousness of approach in achieving one's goals

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

Play appropriate goal oriented games e.g. Street and Lanes, Bull-in-a-Pen

Identify and talk about short term and long term goals and aspirations in a variety of situations. E.g. long term goal: to attend university; short term goal: to complete grade seven

Verbally share experiences (personal/vicarious) of accomplishing a goal and use these as a springboard to create a model roadmap to success.

Identify and list possible obstacles to achieving a variety of goals in different situations e.g. poverty, disability, crime, natural disasters, etc…

• Identify
• Share experiences
• Create model
• List

Ability to differentiate between short term and long term goals

Model creatively demonstrates road to success

Draw and write in role, ways to overcome some of the obstacles identified

• Draw
• Write
• Role play

Ability to identify appropriate ways of effectively overcoming obstacles

Learning Outcomes

Students will be able to:

- ✔ Differentiate between long and short term goals
- ✔ Work collaboratively
- ✔ State alternative ways to overcome obstacles
- ✔ Set their own short term and long term goals

Points to Note

Teachers can be creative in their choice of activities and MUST ask the appropriate questions that encourages higher level thinking.

Suggested dramatic strategies:
Games, forum theatre, drama on paper

Extended Learning

Students will select a long term goal and list the possible short term goals that will lead to its achievement. They will list possible obstacles they may encounter.

Resources

- Recording and playback devices

Key Vocabulary

- Goal setting, concentration, working towards achieving goals

Links to Other Subjects

Cross-curricular links:
- Language Arts: **Writing**
- Social Studies: **Social interaction**
- Visual Arts: **drawing**

FOCUS AND DEFINITION

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Spatial Awareness

OBJECTIVES:
Students Should:

- Identify the different areas of the stage

- Demonstrate knowledge of basic stage terminologies relating to space

- Show a willingness to experiment with the body in space and on the stage

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in warm up activities e.g. games 'Simon says', songs e.g. "slide to the left" that could be used to give directions about the stage.	• Following directions	Ability to accurately follow directions
Brainstorm in small groups to identify the different stage positions. Draw and label the stage.	• Label • Draw	Ability to draw and label stage correctly
Experiment with levels and positions on stage e.g. kneeling, standing and jumping.	• Experiment • Create	Ability to use the body to create different levels
Use bodies to create tableaux based on themes/ situations Invent an activity which explores the use of the body in space as well as stage areas		

Learning Outcomes

Students will be able to:
- ✔ Identify the different areas of the stage
- ✔ Use stage terminologies
- ✔ Draw and label the stage
- ✔ Use stage/space effectively
- ✔ Use levels effectively

Points to Note

Suggested dramatic strategies:

Teacher should continuously use correct stage terminologies throughout each activity
Games, tableau, drama on paper, small group work, model, side coaching

Extended Learning

Students will research and compare types of theatre stages as well as processional theatre forms e.g. Carnival, Jonkunnu

Or

Construct a model of a proscenium arch stage

Resources

• **Diagram of the stage**
• Recording and playback device

Key Vocabulary

• Spatial awareness, stage areas, theatre space, stage terminologies, body positions

Links to Other Subjects

Cross-curricular links:
• Physical Education: **Movement patterns/sequence**
• Music: **Listening**
• Science: **Inventing**
• Visual Arts**: Drawing**

UNIT TWO: SELF DISCOVERY

About the Unit

This unit focuses on self-discovery with special emphasis on sense, physical and vocal exploration.

GUIDANCE TO THE TEACHER

Teachers should:
- Lead suitable warm-up activities
- Prepare stimuli material
- Structure sense exploration activities and experiences
- Assist students through the use of appropriate imagery
- Guide students toward a deeper experience through questioning
- Evaluate activities

Prior Learning
Check that students can:
• **Use aspects of culture in dramatic work**

SELF DISCOVERY

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Sense Exploration

OBJECTIVES:
Students Should:
Explore the use of the senses in dramatic work

- Extend the use of memory in reconstructing experiences
- Recognize the importance of the senses in developing a creative imagination
- Demonstrate a willingness to explore the senses
- Capture and edit images to represent information for particular audiences
- Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

Prior Learning
Check that students can:
• **Understand the use of the stage in dramatic work**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Students will: Play sensory games e.g. 'guided tours' and 'jewel and thief'. See points to note 1 & 2) Identify objects and persons using the senses e.g. use sense of touch or smell to identify an individual	• Explore • Label • Draw	Ability to identify objects and persons using the senses
Share experiences they have had in which their senses were engaged e.g. visit to the market, the bakery, on the playground, etc. Discuss the usefulness of the senses in any of the situations mentioned. Choose any situation and from memory recreate the environment. In groups create human moulds to represent how people would react if placed in the environment created. Use image capturing device to take pictures of moulds and display them for class critique.	• Discuss • Recall • Create • Capture images • Upload images for display	Ability to recall and recreate situations/environment from memory Capture and displaying images of human moulds
Critique each group's presentation for the importance of the senses in developing a creative imagination. Speak to their ability to: (a) Listen and responding to music/sounds (b) Observe pictures/optical illusions etc… (c) Record observations from activities (d) Respond to smell, touch and taste	• Critique • Listen • Record	Ability to critique the use of senses effectively in Drama

Learning Outcomes

Students will be able to:
- Use senses effectively in dramatic work
- Work collaboratively
- Capturing images for display using ICT tools

Points to Note

Suggested dramatic strategies:

Teachers should note the STEM included in each activity
Teachers need to be aware of allergic reactions of students
Guided tours is a sensory game played in pairs, where one student is blindfolded and escorted around by another students vocal instructions only

Jewel and thief has both students blindfolded one takes on role as a thief and uses his senses to locate a piece of 'jewel' the other as security, uses his senses to locate the thief. This happens in a circle of bodies to prevent them from getting hurt

Role-play, field trips, soundscape
Remind students to:
Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.
Follow guidelines to promote healthy use of ICT tools

Extended Learning

Under parental supervision, students will identify objects around the house and carry out detail observation using all the senses. Document findings.

Use class wiki/blog comments of discussion threads about drama themes being explored in class.

Forge linkages with other schools(national/international) to find out what they are learning

Resources

- **Diagram of the stage**
- Recording devices
- computer
- Fragrances e.g. perfume, spices, fruits, etc….
- Textures e.g. sticky, slimy, rough, smooth, etc…
- Tastes e.g. bitter, sweet, salt, etc….
- Recording and playback devices

Key Vocabulary/Concepts

- senses, optical illusions,

Links to Other Subjects

- Science: **Food groups, sense organs**
- Music: **Listening & Composing**
- Language Arts: **Recording/Writing**
- Mathematics: **Sequencing**

imagination & improvisation

SELF DISCOVERY

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Physical Exploration

OBJECTIVES:

• Identify a range of physical skills and ways in which these skills might be further extended in creating dramatic situations

• Demonstrate an awareness for safety in physical activity during drama

• Modify movement of different characters and situations

• Recognise the need for seriousness of approach

• Recognise the importance of the body as an instrument for dramatic work

• Extend the range of physical movement through imagination and improvisation

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

Participate safely in activities for physical exploration and development such as **'10 second objects'** (i.e. using their bodies to quickly make an overall physical shape within 10 seconds)or any other suitable game, Play games such as "musical statues" and learn how to maintain a "freeze" position. Discuss the importance of exercising a disciplined approach to this activity

• Discuss

Ability to effectively explain the relationship between movement and stillness

Adjust expressions and physical movements in portraying different characters in varying situations and environs.

Discuss and demonstrate the use of isolated areas of the body for dramatic expression example, hands, heads, shoulders etc.

Create an obstacle course/maze in which a group of people are lost. Demonstrate how they would use their bodies and space to find their way out.

• Role play
• Discuss
• Demonstrate
• Improvisation
• Create

Ability to accurately portray characters physically

Ability to effectively use physical movements in improvisation

Learning Outcomes

Students will be able to:

- Use movements to establish characters, environment and situations
- work collaboratively
- critique dramatic presentations

Points to Note

Students must demonstrate caution in executing all activities
Reference can be made to the online portal for additional games and activities

Suggested dramatic strategies:
Teacher in role, mime, role play, games
Teacher should emphasize safety in all activities

Role-play, field trips, soundscape
Remind students to:
Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.
Follow guidelines to promote healthy use of ICT tools

Extended Learning

Students will use bodies to create in animate objects, record images and use them to create a collage.

Observe an animal and use the animal movements to create a movement sequence

Resources

- **Musical instruments**
- **Recording and playback device**

Key Vocabulary/Concepts

- Physical range, safety, body language, expression and interpretation

Links to Other Subjects

- **Physical Education; locomotor and non-locomotor movements**
- **Science: senses, body movements , safety**
- **Visual arts: drawing**
- **Mathematics: grouping**

SELF DISCOVERY

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Vocal Exploration

OBJECTIVES:

- demonstrate an awareness of the voice as a versatile instrument of communication, expression and interpretation

- perform breathing techniques

- practise clear articulation and correct pronunciation of words

- recognize the importance of listening and speaking as a discipline necessary for successful completion of tasks

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Do exercises to relax lips, open mouth and open throat Participate in relaxation and breathing exercises and tongue twisters e.g. **"The big black bug bled bad black blood"** Participate in exercises for projection and modulation of the voice	• Voice projection • Breath control	Ability to effectively demonstrate breathing, projection and modulation exercises
Use voice activities which extend range and vocal improvisation e.g. practising the musical scale**, "boom chica boom"**		Activities utilizes vocal range
Use voice to create mood and atmosphere e.g. **night noise, street cries, etc…**	• Improvise	
Create, a scenario using sounds. Record and save scenario for future playback and critique.	• Create • Make video recording	Ability to effectively create scenario using sounds
Write journal entries outlining the importance of listening and speaking during group activities as a tool in the effective completion of tasks.	• Write Expressively	

Learning Outcomes

Students will be able to:

- Make video of scenarios done in class for re-enforcement and critique
- Use voice effectively
- Work collaboratively
- Practice correct breathing technique

Points to Note

Suggested teaching strategies;
Sound collage, role play, teacher in role,

Extended Learning

Students will create a radio drama/theatre using appropriate sounds/ words e.g. blowing of wind, dripping of water,

Resources

- Computer
- Video recording device
- Speakers
- Recording and playback devices, tongue twisters, musical instruments, poems

Key Vocabulary/Concepts

- Vocal training, vocal expression and interpretation, radio drama/theatre

Links to Other Subjects

- Science: **Respiration**
- Music: **Composing and listening, performing**
- Language arts: **Poetry**

UNIT THREE: ENGAGING THE INSTRUMENT

About the Unit

This unit highlights the use of voice and body as an instrument and its importance to creative and effective communication in drama.

GUIDANCE TO THE TEACHER

Teachers should:

- Introduce suitable warm-up activities
- Devise situations for drama
- Encourage exploration within the drama
- Closely supervise activities
- Facilitate discussions
- Evaluate activities

ENGAGING THE INSTRUMENT

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Using voice and body as means of creative expression and effective communication

OBJECTIVES:

• Identify a range of physical skills for communication and ways in which these skills might be further extended

• Demonstrate an understanding of the nature of basic voice production and delivery

• Carry out dramatic intentions with clear control of movement and voice

• Demonstrate an appreciation through debate for vocal and physical communication

• Use ICT tools to conduct research on given topic

• Demonstrate the ability to follow guidelines to promote healthy use of ICT tools

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Prior Learning

Check that students can:
- **Recognize the importance of voice and body to the dramatic process**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Engage in games such as sound machine which involve the repetition of a set sequence of movements with vocal accompaniment to be done individually or collectively	• Explore	Ability to integrate voice and body in drama
Bring objects to life with their imagined sounds/words (talking objects-giving life to inanimate objects) to demonstrate varying dramatic situation	• Enact	The creative links with sounds and inanimate objects
Combine rhythmic actions and sounds e.g. folk songs "chi-chi bud oh" to create improvisation	• Improvise	Creation of improvisation using body and sounds
Participate in exercises which combine vocal and physical activities to produce drama. E.g. musical theatre Conduct online research and debate a given topic, emphasising the use of vocal and physical communication as a persuasive device	• Compose • Create • Debate • Conduct research	Debate effectively demonstrates appreciation of vocal and physical communication

Learning Outcomes

Students will be able to:

- Plan and conduct research, using select electronic sources to find out the origin of musical theatre
- Combine voice and body effectively in communicating
- Work collaboratively
- Perform folk songs

Points to Note

Teacher should remind students to practice safety online

Suggested dramatic strategies:

Teacher in role, role play, improvisation, side coaching, games, sound collage, use of objects,

Extended Learning

Students will combine voice and movement to develop a choral speaking presentation.

Resources

- Computer
- Internet
- Multimedia projector
- Properties e.g. objects used in activities, folk songs
- Recording and playback devices

Key Vocabulary/Concepts

- Voice and body integration, call and response, creative expression

Links to Other Subjects

- Science: **Parts of the body**
- Physical Education: **Movements**
- Music: **Performing**
- Social studies: **Identity and Heritage**

GRADE 7

DRAMA

TERM 2 UNITS

TOPIC: MAKING AND MAINTAINING CONTACT
UNIT ONE: PAIR WORK

About the Unit

In this unit students will understand the importance of trust in working in pairs for dramatic works. Intrapersonal and interpersonal relationships form the core of this unit as the ability to appreciate self and work with others is of paramount importance. This will be explored through the use of duet, duologues, advertisements, storytelling and other small group activities.

GUIDANCE TO THE TEACHER

Teachers should:
- Introduce suitable warm-up activities
- Set up main activities
- Set clear guidelines for exercises and improvisations
- Suggest ways towards improvement and refinement of dramatic work
- Closely supervise activities
- Facilitate discussions
- Evaluate activities

PAIR WORK

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Trust Work

OBJECTIVES:
Students Should:

• Demonstrate responsibility in conducting drama activities

• Examine the fact that experiences can be used imaginatively to create new situations

• Demonstrate high level of responsibility and trustworthiness with respect to others' experiences

• Use ICT tools to make audio/video recording

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding

Prior Learning

Check that students can:
• **Understand ones-self in preparation for effectively working with others**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in obstacle course outside of classroom. (blind trust/blind fold walk/ jewel and thief)	• listen • analyse • discuss • document	Clarity in giving instructions for guidance
Discuss their experience		
Engage in a "Use of Object" exercise, (an exercise in which a prop or piece of costume is used to represent a character when dealing with very sensitive issues) in which the students in role will interview and answer for the character dealing with the issue.		Sensitivity to partners situation and needs
Be placed in two groups to prepare and present arguments suitable for an inquiry in which both sides are trying to extract the sensitive information shared in previous activity.		
Record observations for reflection and reinforcement of concept taught (students may use recording device.)	• record	

Learning Outcomes

Students will be able to:

- ✔ Use digital recording devices to record obstacle activities
- ✔ Give instructions clearly
- ✔ Trust their peers
- ✔ Know and demonstrate safety practices in drama
- ✔ Appreciate the importance of team work

Points to Note

Teachers should ask appropriate questions that will allow for higher level thinking

Suggested dramatic strategies:
Pair Work, observation, side coaching, forum theatre, use of object.

Extended Learning

Students will interview persons from various communities (home, school, church etc…) to find out how a sensitive situation was dealt with and the effects it had on the community (individual and group). They will present information creatively

Resources

- • Audio and visual capturing devices
- • Computer
- • Multimedia projector
- • Blindfold, (other properties that are used in the game/exercise
- • Recording and playback device

Key Vocabulary/Concepts

- • Trust, responsibility, sensitivity, protection and empathy

Links to Other Subjects

- • Science: **senses**
- • **Social Studies: groups of people/people within my community**
- • Language arts: **writing/biography/interview**
- • Religious Education: **parables/ story of Paul / Daniel in the lion's Den**

PAIR WORK

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Mirror work, Shadow play and other activities in pairs

OBJECTIVES:

- Examine the ways in which people work together effectively

- Identify appropriate responses for working relationships

- Examine the nature and function of gestures, facial and body expression

- Demonstrate the effectiveness, dynamics and importance of pair work

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in exercises e.g. **"weigh butter, weigh cheese", "arm-lock wrestling", "wheel barrow race", " tug-o-war",** "three legged race" Discuss the challenges of working together and ways in which these can be overcome	• Collaboration • Physical control & accuracy • Coordination	Extent of engagement in activities
As a group draft a contractual agreement of how they will work together in pairs. Participate in mirror work exercises Work with a partner in improvising a pair of objects, e.g. **desk and chairs, remote and television, scissors, knife and fork**	• Collaborate • Mime • Improvise	Ability to compromise in decision making Originality of ideas and creativity Ability to exercise physical control
Portray opposites e.g. **threat and fear, good and evil, night and day, giving and receiving present** (with emotional variations)	• Identify • Differentiate	
Critique their working relationships based on the contractual agreements made, with emphasis on the consequences of honouring/breaking the agreements.	• Critique	Constructive criticism evident

Learning Outcomes

Students will be able to:

- ✔ Work collaboratively
- ✔ Pay closer attention to details
- ✔ Exercise physical control
- ✔ Understand the nature, function and impact of facial and body expressions

Points to Note

Suggested dramatic strategies:
Thought tracking, mime, improvisation, tableau, games & exercises

Extended Learning

Students will choreograph dance duet using any genre of music.

Resources

- properties
- Recording and playback device

Key Vocabulary/Concepts

- Observation, coordination, improvisation, duet

Links to Other Subjects

- **Physical Education: Movement sequence & Pattern**
- **Visual Arts: Photography & Sculpting**
- **Social Studies: Social Institutions**

DECISION MAKING

PAIR WORK

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Duets, duologues and other creative work in pairs

OBJECTIVES:

• Differentiate between dialogue and duologue

• Exercise active listening skills in decision making

• Explore vocal ranges to enhance meaning in various situations

• Work with partner in pair activities

• Demonstrate a willingness to accept constructive criticism

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in pair exercises such as simultaneous conversations in settings such as the market, parliament, the playground etc… Discuss how well you were able to hear and understand each other Conduct an interview in pairs, e.g. radio/job interview/sports person, etc… with the aid of technological devices (e.g. cell phones and speakers).	• listen • Interview	Ability to listen keenly to each other and relate what is being said
Compare and contrast simultaneous conversations with alternate conversations	• Compare	
Imitate someone using inflections to change meaning during a conversation	• Analyse	Ability to change meaning
Use persuasive speech to achieve an objective e.g. child convince parent to send him/her to a party	• Listen • Persuade	Ability to carry out persuasive dialogue/duologue
Constructively criticise presentation, showing the strengths and weaknesses of the persuasive devices used e.g. voice intonations and arguments.	• Criticize	Ability to give and receive constructive criticism

Learning Outcomes

Students will be able to:

- ✔ Use search engine to research debate topics
- ✔ Differentiate between duologue and dialogue
- ✔ Give and receive constructive criticisms
- ✔ Work collaboratively

Points to Note

Suggested dramatic strategies:
Forum theatre, teacher in role, role play, pair work, interviews

Extended Learning

Students will observe two small children and two adults having a conversation. They will document in their journal what they observe about the two groups, say who was more persuasive and why.

Resources

- Internet
- computer
- Phrases for students to say when repeating each other
- Recording and playback device

Key Vocabulary/Concepts

- conversation, communication, duets, duologues, dialogues, active listening

Links to Other Subjects

- Language arts: **interviews/debates/persuasive speech**
- Music**: listening**

UNIT TWO: SMALL GROUP WORK

About the Unit

In this unit students will learn the dynamics of small group work such as cooperation, team building and the value it plays in Drama.

GUIDANCE TO THE TEACHER

Teachers should:
- Introduce suitable warm-up activities
- Ensure adherence to rules of games
- Emphasize safety and group responsibility
- Encourage group participation
- Facilitate discussion
- Evaluate activities

SMALL GROUP WORK

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works

Sub-topic: Trust work Part II

OBJECTIVES:

• Examine the nature of trust and responsibility

• Demonstrate safety practices in a variety of environments

• Extend their levels of concentration

• Appreciate the importance of team work

• Use ICT tools to create multimedia presentations

• Recognize and understand the importance of technology access for all.

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use word processing software to produce original document incorporating organisational features such as columns, lists, tables, etc.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour

Prior Learning

Check that students can:
 • **Identify and demonstrate different 'levels'**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in small group exercises that facilitate use of trusts e.g. body lift /fall, ensuring that safety is observed	• Explore	Willingness to trust the group
Discuss their experience	• Discuss	Participates in group discussions
Use body to create a mid-level pyramid or working human machine Write in their journals the experiences gained and say what the challenges were	• Create • Enact • Document	Ability to work effectively in group
View pictures of teams working together. Use pictures to create a short film/story board /digital story which demonstrates the importance of trust and team work	• Create films • Analyse • Create multimedia presentation	Ability to identify trust and team work activities Film/story board/digital story highlights the importance of trust and team work

Learning Outcomes

Students will be able to:

- ✔ Using ICT tools to create multimedia presentations
- ✔ Work collaboratively
- ✔ Explain the importance of team work
- ✔ Understand the significance and importance of trust in relationships

Points to Note

Students must demonstrate safety practices at all times
Teacher must not allow students to be unsupervised at any time during trust activities
Suggested dramatic strategies:
Games, role play, small group improvisation,

Extended Learning

Students will watch movie/play and write a critique about how trust and team work were portrayed.

Resources

- Computer
- DVD with movie/play
- Recording and playback device

Key Vocabulary/Concepts

- group responsibility, body contact, extending trust, team work

Links to Other Subjects

- Physical Education: **Sports (football, athletics, basketball etc…)**
- Social Studies: **Pyramids, Social Institutions**
- Science: **Lifting and catching**
- Mathematics: **Sequencing**

SMALL GROUP WORK

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works

Sub-topic: Group storytelling and sharing experiences

OBJECTIVES:

- Identify alternatives to issues affecting their daily lives
- Identify the elements and stages of dramatic work
- Tell stories from different perspectives
- Use imagination to create a dramatic situation
- Cooperate with others in the development and successful completion of projects
- Show appreciation for stories from other cultures
- Use ICT tools to create multimedia presentation
- Create word documents using ICT tools
- Communicate information and ideas using productivity tools
- Posting comments and information responsibly

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

DESIGNING AND PRODUCING -Use selected ICT tools effectively to produce multimedia presentations to include text, images, shapes, animation narration and video, e.g., advertisement, recipe for cake making, etc.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour

Prior Learning

Check that students can:
• **Demonstrate an understanding of team building and group dynamics.**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Sit in a circle and share jokes and riddles about life experiences Use the shared experiences as stimuli for finding alternatives to problems	• Share • Create	Willingly shares ideas and stories
Develop stories from pictures, objects, characters, and experiment with ways of presenting them to others. Start the story from a phrase e.g. "It was a dark and stormy night…." Or a stimulus from another culture e.g. music from another culture. use word processing software to produce word document with story or this can be done using multimedia presentation	• Create and format multimedia presentations • Experiment • Collaborate • Create word document	Ability to creatively present stories
In groups, work to develop different elements of drama, e.g. character's costume, set design, sound and special effects, suitable dance steps as accompaniment etc.	• Analyse • Interpret story	Ability to create logical sequencing of events as group
Put all the elements together to present one major production to be viewed by an audience. Capture production using recording device and share on school's webpage	• Enact • Perform • File sharing e.g., upload/download • Making video recording	Ability to convey all elements of drama in presentations

Learning Outcomes

Students will be able to:

 ✔ Create dance

 ✔ Tell stories creatively

 ✔ Sequence events logically

 ✔ Work collaboratively

 ✔ Use ICT tools to create multimedia presentations and word documents

Points to Note

Suggested dramatic strategies:
storytelling, forum theatre, role play, mime, teacher in role, role on the wall

Extended Learning

Students will create a montage using paraphernalia of other cultures. They will record this activity and share with class.

Resources

• Multimedia projector
• Video capturing devices
• Pictures/objects, stock phrases,
• Recording and playback device

Key Vocabulary/Concepts

• plot, story building, dramatic elements, climax, resolution, stock phrases

Links to Other Subjects

• Language Arts: **Story building**
• Civics: **Culture**
• Social Studies: **Heritage**
• Religious Education: **Bible stories**
• Visual Arts: **Pictures**
• Music: **Indigenous music**
• Mathematics: **Sequencing**

SMALL GROUP WORK

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Advertisements and other small group activities

OBJECTIVES:

• Understand and use persuasive language for impact and clarity

• Identify persuasive language in advertisements

• Cooperate with others in the development and successful completion of projects

• Use ICT tools to create multimedia presentation

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Prior Learning

Check that students can:
- **Demonstrate an understanding of the importance in communication**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Observe videos of various kinds of advertisement. Identify and discuss the persuasive devices used in each advertisement. In groups, invent a product to be advertised Plan a scenario for a television commercial for the invented product through the use of story board/digital story	• Analyse • Discuss • Invent • Create multimedia Presentations • Plan	Creativity of product invented
In groups, develop suitable slogans or jingles for use in the advertisement. Use digital drawing tools to digitize slogans. Record jingles using a recording device	• Create • Perform • Use digital drawing tools	Ability to create appealing and appropriate slogan or jingle with the aid of digital tools
Present commercial, with special emphasis on persuasive use of voice	• Use recording device	
Critique presentation for impact and clarity	• Critique	Constructive criticism given and taken

Learning Outcomes

Students will be able to:

- ✔ Define advertisement
- ✔ Name the categories of advertisements
- ✔ Apply the basic tenets of advertisements
- ✔ Use persuasive language
- ✔ Work collaboratively
- ✔ Use ICT tools to create drawing and multimedia presentations

Points to Note

Remind students to:
Follow guidelines to promote healthy use of ICT tools
Suggested dramatic strategies:
Role play, teacher in role, storyboard

Extended Learning

Students will create a poster to advertise any school event

Resources

- Sample of advertisement
- Cartridge paper
- Recording and playback device

Key Vocabulary/Concepts

- advertisement, persuasive language, storyboard, slogans, jingles

Links to Other Subjects

- Visual Arts: **drawing, graphic design**
- Music: **composing**
- Language arts: **persuasive speech, creative writing**

UNIT THREE: WORKING WITH THE LARGER GROUP

About the Unit

This unit focuses on whole group activities to enhance group synergy, intrapersonal and interpersonal skills through games and exercises.

GUIDANCE TO THE TEACHER

Teachers should:
- Explain rules of games and exercise patterns
- Monitor games and exercises
- Refine and improve quality of activities
- Side coach
- Facilitate discussion
- Evaluate activities
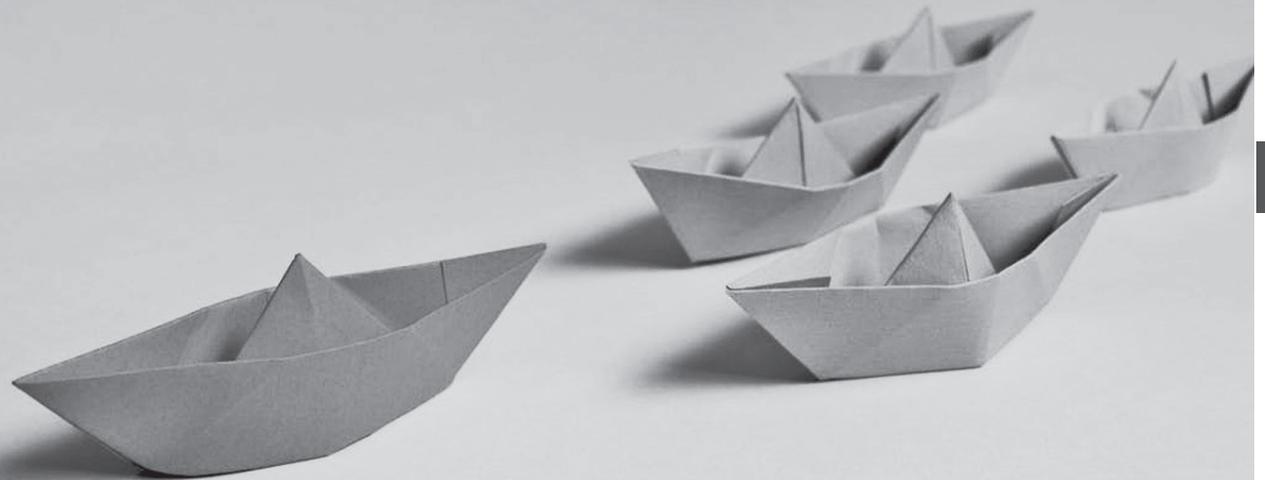
WORKING WITH THE LARGER GROUP

| AT1 | **ATTAINMENT TARGET(S):**
Explore and create, exercising critical thinking skills throughout the dramatic process |

| AT2 | Express a range of feelings and emotions through the enactment of dramatic scenarios |

| AT3 | Appreciate and critique dramatic works |

Sub-topic: Whole group games and exercise

OBJECTIVES:

• Understand the diversity of opinion which exists among individuals particularly in larger groups

• Identify leadership skills

• Demonstrate a variety of problem solving techniques

• Demonstrate positive inter and intra personal skills

• Show a willingness to take on leadership roles

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

Participate in structured games which test reflexes e.g. "Simon says", Up and Down the deck", "Man, giant, dwarf"

Engage in games which highlight group problem solving and leadership skills e.g. "Human tangle", "Inside Out Circle", "picture puzzles" etc… Discuss how decisions were made and examine the level of participation among group members.	• Explore • Discuss	Ability to problem solve as a whole group
Demonstrate group situations e.g. "Crowd watching tennis match", "spectators at a football match" etc. identify individual roles of leadership	• Demonstrate	Ability to create scenario in whole group

Discuss the dynamics of crowd responses in each scenario and identify their individual roles within the group.

Learning Outcomes

Students will be able to:
- Work collaboratively
- Identify leadership qualities
- Take on leadership roles
- Demonstrate positive inter and intra-personal skills
- Appreciate the dynamics involved when working with larger groups

Points to Note

Reference can be made to the NSC online portal for instructions for playing games
Suggested dramatic strategies:
games, large group improvisation, role play

Extended Learning

Students will create games to facilitate large groups.

Resources

• Recording and playback device

Key Vocabulary/Concepts

• social intervention, leadership, problem solving

Links to Other Subjects

• Social Studies: **socialization**
• Physical Education: **games**
• Civics: **leadership**
• Language Arts**: speaking and listening**
• Science: **reflex**

GRADE 7

DRAMA

TERM 3 UNITS

TERM THREE
TOPIC: THE INDIVIDUAL AND THE GROUP
UNIT ONE: THE EPISODE

About the Unit

In this unit students will learn to use simple movements and sounds to create and present episodes

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm up activities
- Make links with main activities
- Structure main activities in order for students to be able to monitor improvement in skills
- Initiate discussion
- Draw conclusion
- Evaluate activities
- Reflect

THE EPISODE

ATTAINMENT TARGET(S):

AT1 Explore and create, exercising critical thinking skills throughout the dramatic process

AT2 Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3 Appreciate and critique dramatic works

Sub-topic: Presenting simple episodes with mime, movement and sound

OBJECTIVES:

• Examine the appropriateness of sound and sound effects to movement

• Structure a dramatic episode

• Examine how experiences can be used as stimuli to create simple episodes

• Carry out dramatic intentions with clear control over movement and voice

• Value the constructive criticisms of others

• Use digital tools to create video/audio recordings.

• Demonstrate the ability to follow guidelines to promote the healthy use of ICT tools.

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Prior Learning

Check that students can:
• **Use physical movement and vocal range to express emotions**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Adjust the physical characteristics in walking, by leading with other parts of the body (nose, chest, pelvis, knees, etc….) In pairs 'mirror' each other's movement, and then add appropriate sounds which represent the movement mirrored.	• Explore	Synchronizing movement and sound appropriately
Discuss simple everyday life issues that could be used to create stories. In small groups choose one of the situations mentioned, Play the scene silently, then, add sounds and compare both, synchronising the reaction of the sounds with the actions or movements e.g. crowd at boys and girls champs reacting to a thrilling performance.	• Discuss • Enact • Compare • Critique • Record audio/video • Decode	Competence in portraying various scenarios Ability to generate rubric for critique
Generate rubric for criteria of critiquing performance Critique the appropriate use of sound and silence in the enactment of situations in the previous activity. Appropriate activities can be recorded and later played back in class for discussion and enrichment.		Ability to critique without bias Ability to manipulate sound and silence in drama Ability to interpret meaning

Learning Outcomes

Students will be able to:

- ✔ Recognise the importance of sound and silence in drama
- ✔ Appreciate the appropriateness of sound and sound effects to movement
- ✔ Work collaboratively
- ✔ Create episodes

Points to Note

Suggested dramatic strategies:
Mime, role play, teacher in role, sound collage, narration, games
Remind students to:
Recognise and acknowledge the owners or creators of digital materials and encourage others to do so
Follow guidelines to promote healthy use of ICT tools

Extended Learning

Watch a movie/cartoon in another language or without sound and decipher meaning via online or offline media. Explore appropriate websites that gives added information about the structure a dramatic episode.

Resources

- Internet
- Computer
- Speakers
- Sounds effects, pictures
- Recording and playback device

Key Vocabulary/Concepts

- mime, episodes, manipulate,

Links to Other Subjects

- Language Arts: **Writing, Speaking and Listening**
- Visual Arts: **Still life**
- Modern Languages: **Translation**
- Music: **Listening**
- Social Studies: **Socialization**

TERM THREE
UNIT TWO: CREATING A TABLEAU

About the Unit

This unit incorporates the use of narration and choral speaking to present stories in tableau form

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Encourage creative exploration of levels in main activity
- Assist students in finding main focus for each tableau
- Supervise efficient fluid move from one tableau to the next
- Direct students in the drama through storytelling and the creative use of voice
- Refine dramatic sequences through repetition and improvement
- Encourage experimentation with a range of sound, ideas using voice and musical instrument
- Facilitate discussion
- Evaluate activities

CREATING A TABLEAU

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works

Sub-topic: Linking episodes to tell stories in Tableau form

OBJECTIVES:

• Create and develop improvised scenes and stories

• Recognise the importance of levels in dramatic presentations

• Construct, separate then reassemble a tableau

• Show a willingness to accommodate the contribution of others

• Use digital tools to create video/audio recordings.

• Demonstrate the ability to follow guidelines to promote the healthy use of ICT tools.

• Conduct research using online/offline sources

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Prior Learning

Check that students can:
• **Use physical movements to create levels and dramatic poses**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Play the game 'musical statues' or 'one -two -three red light' for practising 'freeze' positions	• Explore	Ability to sustain freeze positions
Play group variations of the 'photographer' or 'sculptures' games	• Create	
Make a 'frozen picture' or 'tableau' and identify its main focus, then state how levels and body language are used to communicate meaning	• Identify • Discuss	Creativity in using levels to establish tableau and communicates meaning effectively
Observe pictures, paintings and photographs, group compositions and tensions identified between and within groups	• Observe • Analyse	Components accurately identified
In groups identify a well-known story. Break down the story into three logical episodes (beginning, middle, and end). Create a tableau to illustrate each episode. Use offline/online sources to conduct research on tableau to assist groups in their creations. Move fluidly from one tableau to the next Document a critique of each other's presentation. Appropriate activities can be recorded and later played back in class for discussion and enrichment.	• Organize • Create • Document • Critique • Manipulate ICT tools • Record audio/video	Story sequenced logically Ability to make smooth transitions from one tableau to the next Ability to critique

Learning Outcomes

Students will be able to:

- Make smooth transition between tableaux
- Establish tableaux
- Use levels effectively
- Work collaboratively
- Conduct safe independent research on creating a tableau.

Points to Note

Remind students to:
Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.
Follow guidelines to promote healthy use of ICT tools

Suggested dramatic strategies:
Tableau, teacher in role, games, role play, mime,

Extended Learning

Students will: Create and photograph tableau based on a given theme
Conduct research independently to learn more about creating a tableau.
Information can be in any format – pictures, text, audio or video

Resources

- Pictures, scripts/stories
- Recording and playback device

Key Vocabulary/Concepts

- tableau, scripts/stories, episodes, level,

Links to Other Subjects

- Visual Arts: **Photography**
- Social Studies: **Socialization**
- Language Arts: **Writing, Listening and speaking, Script Analysis**
- Mathematics: **Grouping**

CREATING A TABLEAU

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works

Sub-topic: Using Narrator

OBJECTIVES:

• Structure dramatic sequences in order to convey meaning using appropriate tense(s)

• Discover how language facilitates dramatic action

• Narrate using tense(s) accurately

• Recognise the importance of listening in acquiring vocal skills

• Use ICT tools to create multimedia presentations

• Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Prior Learning

Check that students can:
- **Use the voice to communicate meaning in dramatic work**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Listen to a folk song and identify the sequence of events	• Sequencing • Listen • Recall	Ability to logically sequence events from songs
Tell simple stories and play around with tenses e.g. tries telling a simple story in the present and past tense.	• Storytelling	Ability to tell stories using correct tense
Demonstrate how people dramatize a story in the present even as it is being told in the past	• Enact	Ability to enact in time and space
Use a series of tableaux to tell a story with the teacher as narrator i.e. teacher-directed drama. Use a clap or sound effect to determine at what point the students will change the picture or tableau. Create journal entries highlighting how tableaux and narration works together to tell stories Use image capturing device to take pictures of tableaux and use them to create a digital story incorporating audio and /or text. Share via class email.	• Create • Capturing images • Inserting audio/text	Ability to use tableau to tell stories Ability to create Digital Story using tableaux

Learning Outcomes

Students will be able to:

- ✔ Use tense appropriately
- ✔ Use tableau effectively
- ✔ Use narration effectively
- ✔ Work collaboratively
- ✔ Use ICT tools to create multimedia presentations and share information

Points to Note

Suggested dramatic strategies:
Tableau, narration, storytelling, teacher in role,

Extended Learning

Students will select a literature text and use tableaux and narration to summarize the story.

Resources

- Folk songs, stories
- Recording and playback device
- Computer
- Internet

Key Vocabulary/Concepts

- Narrated drama, tense, tableau, teacher-directed drama, sequence of events

Links to Other Subjects

- Language Arts: **Story building/analysis**
- Visual Arts: **Photography**
- Civics: **Heritage**
- Mathematics: **Sequencing**

CREATING TABLEAU

ATTAINMENT TARGET(S):

AT1 Explore and create, exercising critical thinking skills throughout the dramatic process

AT2 Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3 Appreciate and critique dramatic works

Sub-topic: Adding group sounds and choral speaking

OBJECTIVES:

• Understand the dynamics of ensemble playing

• Recognize the voice as an instrument to convey meaning

• Identify a range of issues to create drama

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Walk around the space and react to different teacher generated sounds Vary the pace and change in the rhythmic patterns	• Experiment	Ability to change rhythmic patterns and movements
Experiment with Selected sounds, chants, repeated words or phrases, to create tableaux appropriate for the telling of a story.	• Experiment	Ability to associate appropriate sounds with tableau to tell stories
In groups use repeated words, sound and phrases from the previous activity to create poem. Perform as an ensemble, using a variety of pitch, pace, volume and silence to assist in conveying meaning, the selected poem. Discuss how the voice played an important role in creating meaning in the poems selected	• Create • Perform	Discussions show the importance of the voice in conveying meaning
Participate in guided discussion about the process involved in creating and presenting their poems	• Discuss	Meaningful discussions held

Learning Outcomes

Students will be able to:

- ✔ Create chants
- ✔ Convey meaning from poem
- ✔ Work collaboratively
- ✔ Present a choral speaking ensemble

Points to Note

Suggested dramatic strategies:

tableau, teacher in role, rituals, storytelling, role play

Extended Learning

Students will form small groups, give themselves a group name and create a suitable choral speech with sounds, chants for presentation at a school event.

Resources

- Pictures, drum/percussion instruments
- Recording and playback device

Key Vocabulary/Concepts

- rituals, chants, percussion instruments, choral speaking

Links to Other Subjects

- Visual Arts: **Photography**
- Language Arts: **Literary Devices**
- Civics: **Cultural Practices**
- Social Studies: **Heritage**

UNIT THREE: USING EXTERNAL DECORATIONS

About the Unit

In this unit, students will use external decoration to portray characters

GUIDANCE TO THE TEACHER

Teachers should:

• Structure group activities

• Refine and improve quality of activities

• Facilitate discussion

• Encourage experimentation with a range of materials and contributed ideas

• Evaluate activities
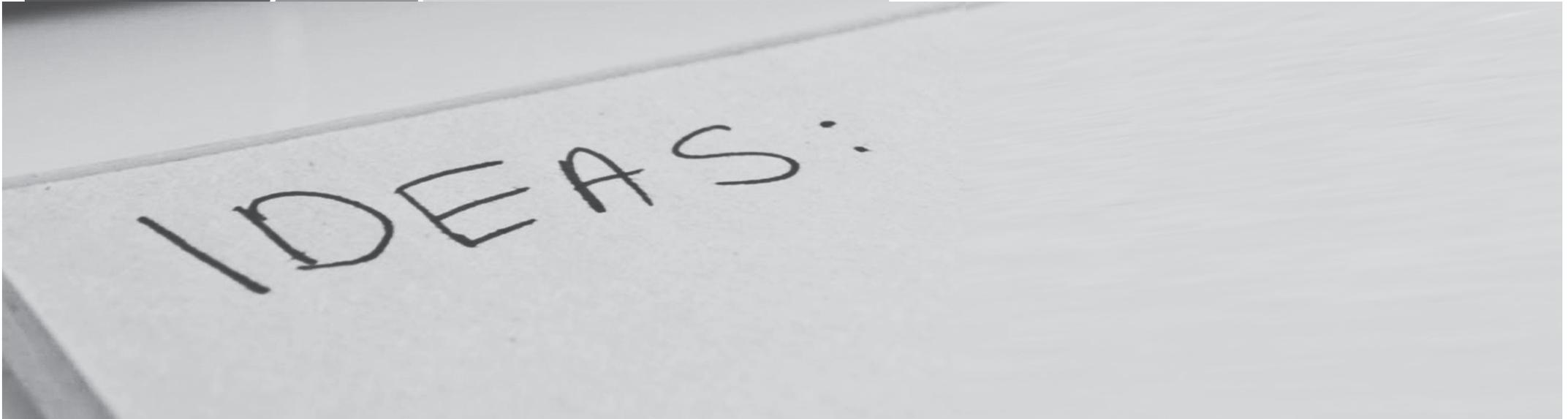
EXTERNAL DECORATIONS

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Costumes

OBJECTIVES:

• Examine different ways in which characters can be portrayed

• Identify the range of external decorative, physical and inner aspects of characterisation

• Use simple costumes effectively to enhance characterization

• Show a willingness to share ideas and value the opinion of others

Prior Learning

Check that students can:
• **Identify characters (including people from other cultures)**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Cut out pictures of characters from magazines, newspapers, or download from appropriate online sources. Create a collage of various clothing, appropriate for the character in various situations and write a blog defending the appropriateness of costumes chosen.	• Create collage	Costumes are appropriate for characters chosen
Work in small groups to create a costume from newspaper, recycled material for a specific character	• Create	Ability to create costumes from recycled material
Portray different characters by modelling costumes chosen from a teacher prepared costume box. Conduct conversation between two or three different characters identified	• Depict	Costumes are appropriate for characters chosen
Use newspaper, tissue to create costumes for a fashion show based on a particular theme. Narrate the description of the costume and its appropriateness for the character during the fashion show. Appropriate activities can be recorded and later played back in class for discussion and enrichment.		Costumes are appropriate for characters chosen

Learning Outcomes

Students will be able to:

 ✔ Design and make costumes

 ✔ Identify appropriate costumes for character

 ✔ Work collaboratively

Points to Note

Suggested dramatic strategies:

Role play, teacher in role, picture collage,

Extended Learning

Students will design and make costume using the national colours

Resources

• Headgear for hat box, newspaper, cloth, old magazines, cardboard for mannequins, scissors

• Recording and playback device

Key Vocabulary/Concepts

• costume, design, decoration, mannequin,

Links to Other Subjects

• Visual Arts: **Design**
• Social Studies: **Culture**
• Civics: **Heritage**
• Language Arts: **Character analysis**
• Mathematics: **Measurement, Grouping**

GRADE 8
DRAMA
UNITS OF WORK

TERM 1

Exploring and Creating
Exploring range of characters and relationships- human & non-human

Expressing and Enacting
Inner Feelings- thoughts, moods and emotions,

Appreciating and Critiquing
Physical Qualities and Attributes- size, weight, balance, mannerisms and gestures, speech patterns

TERM 2

Exploring and Creating
Interpersonal relationships- strangers, people who know each other

Expressing and Enacting
Writing the relationships- writing and working with scripts, characters, relationships and language

Appreciating and Critiquing
Characters and plots from stories- sequencing events, linking characters in different scenes

TERM 3

Exploring and Creating
Plots in Plays- comparing stories, developing characters

Expressing and Enacting
Sharing the experience- acting out scenes from plays

Appreciating and Critiquing
Plots in Plays- comparing stories, developing characters,

A I M S O F D R A M A

The aim of Drama is to expose students to an aesthetic discipline which possesses its own discrete body of knowledge which facilitates holistic development. Drama can therefore be used to illuminate and give life to moral concepts, codes of behaviour, the lives of people in other times and places and in any area of education where a deeper understanding of relationships is important. While Drama represents an area of study in its own right, it can also be used as an effective teaching method across the curriculum.

There are 3 key Attainment Targets within Drama

AT 1:
Exploring and Creating

AT 2:
Expressing and Enacting

AT 3:
Appreciating and Critiquing

In these units, students will explore and establish relationships, paying close attention to their significance to the dramatic process.

In these units students imaginative expression is fostered while learning how to transform themselves and in the process, experience growth

In these units, students will demonstrate an awareness of the significance of action, interaction and reaction in drama.

SUB THEME

SUB THEME

SUB THEME

Exploring
Explore/adopt the physical qualities and attributes important in building character

Respond critically and aesthetically to a variety of stimuli through dramatic presentations.

Creating
Adopt appropriate roles in small or large groups and consider alternate courses of action.

Expressing
Develop and document scenarios for dramatic presentation

Respond critically and aesthetically to a variety of stimuli through dramatic presentations

Enacting
Present parts of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class.

Appreciating
Respond critically and aesthetically to a variety of stimuli through dramatic presentations

Critiquing
Acknowledge the link/connection between plot and character

RANGE OF CONTENT

Students will develop key concepts and skills by learning to;

- Portray a range of characters
- Organize and sequence simple plot lines in a clear, unambiguous way
- Draw references and make linkages within the drama
- Use games in dramatic situations
- Use simple properties

Students will develop knowledge and understanding by learning to;

- Discuss how symbols are used in everyday life, rituals and drama
- Examine the nature of theatre conventions
- Assess the range of relationships which can be portrayed through drama

Students will develop attitudes by learning to;

- Criticize the work of others constructively
- Show willingness to share ideas
- Accept responsibility for actions, decisions and tasks

TERM ONE
TOPIC: THE INDIVIDUAL AND THE GROUP
UNIT ONE: USING EXTERNAL DECORATIONS

About the Unit
 This Unit focuses on the use of External Decorations. These include wigs, make-up, jewellery and props. It examines the relationship between external decorations and character. Style, status and transformation are all important functions of external decorations which are explored in detail.

GUIDANCE TO THE TEACHER

Teachers should:
• Structure and plan group activities
• Provide stimuli and research materials.
• Encourage creative exploration through main activities
• Assist students in focussing on main activities
• Facilitate discussion
• Evaluate activities

Prior Learning
Check that students can:
• **Identify external decorations**

EXTERNAL DECORATIONS

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3
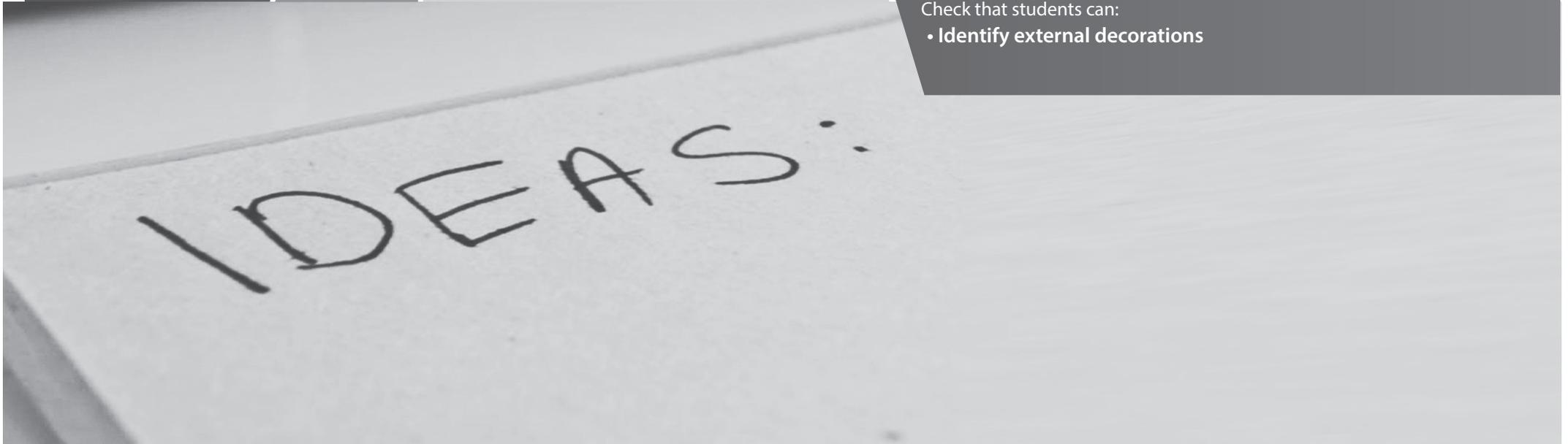
Appreciate and critique dramatic works

Sub-topic: Wigs, Make-up, Jewellery and Props

OBJECTIVES:
Students Should:

• Identify a range of external decorative, physical and inner aspects of characterization

• Examine different ways in which characters can be portrayed

• Portray a range of characters

• Use external decorations and simple properties to create character

• Show a willingness to share ideas

• Publish original documents using word processing software and other technology tools

• Capture and edit images to represent information for particular audiences

• Recognise some of the dangers associated with internet use and demonstrate safe online behaviours

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Demonstrate how hair can transform someone's appearance e.g. height, age, status	• Enact • Discuss	Meaningful discussions explores the relationship between characters and decorations
Discuss the relationship between hairstyles and what they communicate about people and their culture e.g. dreadlocks or African tribes, a monk's tonsure- or their social status e.g. Authority of a judge, lawyer, kingships/royalty, etc…		
Design and apply make-up in pairs for a particular character or theme	• Design	Ability to use appropriate make-up for particular character
Design, Construct and use jewellery and simple personal properties from materials such as beads, seeds, shells, silver paper, tin foil, etc… in the depiction of characters	• Create	Creativity in constructing jewellery
Create things for ceremonial use e.g. crown/collar, chain of office and use them in a role	• Enact • Analyse • Critique • Capturing images • Uploading files • Transferring files between devices	Creativity in using ceremonial items created for roles Pamphlet highlights jewellery and things for ceremonial use.
Critique each other's use of things created and highlight how external decorations define character in relation to roles played		
Use image capturing device to take pictures of their creations. Create a pamphlet to highlight these. Upload and share with other students via class email or social network page.		

Learning Outcomes

Students will be able to:

- ✔ Portray a range characters
- ✔ Use external decorations to create character
- ✔ Construct simple external decorations from objects in the environment
- ✔ Work collaboratively
- ✔ Use ICT tools to capture images and create word documents

Points to Note

Students should be encouraged to practise safe behaviour when using digital media or searching for information on the internet.

Teachers must be aware of students allergies

Have students wash hands after the use of beads or seeds

Suggested dramatic modes:
Role-play, teacher in role, tableau, pair work

Extended Learning

Students will in groups, collect a wide range of pictures from books, magazines, fashion plates, etc. which show as many different kinds of wigs/hairstyles as possible

Students will also create an actor's make-up kit.

Research different types of masks using the internet and or electronic storage devices.

Resources

- Materials to design jewellery e.g. beads, shells, etc.
- Materials for ceremonial paraphernalia
- Pictures, internet, computer
- Recording and playback device
- Image capturing device

Key Vocabulary/Concepts

- Decoration, design, character, transform, disguise, paraphernalia, ceremony, rituals

Links to Other Subjects

- Religious Education**: rites and rituals in other cultures**
- Visual Arts**: plan and design**
- Language Arts**: writing**
- Social Studies: **cultural practices**
- Civics**: rituals and celebrations**

Prior Learning

Check that students can:
- **Identify external decorations**

EXTERNAL DECORATIONS

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Masks

OBJECTIVES:
Students Should:

- Demonstrate an understanding of different styles of masks

- Examine the universal nature of the mask in culture and World Theatre

- Design, construct and decorate simple masks

- Extend movement and gestures while using masks

- Critique the work of others

- Value the critique given by others

- Locate relevant information on the Internet by using successful search strategies

- Recognise and acknowledge the owners or creators of digital materials and encourage others to do so.

- Create multimedia presentations which incorporate text, audio, images to represent learning and original work

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Prior Learning

Check that students can:

• **Use external decorations to create characters**

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Use neutral face template to design masks use mantle of the expert to present research material done on different style of masks (see extended learning in previous lesson) e.g. full masks which can be used with movement and half mask which allow actors to speak freely (e.g. students take on role persons at museum). Create multimedia presentation to showcase styles of mask. Use mantle of the expert to explore and experiment with a range of materials which can be used in masks construction and decoration.	• Design • Present information • Explore • Experiment • Manipulate digital contents • Create	Presentation on style of masks gives accurate information Multimedia presentation highlights different styles of mask
Design, construct and use animal masks e.g. in enacting Anancy stories or extract from animal plays	• Create • Enact • Construct	Ability to creatively design, construct and use masks appropriately

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Collect and display pictures and photos of masks from books, and magazines and online and other electronic sources for creation of collages for display and future use	• Conduct electronic search for kinds of information • Research • Organize	
Use appropriate exaggerated movements along with the masks created to enhance a conversation; since the mask's fixed expression requires greater effort to convey meaning		Ability to use appropriate movements to convey meaning when using masks
Critique each other's work to determine how Masks allow individuals to express character traits/roles that they might not normally portray Write in your journals how the information gained from the critique made you feel and say how the advice may be useful for future work	• Critique • Analyze • Record video • Post safely online	Willingness to give and accept criticisms Costumes and masks were used appropriate and enhanced the presentation of the ritual
Integrate masks with costumes especially in rituals, ceremonies and Caribbean masquerade forms e.g. jonkunno, Burru, Carnival. They will make presentation to whole class or school population. This presentation may be recorded and played back for class discussion or post on school web page		

Learning Outcomes

Students will be able to:

- ✔ Construct simple masks
- ✔ Identify styles of masks
- ✔ Work collaboratively
- ✔ Use appropriate movements when working with masks
- ✔ Give and receive criticisms
- ✔ Conduct a simple research to find information on types of masks and use word processing/graphic software to present information
- ✔ Communicate safely online when sharing about their presentations

Points to Note

Remind students to:

Students must follow guidelines to promote healthy use of ICT tools.
Demonstrate safe, respectful, responsible and clear online communication

Suggested dramatic strategies:
Mantle of the expert, role play, teacher in role, rituals, forum theatre,

Extended Learning

Students will invent a Caribbean male or female super-hero and design masks suitable for the character, e.g. 'Mango Woman' whose job is to intercept mango thieves or 'Rat bat', 'Reggae Woman' whose job is to protect reggae music, 'Abeng' whose super-power is to be able communicate at a distance. Etc… Pay close attention to what their super power is e.g. strength, speed, memory, vision, etc….

Resources

- Pictures, magazines, stories, material for masks constructions, computer, internet, printer, video capturing device such as camera, speakers, etc.

Key Vocabulary/Concepts

- decorations, transformation, rituals, masks, ceremony, masquerade

Links to Other Subjects

- Visual Arts**: Design**
- Social Studies: **Cultural practices**
- Civics: **Rituals and Celebrations**
- Religious Education**: Religious rites and rituals**
- Language Arts: **Critiquing, Writing Skills**

TOPIC: BUILDING CHARACTER
UNIT TWO: PHYSICAL QUALITIES AND ATTRIBUTES

About the Unit
This unit focuses on physical qualities and attributes in relation to characterisation. It has as its emphasis areas such as size, weight and balance. It also highlights other areas such as mannerisms and gestures along with speech patterns. These physical qualities and attributes are significant to the development of character.

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Facilitate discussion
- Direct students through activities
- Evaluate activities

Prior Learning
Check that students can:
•Portray a range of characters

PHYSICAL QUALITIES AND ATTRIBUTES

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Size, Weight, Balance

OBJECTIVES:
Students Should:

• Identify a range of physical and inner aspects of characterization

• Understand the link between characterization and imagery

• Recognize the need to work within a structured framework

• Value the efforts of others and be supportive of them

• Capture and edit videos to represent information for particular audiences

• Follow guidelines to promote healthy use of ICT tools

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Work outdoors to observe the movements of various objects/things e.g. movement of bubbles, the fall of water to the ground, pouring of sand from container to ground, fall of rocks, bouncing of a ball, etc. Use video recording device to capture movements of objects for class re-enactment.	• Observe • Manipulating digital device	
Return to classroom and use their bodies to replicate the movements of objects observed out doors Explore size, weight and balance to the accompaniment of "light" or "heavy" sounds e.g. drums, cymbals or "light" wind chimes	• Enact • Explore	Meaningful discussions explores the relationship between characters and decorations
Develop a creative movement sequence using imagery e.g. dinosaurs/elephants, trucks for "heavy", and feathers/butterflies/cloud for light, wading through flood water	• Create	Ability to create movement sequence based on imagery
Create movement sequences from situations individually or in small groups, e.g. walking in tar, balancing on tight rope, running over hot coals, walking on moon (no gravity)		Ability to exercise Physical control of the body
Discuss observations made in the exercises	• Discuss • Analyze	Ability to create movement sequence based on imagery

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

Try acting opposites e.g. fat or thin, short or tall

• Role play

Explore 'tense' situations e.g. walking formally at wedding or a graduation march, picking one's way carefully across a minefield, crossing a swamp or river

• Problem Solve

Observe how character changes, leading a movement with the nose, knees, shoulders, chest

Be supportive of each other as they demonstrate their varying movement sequences, use encouraging words or gestures as they watch each presentation

Learning Outcomes

Students will be able to:
- ✔ Link characterization and imagery
- ✔ Work collaboratively
- ✔ Creative movement sequence
- ✔ Adjust movement based on size, weight and balance
- ✔ Use ICT tools to create videos for re-enactment

Points to Note

Suggested dramatic modes:
Role-play, teacher in role ,improvisation, use of objects

Extended Learning

Develop an improvisation from a given stimulus using the creative movements explored. Use/explore various websites that will re-enforce concepts of size, weight, balance

Resources

• Percussion instruments, and other musical instruments
• Objects for outdoor activity e.g. rocks, sands etc…
• Recording and playback device
• Computer
• Multimedia projector

Key Vocabulary/Concepts

• expression, imagery, balance, heaviness, lightness, weight

Links to Other Subjects

• Religious Education: **Movement sequence**
• Visual Arts: **Pictures**
• Science: **Effects of forces**
• Language Arts: **Speaking and listening**

Prior Learning
Check that students can:
• **Portray a range of characters**

PHYSICAL QUALITIES AND ATTRIBUTES

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Size, Weight, Balance
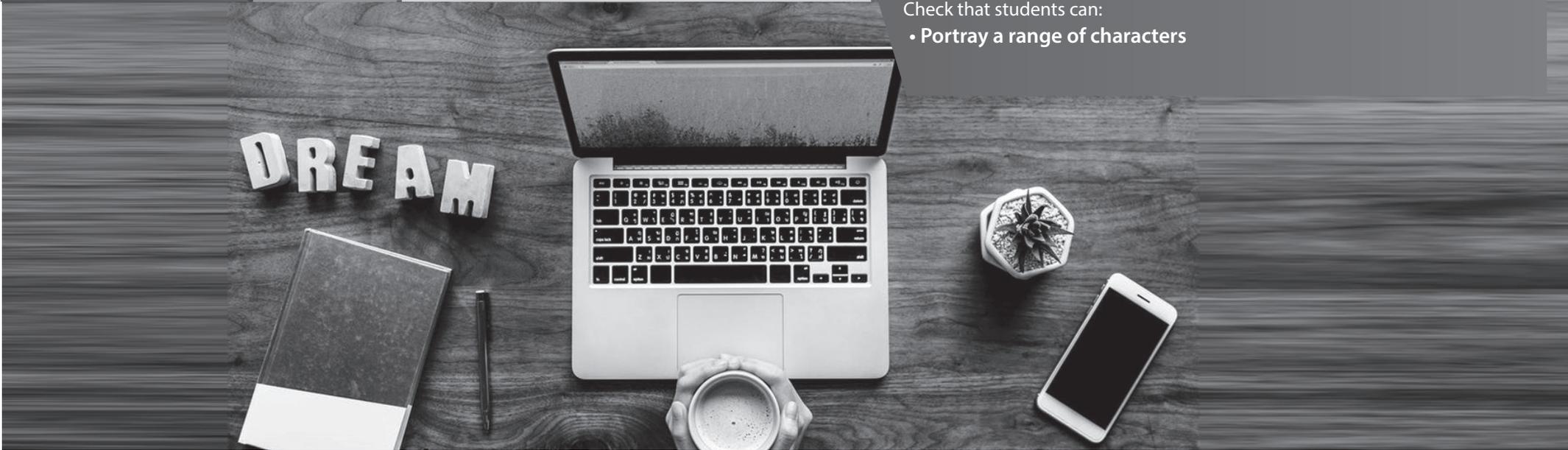
OBJECTIVES:
Students Should:

- Identify the range of external, physical and inner aspects of characterisation
- Explain the difference between the strategies and devices used in communicating drama and interpersonal communication
- Adjust posture to enhance characterisation
- Demonstrate a range of mannerisms or idiosyncratic behaviours applicable to various characters
- Accept responsibility for actions, decisions and tasks
- Publish original documents using word processing software and other technology tools
- Follow guidelines to promote healthy use of ICT tools

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Participate in games to explore mannerism and gestures e.g. taxi emotions/party emotions.	• Explore	
Create character through use of hands only, using them for emphasis, to threaten, for pleading, giving, grasping, feeling and pointing.	• Create • Express	Ability to create character through gesticulation
Use hand gestures to create a scene, exploring various emotions from the first activity.	• Gesticulate	
Demonstrate a range of symbolic gestures which communicate an emotion e.g. a fist, sticking out the tongue, "cutting eye", thumbing nose, hissing teeth, mouth pointing Discuss the implications of these symbolic gestures	• Demonstrate	Discussions clearly articulate the intended meaning of selected gestures.
Explore the different ways in which individuals display mannerisms e.g. chin scratching, throat clearing, adjusting spectacles, tossing the hair, head scratching, drumming fingers, cracking knuckles, chew a straw or tooth pick, etc…	• Role play	Ability to portray a range of mannerisms relating to characters
Gesture with a fan, newspaper, umbrella, handbag, cigarette, gloves, walking stick, etc… Discuss the impact that these mannerisms and gestures have on communicating meaning and emotions. Create journals (electronic or non-electronic) to records their in-class experiences	• Enter text	Ability to gesticulate with various properties (props)

Learning Outcomes

Students will be able to:
- ✔ Manipulate objects
- ✔ Identify range of gestures and mannerisms
- ✔ Communicate using gestures and mannerisms
- ✔ Work collaboratively
- ✔ Communicate safely with peers online when sharing their story ideas

Points to Note

Students should be encouraged to practise safe behaviour when using digital media or searching for information on the internet.
Refer to the online portal for instructions for games

Suggested dramatic modes:
Role-play, teacher in role, use of objects, mime, small group work,

Extended Learning

Students will collect pictures showing different mannerisms and gestures to create a story

Could share ideas of their story with peers from other schools via class wiki/blog

Resources

- Properties, e.g. umbrella, newspaper, walking stick, etc…
- Recording and playback device
- Computer
- Internet

Key Vocabulary/Concepts

- Gestures, mannerisms, imitating, properties

Links to Other Subjects

- Physical Education: **Movement patterns/sequence**
- Language Arts: **Expressing, Create characters**
- Visual Arts: **Picture**
- Science: **Exploring sensory organs**

Prior Learning

Check that students can:
• **Portray a range of characters**

PHYSICAL QUALITIES AND ATTRIBUTES

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Speech Patterns

OBJECTIVES:
Students Should:

• Identify different ways in which characters manipulate speech

• Identify ways in which social groups influence individual speech patterns

• Adjust voice to enhance characterization

• Communicate using language patterns/ accents

• Demonstrate an appreciation for various speech patterns

• Follow guidelines to promote healthy use of ICT tools

• Work cooperatively to share a range of ICT tools

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Listen to recorded conversations and try to determine characters	• Listen • decode	Ability to determine characters from conversations
Use online and other electronic sources to explore different accents which have influenced Jamaican speech e.g. American twang, Rasta speech, dialect	• Explore • Manipulate electronic devices	Ability to converse using different accents
read a prepared speech or passage with different emotions e.g. anger, sadness, nervousness, excitement, happiness	• Read	Emotions are clearly articulated from the speech read
Develop characters in situations paying close attention to the ways in which they speak e.g. **nurse interviewing patient; customer/'higgler' bargaining; lawyer defending client in court; con-man and victim; mother scolding a child; rural Jamaican directing a driver**	• Create	Effective portrayal of roles through speaking
Develop an improvisation in which persons participate conducting series of conversation e.g. baby talk, as teenagers, adults, elderly people, etc… Discuss the relationship between speech and portrayal of character	• Improvise	Ability to converse as different characters. Discussions clearly articulates the relationship between speech patterns and characterization

Learning Outcomes

Students will be able to:

- ✔ Identify characters based on their accents
- ✔ Work collaboratively
- ✔ Communicate using accents
- ✔ Share a range of ICT tools

Points to Note

Remind students to:
Demonstrate safe, respectful, responsible and clear online communication
Follow guidelines to promote healthy use of ICT tools

Suggested dramatic modes:
Role-play, teacher in role, pair work

Extended Learning

Create a glossary of jargons and their meanings e.g. Irie-good/yes
Share their glossary of jargons with e-pals in another parish/country to encourage collaboration.

Resources

- Poem, radio commercial and announcements
- Recording and playback device
- Computer
- Internet

Key Vocabulary/Concepts

Accents, speech patterns, social groups, persuasive language,

Links to Other Subjects

- Modern languages**: accents**
- Religious Education: **words from the bible**
- Language Arts: **listening and speaking, character analysis**
- Social Studies**: cultural heritage**

Prior Learning

Check that students can:

• **Portray a range of characters**

PHYSICAL QUALITIES AND ATTRIBUTES

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Thoughts, Moods and emotions

OBJECTIVES:
Students Should:

• Identify physical and inner aspects of characterization

• Assess the range of emotions which can be portrayed through drama

• Extend characterization to a range of physical activities

• Adjust voice and posture to enhance characterization

• Identify the relationship between mood and situation

• Show a willingness to explore a variety of feelings

ICT ATTAINMENT TARGETS:

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Listen and move to a variety of musical genre and styles exploring each one for mood/emotional qualities: love; joy; sadness; anger; fear; tension	• Listen • Explore	Ability to showcase emotions through movement
Work in small groups, one student repeats a simple task in different emotional state; while the others observe. Tasks may involve; setting a table; wrapping a gift; reading a letter	• Observe • Demonstrate	Ability to portray situations using different emotions
Enact situations which explore connection between voice and emotions e.g. enter room and deliver message in different ways; raise an alarm; comfort a sad person	• Enact	Ability to demonstrate the connection between the voice and emotions
Demonstrate the range of emotions and adjustments in posture, experienced in situations which demand multiple reactions' e.g. 'Mary! Mary! I've got such wonderful news! Why are you all in the dark? (finds Mary dead) Joan, Joan, I think she's dead" OR Win the lotto and then find that your ticket is the wrong date		Emotions and posture demonstrated enhanced characterization
Observe scenes from different paintings and use tableau and thought tracking to explore the emotions and moods of the characters in the paintings	• Create • Critique • Analyse	Tableaux depict a range of emotions

Learning Outcomes

Students will be able to:

- ✔ Determine mood from music
- ✔ Willingly express feelings
- ✔ Demonstrate connection between voice and emotions
- ✔ Work collaboratively
- ✔ Think critically

Points to Note

Remind students to:

Demonstrate safe, respectful, responsible and clear online communication

Follow guidelines to promote healthy use of ICT tool

Suggested dramatic modes:
Role-play, teacher in role, tableau, thought tracking, side coaching, flashback, small group word

Extended Learning

Students will use flashback strategy to develop the 'before' of the scenes in the painting

Explore scenes from different paintings found online/on electronic storage devices to further explore the emotions and moods of the characters in paintings.

Resources

- Music/ sounds for activities
- Simple properties (props) e.g. letter, telephone, magazine, etc…
- Recording and playback device
- Computer
- Internet

Key Vocabulary/Concepts

Emotions, moods, feelings, interpretation

Links to Other Subjects

- **Music: genres (listening)**
- **Visual Arts: paintings**
- **Language Arts: textual analysis**

TOPIC: BUILDING CHARACTER

UNIT THREE: EXPLORING THE RANGE OF CHARACTER AND RELATIONSHIPS

About the Unit

This unit focuses on inner feelings. Thoughts, emotions and moods serve as critical components in establishing character, as such, students will learn how to transform themselves and in the process experience growth.

GUIDANCE TO THE TEACHER

Teachers should:
- Introduce main activities
- Facilitate discussion
- Record students observations and contributions
- Encourage problem solving
- Extend of preliminary work in drama exercise
- Evaluate activities

EXPLORING THE RANGE OF CHARACTER AND RELATIONSHIPS

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Non-Human Relationships

OBJECTIVES:

Students Should:

• Explore a range of non-human relationships which can be portrayed

• Explore the use of sound effects in dramatic situations

• Use animal and mechanical movement in dramatic situations

• Categorize sounds as they relate to animal, mechanical and abstract movement

• Develop an appreciation for non-human characters

• Publish original documents using word processing software and other technology tools

• Follow guidelines to promote healthy use of ICT tools

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Watch video of commercials with non-human characters	• Listen • Observe	
Explore non-human behaviour and activity e.g. "Animal Farm" (or other texts with animal characters) which incorporates animal sounds and movements or 'Robot' in which pairs take turns at being a robot or the guide who gives vocal directions	• Explore	
Discuss the problems associated with portraying an animal, machine, object or idea in human form e.g. movement, makeup, costumes etc… Work with music and/or sound effects to enhance the portrayal of non-human relationships e.g. plants growing, birds feeding, a raging storm	• Discuss • Analyse • Critique	Discussions are meaningful and gives opportunity for sharing various opinions Ability to relate movements to sounds
Role-play specific situations which demonstrate the relationship between **"knife and fork", "bulla and pear", "hammer and nail"**	• Enact	The ability to portray relationships between inanimate objects
Write or type a story as non-human character e.g. "the tree's diary". Story will communicate/portray character traits.	• Write in role. • Enter text • Format word document	Ability to write a story as a non-human character Word document with story as non-human character

Learning Outcomes

Students will be able to:
- ✔ Write stories from other perspectives
- ✔ Associate movements with sounds
- ✔ Establish relationships
- ✔ Work collaboratively
- ✔ Think critically
- ✔ Type a story as non-human character using word processor

Points to Note

Remind students to follow guidelines to promote healthy use of ICT tools

Suggested dramatic modes:
Role-play, teacher in role, tableau, drama on paper, games, thought tracking, writing in role

Extended Learning

Students will create and advertisement/commercial using non-human characters

Resources

- Video of commercials, speakers, DVD/CD player, computer
- Recording and playback device

Key Vocabulary/Concepts

Inanimate objects, interpretation, sound effects, mechanical movement, animals, non-human relationships

Links to Other Subjects

- Visual Arts: **pictures**
- Language Arts: **writing**
- Social Studies: **relationships**
- Physical education: **movement patterns**

EXPLORING THE RANGE OF CHARACTERS AND RELATIONSHIPS

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Human Relationships

OBJECTIVES:

Students Should:

• Identify the factors which influence relationships

• Examine different ways in which characters can be portrayed in relation to others and various situations

• Create simple situations in appropriate settings

• Publish original documents using word processing software and other technology tools

• Recognise and understand the importance of technology access for all

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in the ring games "Here come Molly on her pony" to show a range of human relationships	• Interact	
Participate in whole class discussion about the specific ways in which individual and groups of people can be differentiated from each other	• Discuss • Analyse	Ability to differentiate between individual and groups of people
Work in groups, select and collect pictures of people from old newspapers, and magazines. Search the archives of e-newspapers online also to complete given task.	• Collect photographs • Document • Conduct electronic search for kinds of information	Ability to categorize people/relationships based on situations
Make posters or whole class collage from picture showing people differentiated according to age, gender, ethnic origin, profession, historical periods, social status, etc… Use word processing software to create poster.	• Categorize • Format word document	Poster categorising people
Create dramatic situations with variations e.g. old/young witches, male/female thieves, rich/poor African tribes, etc…	• Create	Situations created show the dynamics of human relations

Learning Outcomes

Students will be able to:

- ✔ Identify a range of relationships in drama
- ✔ Differentiate individuals and groups
- ✔ Think critically
- ✔ Work collaboratively
- ✔ Use ICT tools to conduct electronic searches safely online for pictures of people and create poster

Points to Note

Remind students to:
Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.

Follow guidelines to promote healthy use of ICT tools

Suggested dramatic modes:
Role-play, teacher in role, improvisation, picture collage, games

Extended Learning

Students will create an album of persons in their surroundings to show different relationships. Pictures should have captions

Resources

- Pictures, magazines, newspaper, scissors, computer, internet
- Recording and playback device

Key Vocabulary/Concepts

gender, age, ethnicity, profession, human relationships,

Links to Other Subjects

- **Religious Education:**
- **Visual Arts: pictures**
- **Language Arts: listening and speaking**
- **Social Studies: relationships, ethnicity**

GRADE 8

DRAMA

TERM 2 UNITS

Principal

TERM 2
TOPIC: PORTRAYING RELATIONSHIPS
UNIT ONE: INTERPERSONAL RELATIONSHIPS

About the Unit

This unit highlights interpersonal relationships. It examines the different factors that affect relationships. Factors such as trust, prejudice, groups, identities, hierarchies among others are explored. These are explored, as we focus on interaction with strangers, as well as with people with whom we are familiar.

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Facilitate discussions
- Introduce main activities
- Refine process of exploration by suggesting alternative approaches
- Evaluate activities

Prior Learning

Check that students can:
- **Portray non-human characters**

INTER-PERSONAL RELATIONSHIPS

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Strangers

OBJECTIVES:

Students Should:

- Assess the range of interpersonal and intrapersonal relationships which can be portrayed through drama

- Examine the different factors which affect relationships

- Create simple situations in appropriate settings

- Use improvisation to explore issues which have implications for personal relationships (i.e.) social and moral issues

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Listen to teacher in role as storyteller share a short version of Robert Browning's "the Pied Piper of Hamelin". Engage in discussion exploring the community attitude towards the stranger "The Pied Piper" e.g. **Should the stranger be trusted?** **What guarantee is there of success?** **What if anything is suspicious about him?**	• Listen • Discuss • Analyse • Make inference	Ability to make inference about character in the story
Explore ideas about the treatment of strangers in plays such as African slingshot by C Waite Smith; bible stories like Joseph in Egypt or a novel like "Shane" Discuss aspects such as fear or curiosity about them; being too trusting of strangers, welcoming and showing hospitality, prejudices, checking credentials e.g. immigration; passport control, security guards at a housing complex Link this discussion to problems such as **'con-men', 'tourist harassment', 'child stealing/abduction'**	• Explore • Assimilate	Ability to identify relationships in drama Ability to identify factors/responses that influence relationships
Role-play given scenario in pairs using terms from previous discussion as stimuli e.g. **A Security guard at a complex; Dog and intruder; stranger offering a ride; strangers on social networking sites/ virtual stranger**	• Enact	

Learning Outcomes

Students will be able to:

- ✔ Identify a range of relationships in drama
- ✔ Explore factors that affect relationships
- ✔ Identify a range of responses to strangers
- ✔ Work collaboratively
- ✔ Think critically

Points to Note

Suggested dramatic modes:
Role-play, teacher in role, improvisation, games, storytelling,

Extended Learning

Students will make a list of persons who are usually type cast e.g. Rasta, Chinese and state the role they are usually typed cast in.
Write a letter to a friend describing your experience in a strange place.
Letter could be typed and emailed to the friend

Resources

- • Story,
- • Recording and playback device
- • Computer
- • Internet

Key Vocabulary/Concepts

welcome, screening, trust, hostility, suspicion, prejudice

Links to Other Subjects

- • Religious Education: **bible stories**
- • Language Arts: **writing**
- • Social Studies: **this is my community/people in my community**

Prior Learning
Check that students can:
• **Explore a range of human characters**

INTER-PERSONAL RELATIONSHIP

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: People who know each other

OBJECTIVES:

Students Should:

• Examine different ways in which characters can be portrayed and their relationships with others

• Understand the value of community service

• Portray a range of characters showing different types of relationships and groupings

• Value the efforts of others and be supportive of them

• Create video recordings to represent information for particular audiences.

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Discuss ways in which people get together e.g. family, siblings, friends, neighbours, colleagues, peers, etc… Form different kinds of families In groups, , single-parent, nuclear, extended, guardians, adopted children, grandparents, etc…discuss then record ways in which the families will get together to form neighbourhood watch/community centre	• Discuss • Analyse	Ability to correctly differentiate types of family
Explore other groups that give people an identity e.g. church, red cross, service clubs, uniformed groups, volunteers, say why these are important	• Explore	Ability to associate identity with various groups
Choose an area of need in the wider community and develop a drama about a project in which you provide volunteer service to satisfy that need. Dramatic piece could be recorded and played back for general class critique	• Create • Record video	Video highlights dramatic piece about community project.
Examine hobby/interest groups, sports, arts, bands, gangs, crews, cliques, trend setters paying close attention to their badges, ceremonies, initiations, hierarchies, uniforms and other external signs of 'bonding'. Invent a 'new' interest group and its regulations e.g. "Jamaica Association of Dancers"	• Examine • Invent • Post comments online	Ability to identify and demonstrate a range of interpersonal relationships

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

Talk about their 'new' interest group and its regulations with peers via class wiki/blog.

Explore use of games to establish relationship e.g. **"Hawk and Chicken", "Bull inna Pen"**

Ability to use games to establish relationships

Identify various groups who work for the good of the community, similarly to how this functioned in the game

Learning Outcomes

Students will be able to:

- ✔ Identify and identify with various groups
- ✔ Identify types of families
- ✔ Use games as stimuli to establish relationships
- ✔ Work collaboratively
- ✔ Think critically
- ✔ Communicate and collaborate safely online with peers when sharing their feelings/views about some of the problems in society.

Points to Note

Remind students to:

Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.
Follow guidelines to promote healthy use of ICT tools

Suggested dramatic modes:
Role-play, teacher in role, improvisation, picture collage, games

Extended Learning

Students will design logo and uniform for the interest groups invented.
Use devices such a drawing tools, scanner etc. to digitize logos.

Resources

• Sample logo and badges from existing groups, e.g.

• Kiwanis/Rotary/Key Club etc…

• Recording and playback device

Key Vocabulary/Concepts

Groups, identities, hierarchies, associations, clubs, bonding, regulations, logo, inter-personal relationships

Links to Other Subjects

• Religious Education: **religious groups**
• Visual Arts: **drawing**
• Language Arts: **writing**
• Social Studies: **types of families**
• Civics: **cultural identity**
• Guidance & counselling: **self-identity**

UNIT TWO:
TOPIC: PORTRAYING RELATIONSHIPS
UNIT TITLE: WRITING THE RELATIONSHIP

About the Unit

This unit introduces student to the basic elements of script work. It highlights the nature of the written text being explored within varying contexts. Emphasis will also be placed on the relationship between language and its importance to character development in the dramatic process.

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Facilitate discussions
- Introduce main activities
- Ask questions creatively
- Record students observation and suggestion
- Refine process of exploration by suggesting alternate approaches
- Evaluate activities

WRITING THE RELATIONSHIP

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Writing and working with mini-scripts

OBJECTIVES:

Students Should:

• Understand the relationship between context and meaning

• Develop or write a simple scene individually or with others

• Show a willingness to share ideas

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Form small groups of four to five: Each student within their respective groups will write a line for a play on a single sheet of paper and hides it by folding the paper before passing it on to the next person; then in groups share their four to five lines playlets and try to place it in context by determining character and setting. Change context without changing text e.g. from pirates on a ship to duppies in a haunted house	• Write • Adapt	Ability to place text into meaningful context
Repeat exercise with one student writing the script, context decided by another and directed or staged by a third person	• Write • Enact • Direct • Create	Ability to create and write simple scenes
Experiment with scenes, placing people at different 'levels'; at different distances apart; change voice levels, tone and emotion to change meaning and context	• Experiment	There is a clear relationship between character and context within the scenes

Learning Outcomes

Students will be able to:
- ✔ Identify the relationship between text and context
- ✔ Write simple playlets
- ✔ Work collaboratively
- ✔ Think critically

Points to Note

Suggested dramatic modes:
Role-play, teacher in role, improvisation

Extended Learning

Students will select a title or theme of their choice and write a playlet

Resources

- Recording and playback device

Key Vocabulary/Concepts

Text, context ,levels, distance, meaning, playlets/mini-scripts

Links to Other Subjects

- **Language Arts: writing, story building**

Prior Learning
Check that students can:
•**Identify the elements of a story**

WRITING THE RELATIONSHIP

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Characters, relationships and language

OBJECTIVES:

Students Should:

• Examine and explain the difference ways in which language is used in different situations

• Use language more effectively in different situations e.g. negotiating or persuading

• Adjust voice to enhance characterisation

• Display objectivity in assessing activities involve in a variety of language styles

• Publish original documents using word processing software and other technology tools

• Recognise and understand the importance of technology access for all

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Take on a character and interact with the rest of the class. Using questions and answers, the class should determine the character adopted based on responses given. Work in groups of four. One student will select from 'character bag' while another student will select from 'settings bag'. The four students will then portray the characters selected within the context/setting selected from bag.	• Role play	Ability to manipulate language The effective placement of characters in various context
Discuss activity	• Discuss • Enact	
Present literal interpretation of idiomatic phrases e.g. 'crash a party', 'kill two birds with one stone', 'kick it around', 'pulling legs Present the figurative interpretation of the phrases. E.g. 'crash a party-go uninvited, 'kill two birds with one stone- accomplish two or more task in one errand', 'kick it around-discuss an idea', pulling leg-poke fun' Compare the literal interpretation with the figurative interpretation	• Interpret phrases • Compare • Analyse	Ability to interpret idiomatic phrases
Be given an extract from a play to perform paying attention to language differences between/among characters	• Perform	Ability to use language to differentiate characters Ability to perform extract from play

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Write short (6-10 lines) dialogue in pairs or groups showing contrasting characters. Experiment with 'classical' (distanced) figures e.g. gods, spirits, monarchs; and 'domestic' (familiar) ones and their different styles of language e.g. helpers, villages, gardeners	• Write • Experiment	Dialogue shows a clear distinction between levels of characters
Write a short playlet based on a given line and specific characters. Type playlet using word processor and save to specific folder.	• Enter text • Format word document • Create folder to store file	Word document contains playlet and save to specific folder

Learning Outcomes

Students will be able to:
- ✔ Think critically
- ✔ Use language effectively
- ✔ Establish characters
- ✔ Work collaboratively
- ✔ Use ICT tools to create word documents

Points to Note

"character bag" is a bag with names of various characters
"settings bag" is a bag with names of various places. These must be prepared by teacher

Remind students to:
Follow guidelines to promote healthy use of ICT tools
Suggested dramatic modes:
Role-play, teacher in role, improvisation, mime, games,

Extended Learning

Students will watch a film/play/ or read a novel and identify the social and anti-social relationships portrayed.

Resources

- Excerpt of play; character bag, settings bag
- Recording and playback device
- Computer

Key Vocabulary/Concepts

Domestic talk, classical talk, language, idiomatic terms, literal interpretation, figurative interpretations

Links to Other Subjects

- **Language Arts: idioms, writing, character analysis**
- **Modern languages: interpretation**

UNIT THREE: CHARACTERS AND PLOTS FROM STORIES

About the Unit
This unit focuses on dramatic plots from stories. It emphasizes the importance of logical sequencing of events. Linking characters in different scenes is also integral to the process. It also allows for the exploration of theatre conventions for dramatic effects.

GUIDANCE TO THE TEACHER

Teachers should:
• Organize suitable warm-up activities
• Facilitate discussion
• Refining process of exploration by suggesting alternative approaches
• Provide stimuli material
• Encourage experimentation in approaches to problem through the use of theatre/drama conventions
• Evaluate activities

CHARACTERS AND PLOTS FROM STORIES

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Sequencing Events

OBJECTIVES:

Students Should:

• Assess the importance of sequencing in storytelling and dramatic plots

• Organize and sequence simple plotlines in a clear, unambiguous way

• Draw inferences and make linkages in drama

• Recognize the need to work within structured Drama framework

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Compare a simple folk or fairy tale with a similar story from the bible.	• Compare • Analyse	Effective comparison made
Examine the arrangement of information within the story Discuss where the story begins Check to see if incidents are arranged chronologically or randomly	• Examine • Discuss • Assess	Ability to sequence events
Take an Anancy story and adjust it for dramatic play		Ability to transform story into dramatic play
present alternative endings or beginnings to Anancy story Discuss the presentations with focus on arrangement of incidents/ events in the plot	• Enact • Create • Critique	Ability present effective alternative endings/ beginning

Learning Outcomes

Students will be able to:
- ✔ Sequence events
- ✔ Transform stories into dramatic play
- ✔ Make inferences within the drama
- ✔ Compare stories
- ✔ Work collaboratively
- ✔ Think critically

Points to Note

Suggested dramatic modes:
role-play, teacher in role, improvisation, storytelling

Extended Learning

Students will watch a movie and tell what they saw

Resources

- Stories
- Recording and playback device

Key Vocabulary/Concepts

Adaptation, sequencing, plots, chronological, random

Links to Other Subjects

- **Religious Education: bible stories**
- **Language Arts: writing, story building**

Prior Learning
Check that students can:
• **Identify elements of a story**

CHARACTERS AND PLOTS FROM STORIES

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Linking characters in different scenes

OBJECTIVES:

Students Should:

• Assess the importance of sequencing in storytelling and dramatic plots

• Assess the range of relationships which can be portrayed through drama

• Develop or write a simple dramatic scene

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Use stories from newspaper article as stimulus to create a flashback of the incident leading up to the article	• Create • Write	Aptitude to create flashback from given stimulus
Create an improvisation generated from the flashback		
Use improvisation to script a play		
Choose a story based on various themes e.g. a good deed, a heroic act, a tragic mistake and make a simple visual plan of how it might look as a play.	• Draw	Ability to sequence play visually
Work with teacher to ensure that there are no unnecessary changes of scene or location in the storyboard.		
Develop their 'storyboards' by writing simple dialogue Discuss dialogue created for clarity , relevance, ideas and imagery	• Discuss • Critique • Analyse	Ability to write simple dialogue based on visual sequencing
Discuss the different types of relationships observed in the drama and write about how each of these impacted the development of the plot		

Learning Outcomes

Students will be able to:

 ✔ Sequence events in stories
 ✔ Create visual plans
 ✔ Write simple scenes
 ✔ Work collaboratively
 ✔ Think critically

Points to Note

Suggested dramatic modes:

Role-play, teacher in role, improvisation, storyboards, storytelling, flashback

Extended Learning

Students will create a flash-forward of the incident previously used in the newspaper article.

Resources

- Newspaper article,
- Recording and playback device

Key Vocabulary/Concepts

Conventions, flashback, flash-forward, improvisation,

Links to Other Subjects

- **Visual Arts: drawing**
- **Language Arts: writing**
- **Information technology: operating electronic devices**

GRADE 8

DRAMA

TERM 3 UNITS

TERM THREE
TOPIC: WHAT IS THE PLOT?
UNIT ONE: PLOTS IN PLAY

About the Unit

This unit focus on plots in plays. Description as oppose to live action is examined. The development of character in action is also central to the process. As a result, narrated drama, along with the emotional changes within characters in explored.

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Record students contributions to discussion
- Conduct creative questioning
- Preparation of stimulus material
- Record observation and responses
- Evaluate activities

Prior Learning
Check that students can:
• **Use basic theatre conventions e.g. flashback technique**

PLOTS IN PLAYS

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Description versus live action

OBJECTIVES:

Students Should:

• Examine the nature of theatre conventions

• Understand basic drama modes which brings drama to life

• Create simple situations in appropriate settings

• Draw inferences and make linkages within Drama

• Recognize the need to work within a structured Drama framework

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in activities which emphasize students taking action cues from listening e.g. games such as "Simon Says"; "up and down the deck"; "Giant, Man, Dwarf"; "Atoms"; etc… with which they may be familiar	• Participate • Listen	Listening and following instructions accurately
Use classroom as a laboratory to explore how to direct the drama by using a narrator (in this case the teacher). Role play a story being told e.g. "One day two friends decided to go exploring, so they packed some food and set off down the road. They walked and walked until they came to a big river, etc…." This exercise can be repeated with a story involving the entire class. Utilizing suiting Drama modes to make the story more effective in its presentation	• Explore • Enact	Ability to bring story to life through narration and fusion of other dramatic modes
Listen to various episodes of a radio drama and in groups small groups mime the story as it is being told	• Mime	Ability to respond to cues
Discuss each mimed presentation for clarity, accuracy and physical, facial expression and connection with the story.	• Discuss • Analyse • Critique	

Learning Outcomes

Students will be able to:
- Use narration effectively
- Integrate drama modes/conventions in performance
- Work collaboratively
- Think critically

Points to Note

Teacher should highlight the fact that long descriptions inhibit their ability to 'act out' the story, while actions enables them to 'act'

Teachers may create their own radio drama

Suggested dramatic modes:
Role-play, teacher in role, improvisation, narration, games, mime

Extended Learning

Students will create their own narrative based on a given theme/topic

Resources

- Stories
- Recording and playback device
- Computer, DVD/CD player, speakers

Key Vocabulary/Concepts

Narrated drama, description, mime, dramatic mode/ theatre convention

Links to Other Subjects

- Language Arts: **writing**

PLOTS IN PLAY

AT1 **ATTAINMENT TARGET(S):**
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2 Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3 Appreciate and critique dramatic works

Sub-topic: Developing character in action

OBJECTIVES:

Students Should:

• Critically assess the various elements of character building

• Demonstrate emotional changes in character

• Display a willingness to portray characters in different ways

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Play the game "Bull ina pen" Use role on the wall to examine character traits that could be ascribed to the bull	• Examine	Ability to list traits of a character
Use hot seating to explore the nature of characters in a given text Discuss the ways in which a character could be built using the information from the Hot seat mode Discuss the nature of 'change' in drama. (some changes in the course of the drama will be gradual, others sudden)	• Explore • Discuss • Analyse	
Discuss in groups and present (through the use of drama modes) changes in age, opinions, emotions, financial circumstances, a long siege, waiting sudden disaster, a farce where everything seems to happen at once, etc….		Ability to identify changes in character
Use "Romeo & Juliet"/ "Ti-jean and His Brothers" and study the events that led up to their final outcomes. E.g. Did things happen gradually or suddenly? Did the different incidents contribute to the overall change?		Ability to identify change in the drama/play
Develop simple outlines for plays in groups using the following as guide: What changes will take place in the course of action? Are the changes believable or are they too fantastic? Explore and discuss changes that are sudden paying attention to the fact that sudden changes may have been building over a long period of time e.g. a decision to leave home.	• Create	Plays developed shows emotional changes in characters

Learning Outcomes

Students will be able to:

- ✔ Think critically
- ✔ Work collaboratively
- ✔ Establish character
- ✔ Identify the traits of a character

Points to Note

Suggested dramatic modes:
Role-play, teacher in role, improvisation, hot seating, role-on- the-wall

Extended Learning

Students will choose one of their literature text and write a character sketch on their favourite character

Resources

- Plays, literature texts
- Recording and playback device

Key Vocabulary/Concepts

character traits, character sketch,

Links to Other Subjects

- **Language Arts: writing, character sketch**

UNIT TWO: SCENIC PREPARATION

About the Unit

This unit focuses on the creative space and the fostering of the artistic ability to manipulate the stage in varying contexts. It encourages students to think critically and learn practically.

GUIDANCE TO THE TEACHER

Teachers should:
- Refine process of staging dramatic material by suggesting appropriate approaches
- Lead suitable warm-up activities
- Introduced main stimulus materials
- Draw students attention to detail
- Evaluate activities

Prior Learning
Check that students can:
• **Identify elements of theatre**

SCENIC PREPARATION

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: preparing the stage

OBJECTIVES:

Students Should:

• Understand how to create a dramatic setting using symbolic representations

• Experiment with the use of bodies and inanimate objects to create setting

• Organize objects in space to support dramatic action

• Demonstrate an attitude of care in workings with peers

• Communicate ideas, stories and events using graphics, paint/drawing tools, word processing

• Demonstrate the ability to follow guidelines to promote the healthy use of ICT tools

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Play "10 seconds" object game where teacher will call out names of set pieces e.g. chair, table, television. Students in groups will be given 10 seconds to use their bodies to create these set pieces, being mindful of each other's strengths and weaknesses	• Play • Interpret stimulus	Ability to use bodies to create set pieces
Use pieces of fabric from costume box to create a particular environment or setting e.g. river, fire, death, etc…. Discuss the activity Use paper location to show set on stage	• Create • Discuss • Demonstrate	Ability to use paper location to identify set pieces
Read a given scene from a play and design a stage plan for the scene Use digital drawing tools to design stage plan for the scene	• Read • Create graphics	The ability to use digital drawing tools to create stage plan for a scene
Experiment with a set of objects in space to represent different locations e.g. classroom, dining room, a park, a ship, etc…	• Experiment	Ability to use objects to represent different locations

Learning Outcomes

Students will be able to:

 - ✔ Establish environment
 - ✔ Think critically
 - ✔ Work collaboratively
 - ✔ Manipulate set pieces

Points to Note

Suggested dramatic modes:
role-play, teacher in role, improvisation, paper location, games

Extended Learning

Students will create a model of a stage setting with popsicle sticks, cubes or other recycled material

Resources

 - • set pieces, costume box,
 - • recording and playback device

Key Vocabulary/Concepts

stage plan, scenic preparation, manipulate of set, paper location, environment,

Links to Other Subjects

 - • **Visual Arts: design**
 - • **Language Arts: reading and writing**

UNIT THREE: SHARING THE EXPERIENCE

About the Unit

This unit allows students to share their dramatic experiences by acting out a scene from a play. It encapsulates a combination of various elements covered throughout the year, in the staging of an improvised scene, or a scene from a written work.

GUIDANCE TO THE TEACHER

Teachers should:

- Provide scripted scenes or stimulus material for improvisation
- Side coach
- Encourage experimentation with scripted material or improvised scene
- Refine process of staging dramatic material by suggesting alternative approaches
- Encourage action rather than discussion of the material in order to realize the drama
- Draw students attention to detail
- Organize critique
- Evaluate activities
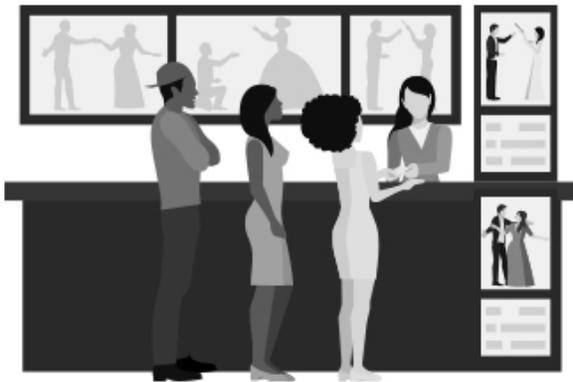
SHARING THE EXPERIENCE

AT1 **ATTAINMENT TARGET(S):**
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2 Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3 Appreciate and critique dramatic works

OBJECTIVES:

Students Should:

• Identify the different areas of the stage

• Be conversant with basic stage terminologies and simple glossary of theatre words

• Develop or write a simple dramatic scene

• Show willingness to accept constructive criticism of their work

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Work in groups to create scripted or improvised scenes, drawing together elements used over the year in drama paying attention to (a) Strong characterization (b) Costumes and decoration (c) Meaningful relationships between characters (d) Gesture and mannerisms (e) Appropriate language (f) Development of characters (g) Appropriate sequencing of action (h) Overall coherence/clarity of meaning Ensure the use of appropriate stage and theatre terminologies in the scripts/improvised scenes created.	• Create • Enact • Role- play • recall	Ability to present strong characters Ability to use costumes and other decorations effectively Ability to use language appropriately Ability to create realistic plots with logical sequence
Critique each other's work by giving positive suggestions for strengthening the works shown. Teacher should also give students the chance to defend/justify their staging decisions to the critics	• discuss • analyse • critique • justify	Appropriate critique is given and justifications are meaningful and displays maturity in students

Learning Outcomes

Students will be able to:
- Establish characters
- Identify character relationships
- Use language effectively
- Sequence events
- Recall and apply information
- Give and receive positive criticisms
- Think critically
- Work collaboratively

Points to Note

Suggested dramatic modes:
Role-play, teacher in role, improvisation, games

Extended Learning

Students will perform the play for the entire school

Resources

- Set, costumes, plays, props, decorations
- Recording and playback device

Key Vocabulary/Concepts

props, decorations, scripted play, gestures, mannerisms, critique

Links to Other Subjects

- **Visual Arts: design**
- **Language Arts: writing**
- **Music: listening, performing, composing**

GRADE 9
DRAMA
UNITS OF WORK

TERM 1

Exploring and Creating
Relationships: who,
Context: where, when
Status & Attitude: how
Motivation: why

Expressing and Enacting
Tension & Conflict

Appreciating and Critiquing
Focus of the Drama, Space & Time within the Drama

TERM 2

Exploring and Creating
finding images in the language, using movements to create images

Expressing and Enacting
getting the meaning across
using symbols and metaphor, creating the mood

Appreciating and Critiquing
identify and use of symbols and metaphor,

TERM 3

Exploring and Creating
Choosing the play/stimuli, theatre personnel

Expressing and Enacting
Performing the play
Production process

Appreciating and Critiquing
Production process

A I M S   O F   D R A M A

The aim of Drama is to expose students to an aesthetic discipline which possesses its own discrete body of knowledge which facilitates holistic development. Drama can therefore be used to illuminate and give life to moral concepts, codes of behaviour, the lives of people in other times and places and in any area of education where a deeper understanding of relationships is important. While Drama represents an area of study in its own right, it can also be used as an effective teaching method across the curriculum.

There are 3 key Attainment Targets within Drama

AT 1:
Exploring and Creating

In these units students will bring the play to life by exploring and creating scenes and reinforcing messages within them.

SUB THEME

Exploring
Respond critically and aesthetically to a variety of stimuli through dramatic presentations.

Creating
Demonstrate elements necessary for playmaking

AT 2:
Expressing and Enacting

These units foster the planning and presentation of dramatic works.

SUB THEME

Expressing
Respond critically and aesthetically to a variety of stimuli through dramatic presentations.

Understand the importance of culture in dramatic work

Enacting
Respond critically and aesthetically to a variety of stimuli through dramatic presentations.

AT 3:
Appreciating and Critiquing

These units focus on the importance of appreciating and critiquing dramatic work which aids in students artistic development

SUB THEME

Appreciating
Respond critically and aesthetically to a variety of stimuli through dramatic presentations.

Critiquing
Respond critically and aesthetically to a variety of stimuli through dramatic presentations

RANGE OF CONTENT

Students will develop key concepts and skills by learning to:
• Interpret characters from written text
• Use objects, space and bodies symbolically
• Make of use dramatic elements

Students will develop knowledge and understanding by learning to:
• Identify the range of possible relationships
• Discuss the relationship between text and context
• Demonstrate an understanding of sub-plots as they relate to the main action of the play

Students will develop attitudes by learning to:
• Respect different forms of cultural and artistic expression and interpretation
• Appreciate the possibility of alternative interpretations of dramatic expressions

TERM ONE
TOPIC: WHAT IS IN THE SCRIPT?
UNIT ONE: SETTING THE SCENE

About the Unit

This Unit emphasizes the setting of scenes with time spent on establishing relationships and context in the form of time and location. Status and attitudes which are significant to the character building process are also examined.

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Introduce exercises for deepening student awareness of how emotions affect actions and voice
- Question
- Side coach
- Refine activities through repetition and deepening experience
- Evaluate activities

SETTING THE SCENE

| AT1 | **ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process |

| AT2 | Express a range of feelings and emotions through the enactment of dramatic scenarios |

| AT3 | Appreciate and critique dramatic works **Sub-topic: Relationships- who?** |

OBJECTIVES:

Students Should:

- Identify a range of relationships

- Demonstrate contrasting roles

- Focus on detail and authenticity of characters

- Willingly respect different forms of expressions and interpretations without prejudice

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Choose a character from a pre-prepared mystery bag. They will each use a set of 'actions only' to demonstrate what is writing on their card. The rest of the class will try to figure out which character is being portrayed. E.g. a mad man a public figure, a toddler, etc… Discuss the activity saying what or how they were able to decipher the characters being portrayed. Develop a character from three objects which give clues as to who the person is e.g. **A hat, walking stick and handbag; A hammer, spirit level and measuring tape.** Document the observations made, about characters in activity one and activity two	• Demonstrate • Mime • Discuss • Journal	Ability to use mime effectively to establish character Meaningful discussion held Clear and accurate observations made about characters
Engage in a game of 'atoms'. This will be used to place them in small groups. They will explore a range of characters chosen from the previous activity and create an improvisation, demonstrating the contrast in their relationships e.g. employer/employee; salesperson/customer; doctor/patient; neighbours; bank teller/customer; taxi driver/passenger; twins; master/servant.	• Explore • Role-play	Ability to portray contrasting characters
Use stories from the news or magazines or online sources to develop new characters	• Use search engine	

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Work in groups of three, select contrasting characters and place them in a series of settings/scenarios such as An atheist, pastor and thief trapped in an elevator; stranded at the beach; travelling on a plane; Discuss and critically assess the presentations for clarity and appropriate responses and interaction Use a digital recording device to record actions of groups	• Make video recording	Ability to establish relationships among contrasting characters in different contexts

Learning Outcomes

Students will be able to:

- ✔ Portray contrasting roles
- ✔ Establish relationship among contrasting characters
- ✔ Elements that provide basis for group identity e.g. belief systems, physical trait.
- ✔ Think critically
- ✔ Work collaboratively
- ✔ Make video recording

Points to Note

For the final activity, all groups MUST use the same characters but a different setting. Emphasis should be placed on relationship with each other.

Teacher must ensure that characters are portrayed, not merely discussed. Teacher should remind students to practice safety online

Suggested dramatic strategies:

Role-play, games, mime,

Extended Learning

Students will illustrate two contrasting characters. They will do a character analysis of the characters, and do a critical analysis of what makes them contrasting.

Resources

- • Magazine, news clip, newspaper,
- • Recording and playback device
- • Computer
- • Internet
- • Multimedia projector

Key Vocabulary/Concepts

range of roles, major and minor characters, relationships, identity,

Links to Other Subjects

- • **Language arts: story building, character analysis**
- • **Social studies: group identity**
- • **Civics: ethnicity**

Prior Learning
Check that students can:
• **Identify the importance of place, time and events**

SETTING THE SCENE

ATTAINMENT TARGET(S):

AT1 Explore and create, exercising critical thinking skills throughout the dramatic process

AT2 Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3 Appreciate and critique dramatic works

Sub-topic: Relationships- who?

OBJECTIVES:

Students Should:

• Discuss the relationship between text and context

• Explore/ research the period/era of the drama

• Experiment with ideas in improvisation

• Observe detail and authenticity of the time and place

• Demonstrate how objects can suggests historical/social environments

• Work cooperatively to share a range of ICT tools

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Listen to recorded sounds and music to establish time/environment. Create an improvisation based on the time/environment established from the music heard. Engage in a guided discussion about the improvisations done. The following questions may guide the discussion: Where are the characters: (a) In town or country (b) In Jamaica/elsewhere (c) Indoors or outdoors e.g. office, hotel room, street, yard, etc… (d) Inside a vehicle e.g. car, truck, etc… (e) In a store, palace, cinema, prison, etc… What time is it? (f) Is it late night, early morning, midday; etc… (g) Is it a particular season e.g. rainy season, mango time; full-moon; Christmas time, etc…? (h) Where in history? Modern Jamaica;	• Listen • Improvise • Discuss	Improvisation clearly shows appropriate time/environment Ability to effectively identify time and place
Choose from a range of teacher prepared objects and use each to establish historical/social environments. Critique the use of objects in establishing time and place.	• Demonstrate • Critique • Analyse	Ability to create environments from objects chosen Ability to demonstrate how objects can be used to establish time and place

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Engage in a quiz competition entitled "When & Where am I?": teacher will ask students questions in which they will be required to determine/ guess what location and what time is being referred to. E.g. "the wind is high; the leaves fall then dry; what time am I?"		Ability to identify time and place from given activity
Write a poem or song with its content depicting a particular time or place. E.g. "the heels were thick, yes they were high and the hair was natural and pointing to the sky. What era am I?"	• Create	Poem or song effectively establishes time and place

Learning Outcomes

Students will be able to:
- ✔ Think critically
- ✔ Work collaboratively
- ✔ Use context clues
- ✔ Determine context through textual analyse

Points to Note

Teachers should create own sentences/questions for the quiz competition

Suggested dramatic strategies:
Role-play, games, teacher in role, improvisation, hot seating,

Extended Learning

Students will conduct research on various era paying attention to dress code, music etc.

Resources

- Questions for class quiz, magazine, newspapers, recorded music/sound
- Recording and playback device

Key Vocabulary/Concepts

environment, location, time, historical period/era, season, context

Links to Other Subjects

- Language arts: **textual analysis**
- Music: **listening, composing, performing**

Prior Learning

Check that students can:
- **Place text in various contexts**

SETTING THE SCENE

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Relationships- who?

OBJECTIVES:

Students Should:

- Examine the nature of status in relationships and how it can be changed

- Demonstrate shifts in role status

- Appreciate different forms of artistic expressions and interpretations without prejudice

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Discuss a range of attitudes characters might display and say how these affect their status; e.g. happy/sad; proud/humble; hysterical/calm; caring/neglectful; warlike/peaceful.	• Discuss	Ability to determine a characters status from his attitude.
Demonstrate hierarchies in relationships using tableau e.g. business: CEO versus the janitor; families: head of household versus a child; Churches: Pastor versus a missionary; use thought-tracking to say how the status is impacted.	• Create	Tableaux demonstrate hierarchy in relationships explored
Improvise scenarios depicting sudden changes in life, e.g. "Winning the Lotto" or 'losing everything you have'. Contrast these with changes with those which happen over a longer period of time.	• Improvise	Improvisations clearly show changes in Characters status
Enact excerpt from a teacher selected play, discuss and critique the change in status depicted in the play.	• Enact	Ability to showcase change in status
Journal about feelings and emotions evoked by the various forms of artistry expressed during the exercise and justify these		Journal entries clearly expresses and justifies students' appreciation of their classmate's dramatic work

Learning Outcomes

Students will be able to:

- Identify the link between attitude and status
- Use context clues
- Think critically
- Work collaboratively

Points to Note

Suggested dramatic strategies:
role-play, games, mime, teacher in role, tableau

Extended Learning

Student will choose contrasting characters and write a five (5) minute playlet establishing clearly defined status in the character through the dialogue.

Resources

- Excerpt from plays, questions for quiz,
- Recording and playback device

Key Vocabulary/Concepts

Status, hierarchy, change in circumstances, status, attitude

Links to Other Subjects

- Language arts: **writing, textual analysis**
- Social studies: **people in our community**

SETTING THE SCENE

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works **Sub-topic: Motivation- why?**

OBJECTIVES:

Students Should:

• Examine the motivation of characters in the drama

• Explore different situations in which characters achieve desired goals

• Demonstrate an appreciation for alternative interpretation for dramatic meaning

• Pay attention to detail and authenticity

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Participate in knee-slapping game. In pairs, each student will try to slap the knee of his/her partner as many times as possible without getting their own knees slapped. Engage in game 'Hawk and Chicken' Discuss both games to highlight the objective and motivation of individuals	• Discuss • Analyse	Meaningful discussion which reveals characters intentions held
Identify characters in stories and explain what drives or motivates them e.g. jealousy; revenge; curiosity; rescue; solving a mystery or problem, etc….	• Discuss	Ability to identify character's motivation
Identify and list games that have motivation as its main focus, examine carefully how players stay motivated and say what drives them. Allow for various interpretations	• Explore	
Select a theme and create a game with motivation as the central focus Critically assess the use of objective and motivation as a major component in the games	• Create	Creativity in creating relevant games

Learning Outcomes

Students will be able to:

- ❤ Identify what motivates a character
- ❤ Link motivation to objectives
- ❤ Link action to motivation
- ❤ Think critically
- ❤ Work collaboratively

Points to Note

Suggested dramatic strategies:
Role-play, games, mime, teacher in role

Extended Learning

Observe persons in your immediate surrounding and identify motivations for their actions. Write a poem about what you have observed.

Resources

- • Stories, games,
- • Recording and playback device

Key Vocabulary/Concepts

goals, objectives, incentives, motivations, solutions, action

Links to Other Subjects

- • **Language arts: writing**

UNITS OF WORK / GRADE 8

UNIT TWO: WHAT DRIVES THE DRAMA

About the Unit
This unit focuses on what drives the drama. Tension and conflict, which is critical to the development of drama is explored.

Prior Learning
Check that students can:
• **Identify contrasting characters and situations**
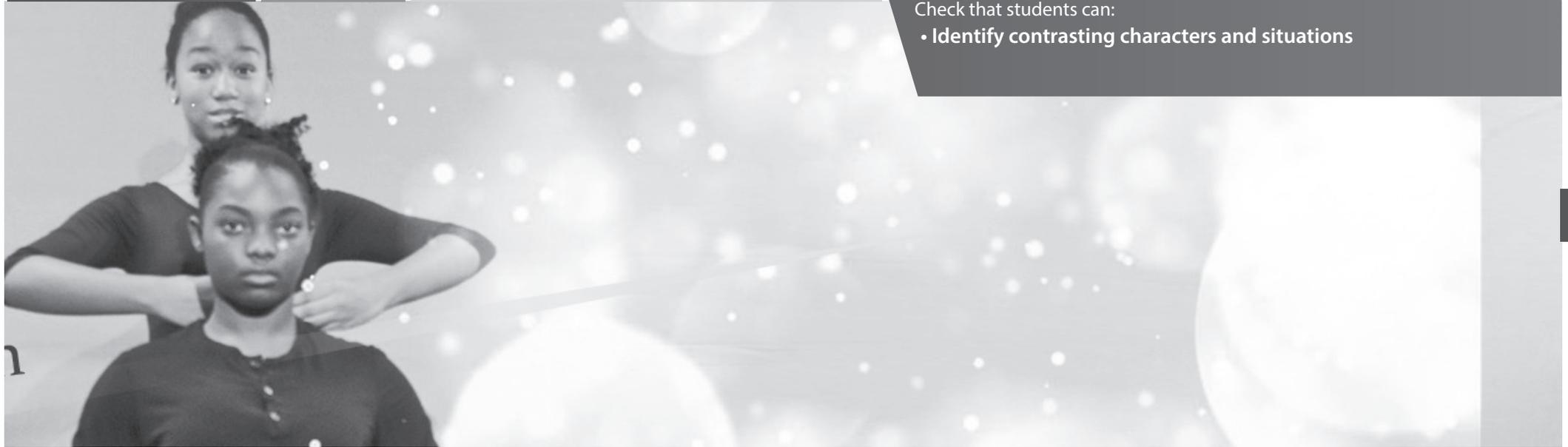
WHAT DRIVES THE DRAMA

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Tension and conflict makes the drama happen

OBJECTIVES:

Students Should:

- Identify tension and conflict in drama
- Identify and explain the concept of dramatic irony
- Find ways to create tension in the drama
- Pay attention to detail and authenticity
- Create video recordings to represent information for particular audiences.
- Demonstrate the ability to follow guidelines to promote the healthy use of ICT tools

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Participate in game "Life Boat". Students will assume a character given by teacher. All characters will pretend to be on a boat that is sinking. They will be given five minutes to present arguments why a specific character should be voted off the boat to prevent it from sinking.	• Interact • Debate	Ability to effectively debate points
Walk around the room. Teacher will say a range of contrasting words and they will demonstrate a variety of suitable actions to represent the words heard. Then do the opposite, Teacher will call words and students must give a reaction that is opposite to the true meaning of the word. Discuss the two activities	• Listen	Ability to demonstrate contrasting actions
Create improvisations from one line starting points, emphasizing the contrast to increase the conflict. Heighten the tension by ensuring no quick and easy solution to the situation is allowed. Starters might include: "we need to talk"; "who sent you here?"; "you have blood on your shirt"; "she is dead".	• Improvise	Ability to sustain the tension
Play the game 'bull ina pen'. Discuss the possible reasons someone could be trapped in a situation with little to no escape. Engage in the activity role-on-the-wall to highlight the possible inner conflict experienced by the individual who is trapped. e.g. "what is the right thing to do" as an unspoken dilemma.	• Enact	Ability to identify conflict from tableau

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

Use tableau and thought-tracking to highlight climatic moments within a scene.

Identify a conflict within their community and experiment with songs, dance or poetry as a means of resolving the conflict.
Use video recording device to record activity for playback
Critically assess the appropriateness of songs/dance/poetry as a means of conflict resolution.

• Create video
• Transfer files between devices

Ability to creatively resolve conflict

Learning Outcomes

Students will be able to:

- ✔ Identify tension and conflict within the drama
- ✔ Create tension within drama
- ✔ Justify choices
- ✔ Think critically
- ✔ Work collaboratively

Points to Note

The drama mode role-on-the-wall is done by drawing/placing an outline of a character on the board/wall. Write inside the character the possible range of emotions experienced during a conflict.
Suggested dramatic strategies:
role-play, games, mime, tableau, teacher in role,

Extended Learning

Students will choose a short Caribbean play, identify the conflict and how it is resolved. They will select an excerpt and place it in their journal/scrapbooks

Resources

- Stories, play scripts,
- Recording and playback device

Key Vocabulary/Concepts

Problems and puzzles, contrasts, inner conflict, question, resolution

Links to Other Subjects

- Language arts: **character analysis**
- Guidance & counselling: **conflict resolution**

UNIT THREE
TOPIC: WHAT IS IN THE SCRIPT?
UNIT TITLE: BEING SELECTIVE

About the Unit

This unit focuses on the script and decisions that are made in order to establish the focus of the drama. Sub-plot, genre, style, space and time are some of the elements highlighted in the unit.

GUIDANCE TO THE TEACHER

Teachers should:
• Organize suitable warm up activities
• Facilitate discussion on main topic
• Provide and introduce stimuli materials
• Introduce main role-play activities
• Draw attention to moral or deeper meaning of the drama
• Refine process of exploration by suggesting alternative approaches
• Encourage experimentation with conventions
• Evaluate activities

BEING SELECTIVE

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: The Focus of The Drama

OBJECTIVES:

Students Should:

- Demonstrate an understanding of sub-plots as they relate to the main action of the play.

- Identify contrasting styles and genres, and be acquainted with examples of each

- Interpret characters from written texts

- Appreciate the possibility of alternative interpretations of dramatic meaning.

- Work cooperatively to share a range of ICT tools.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Listen to song played by teacher e.g. Bob Marley's "Who the Cap Fit" and identify the sub-plots and proverbs highlighted.	• Explore • Demonstrate	Proverbs and sub-plots could be identified
Discuss the Jamaican proverbs highlighted in the song and their meanings and identify other existing Jamaican proverbs. Use proverbs as stimuli to create dramatic presentation	• Discuss • Analyse	Ability to accurately interpret proverb
Discuss the focus of the drama asking questions such as "what is the play really about?" Focus on true meaning of a play from a particular genre e.g. A fable/Jamaican folktales/proverbs say what the story is about.	• Interpret text	Interpretations and of the drama are justifiable
In small groups select from a list of genre and Improvise situations based on given stimuli using the genre selected. Critique improvised situation to determine their morals or central focus	• Improvise • Analyse	Improvised situations clearly shows the focus of the drama
Listen to teacher in role as story teller and create sound effects to enhance the story. Critically assess the use of sound effects to enhance alternative interpretation	• Listen • Create • Critique	Ability to focus action of play through sounds

Learning Outcomes

Students will be able to:

- ✔ Identify sub-plots
- ✔ Identify genre of plays
- ✔ Think critically
- ✔ Work collaboratively

Points to Note

Suggested dramatic strategies:
Role-play, games, storytelling, teacher in role

Extended Learning

Students will do a compilation of Jamaican proverbs and their meanings

Resources

- Sound effects
- Recording and playback device

Key Vocabulary/Concepts

focus, meaning, moral, illustration, interpret

Links to Other Subjects

- Language arts: **textual analysis**
- Music**: listening**

BEING SELECTIVE

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works

OBJECTIVES:

Students Should:

• Discuss the relationship between text and context

• Identify the range of relationships

• Make use of contrast in sound and silence

• Use sound to increase or decrease perception of space

• Demonstrate a willingness to adhere to the discipline of dramatic rules and conventions.

• Create video recordings to represent information for particular audiences.

• Demonstrate the ability to follow guidelines to promote the healthy use of ICT tools

ICT ATTAINMENT TARGETS:

DESIGNING AND PRODUCING -Use selected ICT tools effectively to produce multimedia presentations to include text, images, shapes, animation narration and video, e.g., advertisement, recipe for cake making, etc.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Explore stories and extract from plays in which shifts in time and space occur. E.g. 'Old Story Time' by Trevor Rhone; 'Echo in the Bone' by Dennis Scott:"Christmas Carol" by Charles Dickens, etc… Identify the shifts in time and space observed. Discuss in groups some of the possible problems that could arise when attempting to execute these in a production. In their groups demonstrate a scene which shows a shift in time and space, pause to highlight the problems anticipated from the previous activity and suggest appropriate solutions to these problems. E.g. Using trance-like movement to change scenes, freezing the scene and using sound effects (ticking clock) to show time passing, adding props to represent characters, etc….	• Explore • Discuss • Enact	Ability to identity how time and space unfolds in a play. Problems identified and suitable solutions arrived at
Experiment with ways in which sound effects or human voice can be used to create an illusion of either vast open space or confined space. E.g. outside in a storm, calling across the valley, stage whisper.	• Experiment	Ability to use voice effectively to establish space.
Use flash forward or flashback techniques to create a short play from a given stimulus. Critique the effectiveness of dramatic conventions used to establish time and space. This activity can be recorded and playback to aid in the critique.	• Create • Create video • Manipulate digital devices	Dramatic modes used to effectively establish time and space

Learning Outcomes

Students will be able to:

- ❤ Effectively use flashback and flash forward technique
- ❤ Understand how play unfolds in time and space.
- ❤ Think critically
- ❤ Work collaboratively

Points to Note

Suggested dramatic strategies:
Role-play, games, flash forward, flashback, improvisation

Extended Learning

Students will do a two minutes recording of a short radio drama and use voice and sound effects to establish time and place.

Resources

- • Stories
- • Recording and playback device
- • Computer
- • Internet
- • Multimedia projector

Key Vocabulary/Concepts

space, time, conventions, illusions, flashback, flash forward

Links to Other Subjects

- • Language arts: **textual analysis**
- • Music: **listening**
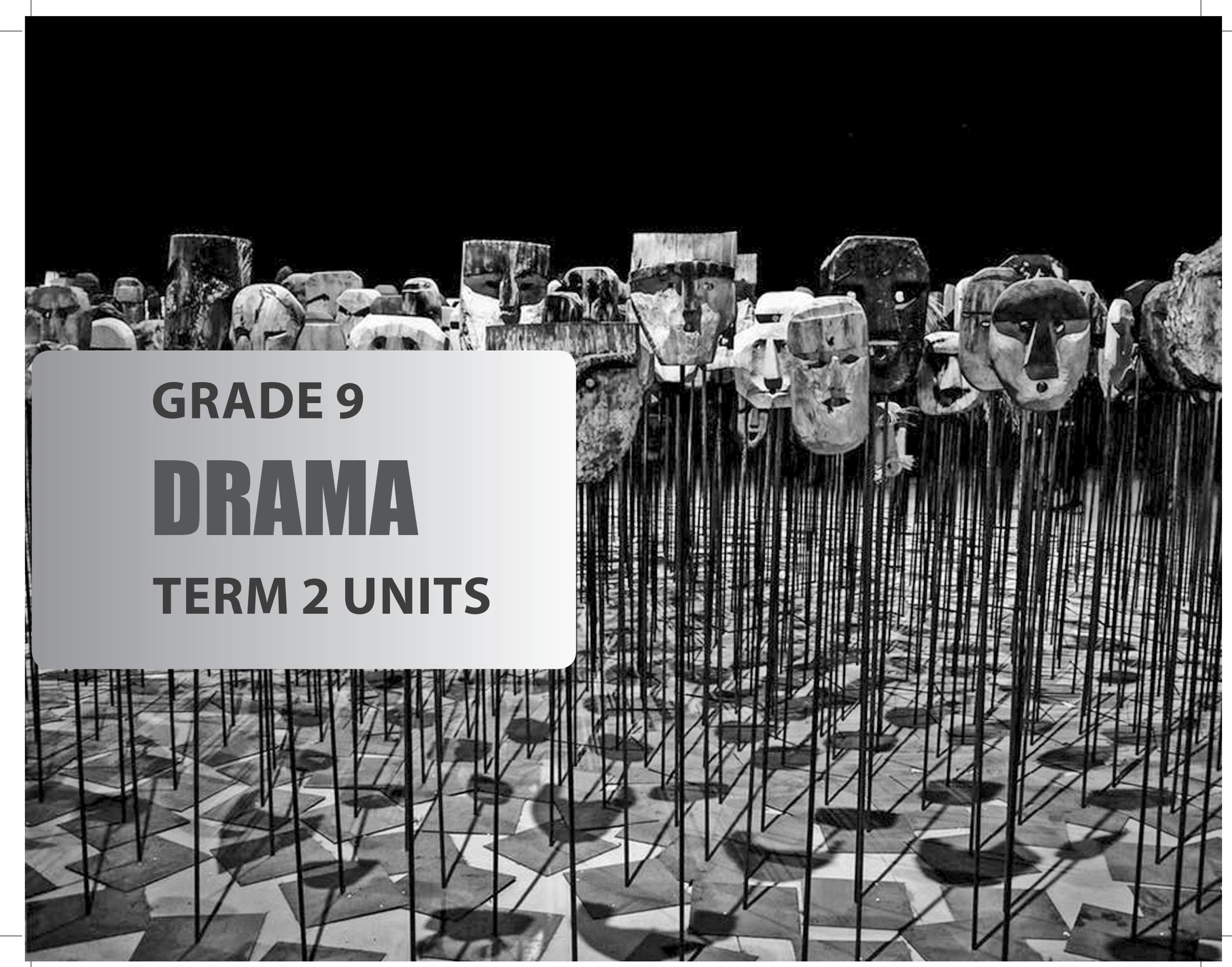
GRADE 9

DRAMA

TERM 2 UNITS

TERM TWO
TOPIC: MAKING IT MEAN SOMETHING
UNIT ONE: BRINGING THE PLAY TO LIFE

About the Unit

This unit highlights the process involved in bringing the play to life. Images in the language used in developing the play, is the first element explored. The use of space and movement to create images are also examined.

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Facilitate discussion
- Introduce main activities
- Encourage experimentation with different types of language
- Refine process of exploration by suggesting alternative approaches
- Evaluate activities

Prior Learning
Check that students can:
• **Demonstrate the importance of language in communicating thoughts and feelings.**

BRINGING THE PLAY TO LIFE

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Finding images in the language

OBJECTIVES:

Students Should:

• Identify imagery and symbolic language in dramatic work

• Understand how images and symbols in language enhance meaning

• Make use of objects, space and body symbolically

• Experiment with ideas in improvisation

• Appreciate alternative interpretations and make compromise in varying situations

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Sit in a circle and explore ways of using an object symbolically e.g. a stick, stool, a piece of fabric, etc… Listen to songs with strong elements of imagery and symbols and discuss them. In groups use given words that could evoke images e.g. fear - secrets; threats; bats; cobwebs Colours- red, grey, etc… Love- valentine, rings, flowers, heart, wedding, sounds like bells, violins, etc… to create a collage/ story board. Justify the use of the selected images in the creation of the collage/ stories.	• Create Collage • Create story board • Justify	Ability to associate words with object
Read stories, poems and extracts from plays which use particularly strong images, and say how these are used to create meaning in the action of the drama	• Analyse • Create	Ability to interpret imagery and symbols in text
Introduce different imageries into a series of improvised situations Critically assess the appropriate and effective use of imageries Write stories, poems or articles which utilize language content that evokes vivid imagery. Journaling the process involved in formulating the stories, ensure that mention is made of the challenges faced and how each was handled, for the successful completion of the task.	• Improvise • Critique • Write • Write journals	Critique clearly justifies the appropriate use of images Stories, poems and articles clearly use vivid imagery

Learning Outcomes

Students will be able to:

- ✔ Identify symbols
- ✔ Use images and symbols effectively
- ✔ Interpret images
- ✔ Use language to create images
- ✔ Think critically
- ✔ Work collaboratively

Points to Note

Note that while creativity is encouraged, students should use age appropriate language.

Computer
Internet
Multimedia projector

Suggested dramatic strategies:
Role-play, games, teacher in role,

Extended Learning

Students will create an anthology of stories, poems and songs which uses strong imagery and symbols and say the effectiveness of each. Include glossary of unfamiliar terms they may have used in their justifications.

Resources

- • Objects, scripts,
- • Recording and playback device

Key Vocabulary/Concepts

images, symbols, poetry

Links to Other Subjects

- • **Language arts: writing**
- • **Music: listening**
- • **Visual Arts: pictures**
- • **Mathematics: sequencing**

BRING THE PLAY TO LIFE

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works

Sub-topic: Using space & movement to create images

OBJECTIVES:

Students Should:

• Examine the nature of status in relationships and how it can be changed

• Use levels in creating authority; social or spiritual distinction between characters.

• Make use of objects, space and bodies symbolically

• Accept different forms of artistic expression and interpretation without prejudice

• Conduct electronic search for kinds of information e.g. text images and audio

• Recognise and understand the importance of technology access for all

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Participate in the game "Musical statues", teacher will give various words that utilise levels. Critically analyse and discuss the meaning/interpretation of the different levels utilized in the game	• Interact • Discuss • Analyse	An appropriate or justifiable explanation is given to the levels used in the game
Experiment with levels on the floor, standing, sitting, kneeling, squatting, laying down, etc…. to create meaning	• Experiment	
Relate two or more characters to one another on different levels. Ask the following questions: What do their positions or relative distance says about their relationship? Can you read anything about who is in authority or of their social relationships? How do levels change the status in a relationship? Repeat the exercise with steps/cubes/benches to give additional height and contrast	• Compare	Ability to create levels in space to show relationships
Use space to suggest distance/separation or closeness/solidarity between individuals or groups and discuss justification of choices made	• Justify	
Portray improvised ceremonies/ritual images, to explore formal/solemn use of space/levels e.g. christening, dedication, marriage,	• Explore	Ability to use movements to create image

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

funerary rites, initiation, graduation, etc… to show social or spiritual distinction between persons involved in the activity. Use music/sounds to intensify the dramatic moment.

These music/sounds could be downloaded from online database and save in a folder for use in activity.

In groups create a movement sequence which shows clearly defined relationships among characters. Build the sequence to show how status within relationships can be changed.

- Save files in a folder
- Manipulate digital devices
- Create
- Make connections

An appropriate or justifiable explanation is given to the levels used in the game

Relationships are clearly defined

Learning Outcomes

Students will be able to:
- ✔ Use space effectively
- ✔ Use bodies to create images
- ✔ Establish status within drama
- ✔ Use symbols effectively
- ✔ Depict relationship using levels
- ✔ Think critically
- ✔ Work collaboratively
- ✔ Use ICT tools to conduct searches kinds of information.

Points to Note

These activities build on previous units dealing with tableau, helping students with their use of space and ways characters relate to each other.

Teacher should ensure that students practice online safety and site sources correctly.

Suggested dramatic strategies:
Role-play, games, teacher in role, improvisation, tableau

Extended Learning

Students will research a cultural form and write about the use of space, relationship and authority within the form

Resources

- Boxes/benches, props
- Recording and playback device

Key Vocabulary/Concepts

levels, status, hierarchy, tension/distance, ceremonies, pattern

UNIT TWO: REINFORCING THE MESSAGE OF THE PLAY

About the Unit

This unit focuses on the message of the play. The use of symbols and figurative language is explored. Mood, atmosphere and emotions are central to the process of reinforcing the message of the play and are examined in detail.

REINFORCING THE MESSAGE OF THE PLAY

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Using symbols and figurative language

OBJECTIVES:

Students Should:

- Assess the importance of combining the different elements of voice, gesture, decoration, symbols and figurative language

- Examine how symbolic language used in a play affected the development of the plot

- Make use of object, space and bodies symbolically

- Make use of contrast in language, and use figurative language effectively

- Appreciate the possibility of alternative interpretations of dramatic meaning.

- Respect the use of symbols across culture

- Communicate information using productivity tools

- Conduct electronic search for kinds of information e.g. text images and audio

- Create multimedia presentations using ICT tools

- Recognise and acknowledge the owners or creators of digital materials and encourage others to do so

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DESIGNING AND PRODUCING - Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Provide pictures of symbols or badges of office e.g. uniforms, medals, decorations, crowns, sceptre. Discuss their meanings and significance.	• Discuss • Compare • Conduct electronic searched • Create multimedia presentation	Ability to decipher meaning of symbols or badges
Discuss other known symbols and their meaning. E.g. drama faces, coat of arms, negro arise. Etc.		
Identify cultural symbols and defend their value to that particular culture. e.g. revival, brukins, and the symbols used in them.		
Conduct electronic searches for the different symbols and their meanings and create a multimedia presentation to share with class. This could also be shared with other students via the schools website or class social network page.		Multimedia presentation contains the relevant symbols and their meanings
Using bodies, space and object that are available, show examples of ritualized activities that emphasises the importance of space, bodies and objects	• Enact	Ability to create ritual drama using appropriate elements

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Read the play "Old Story time" and identify symbolic language which motivated characters' actions throughout the play.	• Explore • Analyse	Symbolic language identified
In small groups, research online/offline, costumes, paraphernalia, music, food and dance used in folk forms and discuss how these can be useful in developing drama/plot	• Research • Use search engine safely to perform single topic searches	Ability to gather accurate information and present it creatively
Use an element of a folk form e.g. costume in revival, to create an improvisation. Emphasise the use of gestures, voice, decoration, symbols and figurative language to enhance the delivery.	• Create	Ability to effectively use symbols and language in rituals to create improvisation

Learning Outcomes

Students will be able to:

- ✔ Identify elements in folk forms
- ✔ Combine elements of rituals to create drama
- ✔ Identify symbols
- ✔ Think critically
- ✔ Work collaboratively
- ✔ Use ITC tools to conduct searches and create multimedia presentations

Points to Note

Teacher should ensure that students practice online safety and site sources correctly

Suggested dramatic strategies:
Role-play, games, teacher in role, ritual, drama on paper, improvisation

Extended Learning

Students will host an 'Open Day' event displaying booths showing aspects of various cultures. Each group will make a presentation on the symbols used in that culture and why they should be respected.

Resources

- Symbol/office of badges, ritual paraphernalia, pictures, boxes
- Recording and playback device, internet, computer

Key Vocabulary/Concepts

symbols, figurative language, ritual, paraphernalia, folk forms

Links to Other Subjects

- Social Studies: **traditional folk forms**
- Civics: **cultural heritage**
- Language arts**: writing**
- Religious Education: **religious rites, rituals and ceremonies.**

Prior Learning

Check that students can:
- **Identify the elements of theatre**
- **Relate to sounds in the environment**

REINFORCING THE MESSAGE OF THE PLAY

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Creating the mood

OBJECTIVES:

Students Should:

- Assess the importance of expressing and combing different elements of drama: mood, atmosphere, etc…

- Use contrasts in sound and silence; movement and stillness; lightness and darkness in the creation of dramatic work

- Recognize that each individual has a responsibility to the successful completion of a collective drama project

- Conduct electronic search for kinds of information e.g. text images and audio

- Demonstrate the ability to follow guidelines to promote the healthy use of ICT tools

- Create video recordings to represent information for particular audiences.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others

RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Play the game "room for rent". Discuss the game and say how different elements were used to create an overall mood or atmosphere. Prove how treatment of the elements can change the course of a play or a dramatic improvisation.	• Discuss • Analyse • Improvise	Ability to use dramatic elements to create mood and atmosphere
Experiment with improvised scenes or extracts from scripted plays, changing the mood firstly with the use of the voice, changing pitch, tone and volume to create excitement and optimistic mood or one which is grim and full of foreboding	• Experiment	Ability to affect mood by adjusting the voice
Use different sound effects or music to accompany a dramatic sequence adjusting the pace, rhythm and movements to change moods	• Dramatize	Ability to use appropriate sounds to create corresponding mood
Dress characters in costumes for a scene in a particular colour, based on analysis and interpretation of that scene; then repeat the scene in another colour and note in what ways the atmosphere is changed Record their observations Use video recording device to capture scenes.	• Explore • Compare • Create and format multimedia	Ability to use colour as symbols in creating atmosphere

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Choose one interpretation and work with lights to explore the dramatic power of colour, light/shadow Each students must record their contribution to the collaborative efforts and say how it contributed to the effective completion of the task Research online/offline the purpose and importance of lighting and colour in drama	• Conduct electronic searches	Ability to express mood and create atmosphere through the use of lights and colour

Learning Outcomes

Students will be able to:

- ✔ Use contrasts to create moods
- ✔ Identify change in atmosphere
- ✔ Think critically
- ✔ Work collaboratively
- ✔ Use ICT tools to create videos

Points to Note

Teacher should ensure that students practice online safety and cite sources correctly

Suggested dramatic strategies:
Role-play, games, teacher in role, symbols

Extended Learning

Create journal entries of the experiences gained from the process of planning and designing the presentation

Resources

- Sound effects, costumes, lights
- Recording and playback device, internet, computer

Key Vocabulary/Concepts

mood, atmosphere, emotion, pace, language/music

Links to Other Subjects

- Visual arts**: costume designing**
- Music**: listening**
- Language arts: **textual analysis**

UNIT THREE: DOES IT MAKE SENSE?

About the Unit

This unit focuses on establishing meaning within the drama. Elements such as consistency, sequence, conflict and resolution are all significant to the process of establishing meaning and as such, be explored.

GUIDANCE TO THE TEACHER

Teachers should:
- Organize suitable warm-up activities
- Discuss main topic
- Introduce main role-play activities
- Refine process of exploration by suggesting alternative approaches
- Encourage experimentation
- Evaluate activities

Prior Learning
Check that students can:
• **Distinguish between different genres**
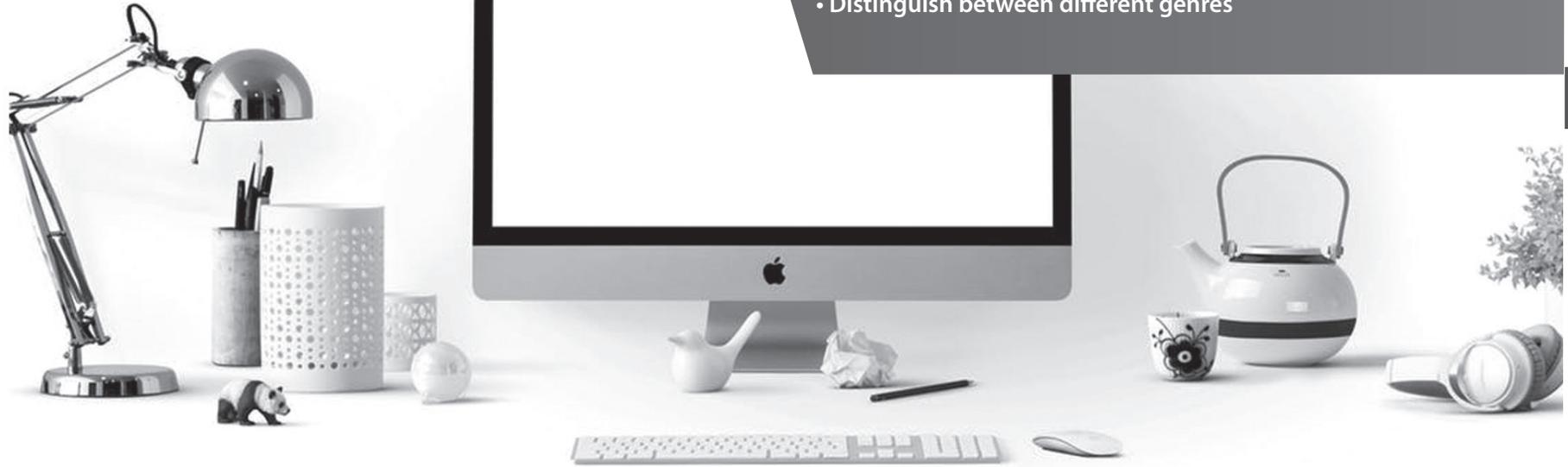
REINFORCING THE MESSAGE OF THE PLAY

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Creating the mood

OBJECTIVES:

Students should:

- Examine the stages of dramatic action
- Identify these stages in contrasting styles and genres
- Structure dramatic sequences in order to convey meaning
- Work cooperatively to share a range of ICT tools

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Listen to folk song e.g. Good Morning Mr Potter and discuss the dramatic sequence in the song (beginning, middle end).	• Listen	Accurate sequencing identified
Watch a short movie/play. Name the genre of the selected play; then identify the styles and the different stages of the dramatic structure.	• Observe	Ability to identify stages of dramatic action
Work in groups and explore how the playwright establishes the characters and conflict in the play, how they are developed and how a resolution is reached. e.g. 'Tijean and His Brothers'; 'A mid-summer Night's Dream'; 'Masquerade', 'Tarshan Lace and Velvet'	• Explore • Discuss • Analyse	Ability to explore and analyse the stages of dramatic action
Compare and contrast the genres identified in any two selected plays; then select any genre of play and create and present an adaptation	• Compare and Contrast	Scenes presented show an adaptation of a particular genre of play

Learning Outcomes

Students will be able to:

- ✔ Identify stages of dramatic action
- ✔ Logically sequence dramatic action
- ✔ Think critically
- ✔ Work collaboratively

Points to Note

Suggested dramatic strategies:
Role-play, teacher in role
Computer
Multimedia projector
speakers

Extended Learning

Students will do a critique of a short Caribbean play paying attention to the playwright's intent.

Resources

- Video/play, folk songs, scripts
- Recording and playback device

Key Vocabulary/Concepts

consistency, sequence, dramatic action, logical, resolution

Links to Other Subjects

- Language Arts: **character analysis, textual analysis**
- Social studies: **traditional folk forms**
- Music**: listening**
- Mathematics: **sequencing**

GRADE 9

DRAMA

TERM 3 UNITS

TERM THREE
UNIT ONE: PLANNING A PERFORMANCE

About the Unit

This unit exposes the art of planning a performance. The art of improvisation whether through choosing a one act play or theme is central to this process.   The function of some theatre personal defined and the responsibilities and functions are brought to the fore.

GUIDANCE TO THE TEACHER

Teachers should:
• Organize suitable warm-up activities
• Facilitate main discussion topics
• Introduce main role-play activities
• Encourage experimentation
• Evaluate activities

Prior Learning

Check that students can:
• **Work collaboratively**
• **Individually commit to task**
• **Distinguish between genres**

PLANNING A PERFORMANCE

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios
AT3	Appreciate and critique dramatic works
	Sub-topic: Choosing a one-act play for improvisation

OBJECTIVES:

Students Should:

• Identify contrasting styles and genre and be acquainted with examples of each

• Interpret characters from written text

• Experiment with ideas in improvisation

• Realise that each student has a responsibility to the completion of a collective dramatic project

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL: Play a game depicting team building and corporation e.g. human tangle and discuss the contribution that each individual make towards the successful completion of the project.	• Interact	Ability to make decisions as a group
In small groups to choose a Caribbean play from a specific genre. They will read the play together and discuss the play. They will do an oral presentation of the analysis of the play paying keen attention to the genre, the writer's intention, the use of language and the characters' motivations.	• Read • Analyse	Ability to identify contrasting styles
Listen carefully to each other's presentation and make note of similarities and differences in genres.	• Compare • Contrast	Listen attentively to each presentation. Similarities and comparisons made
Discuss the differences and similarities of style in the plays presented	• Discuss	
Choose a climatic point in one of the plays and create an improvisation about it In groups select one of the plays for performance	• Improvise	Improvisation derived from a critical point in a given play

Learning Outcomes

Students will be able to:

- ✔ Identify contrasting genre
- ✔ Interpret text and characters
- ✔ Make responsible decision
- ✔ Think critically
- ✔ Work collaboratively

Points to Note

Suggested dramatic strategies:
Role-play, teacher in role,

Extended Learning

Students will thoroughly read through the script/play they chose and use work sheet to critically analyse the script

Resources

- One act-plays
- Recording and playback device

Key Vocabulary/Concepts

style, genre, decision making, participation, team work

Links to Other Subjects

- Language Arts: **textual analysis, character analysis**

PLANNING A PERFORMANCE

AT1

ATTAINMENT TARGET(S):
Explore and create, exercising critical thinking skills throughout the dramatic process

AT2

Express a range of feelings and emotions through the enactment of dramatic scenarios

AT3

Appreciate and critique dramatic works

Sub-topic: Sharing the responsibility functions of cast and crew

OBJECTIVES:

Students **s**hould:

• Identify the roles and responsibilities of different theatre personnel

• Assess the importance of setting deadlines for the completion of specific tasks.

• Critique the importance of roles and responsibilities of various theatre personnel

• Structure a rehearsal schedule

• Make a connection between respecting the position of everyone in the process and a successful production

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Be engaged in a game of 'who am I'. Each student will choose a card from the 'mystery bag', on each card they will have the name of theatre personnel, they will write down different characteristics, roles and responsibilities of that person. They will be given two minutes each to share these with the class who will in turn try to guess which personnel are written on their card. The student that gets the most correct answers will be rewarded.	• Listen	
Write points which could be used as arguments for the importance of a given theatre personnel.	• Plan • Organize	
In groups create an argument to debate the moot '_____ makes the show go on, therefor he/she is the most important personnel in the theatre'.	• Debate	Arguments presented are sound and gives accurate content
Discuss some of the consideration to be made when planning a performance e.g. numbers needed for the casting of a play; audition criteria; leadership in the form of a director; design; technical personnel: administrative and stage management responsibilities. Create a list of the Roles and responsibilities of theatre personnel.	• Discuss • Planning • Research	Considerations discussed are justifiable , accurate information is given from the lists created
Create an improvisation showing the possible ills if these considerations are not made. Pay attention to setting deadlines as a key consideration.	• Create • Improvise	Improvisations give useful and accurate information
Critique each other's presentation to determine how effective it was.	• Critique	Critique are fear and gives useful feedback on how each presentation can be improved

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria

STUDENTS WILL:

Use the mantle of the expert approach in small groups, to invent a theatre company and assume the roles of different theatre personnel to explore their different functions and responsibilities: organize a rehearsal schedule and include a production meeting to discuss various production needs. e.g. make-up artist, stage hands, lighting designer, front of house and costume personnel

- Create
- Organize

Ability to invent a theatre , roles and responsibilities of theatre personnel are accurately ascribed

Learning Outcomes

Students will be able to:

- ✔ List the various theatre personnel
- ✔ State the roles and responsibilities of the various theatre personnel
- ✔ Think critically
- ✔ Work collaboratively

Points to Note

These requirements should be recorded and prominently displayed. In compiling the list of theatre personnel students may have to undertake additional library work or research to define responsibilities and functions of personnel.

Suggested dramatic strategies:
Mantle of the expert, small group activity, side-coaching

Extended Learning

Students will organize a mini-production each student playing a particular role

Resources

- Paper/marker
- Recording and playback device

Key Vocabulary/Concepts

organize, planning, structure, time management, deadlines

Links to Other Subjects

- Language arts: **writing**
- Visual Arts**: design**

UNIT TWO: THE PROCESS OF PREPARATION

About the Unit

This unit highlights the preparation process which is integral to the staging of the Drama. The elements involved in the rehearsal process are examined in detail.

GUIDANCE TO THE TEACHER

Teachers should:

- Discuss main topic
- Help student to identify general and specific production requirement
- Introduce the use of stage terminology
- Set deadlines
- Provide resource materials/information hand outs
- Evaluate activities

Prior Learning
Check that students can:
• **Demonstrate the importance of team work**

THE PROCESS OF PREPARATION

AT1	**ATTAINMENT TARGET(S):** Explore and create, exercising critical thinking skills throughout the dramatic process	**OBJECTIVES:** Students **s**hould: • Demonstrate an understanding of the different types of rehearsals involved in the production process. • Use theatre terminologies to Identify areas in a theatre. • Maintain a working note book which highlights the responsibility each individual has to the successful completion of a drama project
AT2	Express a range of feelings and emotions through the enactment of dramatic scenarios	
AT3	Appreciate and critique dramatic works	
	Sub-topic: Practice makes perfect: the planning and rehearsal process	

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
STUDENTS WILL:		
Use the drama mode 'paper location' to transform the performance space, ensuring that theatre terminologies are used appropriately.	• Create	Labelling accurately transforms the performance space
Display scripts on large sheets of paper around the room as a blue print for staging, blocking, set, costume, design and cues.	• Display • Organize	Blue prints clearly displays elements of they play
Use forum theatre to explain the different types of rehearsals example reading rehearsal, blocking rehearsal, technical rehearsal and dress rehearsal.	• Explain	Ability to identify the different types of rehearsal
Prepare a production schedule including elements discussed in the script e.g. light, costumes, etc…	• Record	Production schedule includes all elements identified in the script
Discuss why rehearsal process is pre-requisite to the successful dramatic presentations.	• Discuss	Meaningful discussion held and views/opinions are justified
Prepare a check list based on the discussion about rehearsal as a pre-requisite for successful dramatic presentations, record their responsibilities as well as monitor their progress in their working note books.	• Journaling	Working note book entails checklist, responsibilities and personal progress useful for the development of the dramatic process

Learning Outcomes

Students will be able to:

- ✔ Identify elements of rehearsal process
- ✔ Identify types of rehearsal
- ✔ Think critically
- ✔ Work collaboratively

Points to Note

Suggested dramatic strategies:
Forum theatre, role-play, teacher in role, side-coaching

Extended Learning

Each student will be assigned a specific creative responsibility in a production and develop a work plan for said production

Resources

- Cartridge paper, scripts
- Recording and playback device

Key Vocabulary/Concepts

rehearsal, blocking, problem solving, experimentation, deadlines

Links to Other Subjects

- Language arts: **writing**
- Visual Arts**: designing**
- Mathematics: s**equencing**

UNIT THREE: PRESENTING THE PERFORMANCE

About the Unit

This final unit focuses on the presentation of a performance. The showcasing of the finish product displays elements such as energy, pace, cues, lines, blockings along with other components of the performance are expressed.

GUIDANCE TO THE TEACHER

Teachers should:

- Implement rehearsal schedule
- Encourage group corporation
- Facilitate technical support
- Evaluate rehearsal process
- Evaluate technical and administrative performances
- Evaluate final artistic performance

APPENDICES

SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Skit	A dramatic performance/theatrical sketch
Playlet	a mini play that help students learn about a subject by watching characters perform real life simulations.
Sensory exploration	learning through the senses
Choreography	composition of a sequence of steps and movements
Scenario	outline of a film, novel, or stage work giving details of plot and individual scene.
Stimulus	ideas to create a drama lesson or scheme of work including music poem pictures, news-papers objects quotations and stories
Dramatic play	a type of play where children accept and assign roles which help them to break through walls of reality and pretend to be someone or something else.
Elements of story	the components that are necessary to compose a wholesome story e.g characters, set-ting, plots, conflict, climax, resolution, theme.
Collage	the art of creating or composing pictures and sounds by grouping a variety of other pictures or sounds
Cross-curricular links	denoting or relating to an approach to a topic that includes contribution from several dif-ferent discipline and viewpoint.
Role play	to act and speak as if you are the character you are portraying
Speak easy	in speak easy the character is allowed to speak freely without being interrupted.
Scene	a division of an act in a play during which the action takes place in a single place with-out a break in time.
Scenery	the painted background used to represent natural features or other surroundings on a theatre stage or film set.

TERMS	DEFINITIONS/MEANINGS
Mime	a form of entertainment in which a performer plays a character or tells the story without words by using body movements and facial expression.
Improvisation	to invent, compose or perform with little or no preparation
Tableau	a still picture created through use of bodies to give attention to a specific moment within the drama
Living pictures	
Stage properties	all stage props which should be used to help set a mood, establish various locations or assist the actors in portraying their roles.
Critique	a detailed analysis and assess of something which can be written or oral
Narration	the act or process of telling a story or describe what happens
Soundscape/chronicle	a set of appropriate sounds, noises or rhythms that create an atmosphere or a mood in drama when they are heard.
Storyboard	graphic organizers in the form of illustrations or images displaying sequence for the purpose of a motion picture
Portfolio	a purposeful collection of students' work that exhibits their efforts, progress and achievements in one or more area of the curriculum
Journal	A personal record of occurrences, experiences, and reflections kept on a regular basis
Teacher in role	a process by which the teacher takes on a character in order to control the drama from with.
Story Drama	improvised role play stimulated by a story/text
Drama on paper	Writing/ Drawing/painting in role as a character in a story or play
Paper location	writing specific manes of places on strips of paper and placing them on various points on the stage, identifying them as a location in a story or play

TERMS	DEFINITIONS/MEANINGS
Role- on-the-wall	Creating an outline of a character in which the emotions associated with an experience are recorded
Simulation	the act of imitating the behaviour of some situation or some process by means of something suitably analogous (especially for the purpose of study/ or personnel training)
Spatial awareness	is one's ability to perceive and comprehend the relationship between shapes and areas around them.
Movement patterns	A repeated sequence of movement ideas, a rhythmic movement sequence, a spatial design on the floor or in the air, or a specific relationship or grouping of people.
Levels	refers to the height of the character's body in relation to the floor and are loosely defined as low, medium and high level.
Movie trailer	is a selected group of scenes that shown to advertise an upcoming movie/production
Folktakes	a tale of legend originated and traditional among a people or folk especially one form in part of oral tradition of the common people.
Forum theatre	a form of theatre where the audiences' can interrupt the flow of play and offer their input and suggestions
Hot seating	allows the class (working as themselves) to question or interview the motive or action of character to which the character/role player must respond
Mantle of expert	The imaginative projection into another's feelings, a state of total identification with another's situation, condition, and thoughts. The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without explicitly articulating these feelings.
Empathy	The imaginative projection into another's feelings, a state of total identification with another's situation, condition, and thoughts. The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without explicitly articulating these feelings.

TERMS	DEFINITIONS/MEANINGS
Thought Tracking	voicing the thoughts and emotions of a character who is not speaking
Monologue	a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme.
Dialogue	a conversation between two or more people
Duologue	A dialogue or conversation between two persons
Tongue twisters	a sequence of words or sounds, typically of an alliterative kind, that are difficult to pronounce quickly and correctly, as for example *Peter Piper picked a peck of pickled pepper* .
Characterization	this is the act of becoming a character
Jingles	short, catchy songs used to give specific information
Character profile	Gives information about the (P.I.M.P.S) of the character being portrayed
Dramatic episode	a brief section of a literary or dramatic work that forms part of a connected series
Side coaching	given encouraging descriptive comment as the student takes part in the drama as a group or whole class
Role card	A small card issued to participants/students with a character written on it
Culture	the way of life of a people
Cultural forms	rituals or routines that are specific to a group of people
Dramatic reading	oral interpretation where a reader would read a story in a dramatic voice.
Cues	a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance.

TERMS	DEFINITIONS/MEANINGS
Context clues	hints that the author gives to help define a difficult or unusual word
Proverb	a short, well-known pithy saying, stating a general truth or piece of advice
Rituals	a ceremony or action always done in a particular situation and in the same way each time
Paraphernalia	objects used in or necessary for a particular activity

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem- based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on
SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of "A" in STEM. This "A" component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

(i) **The element of objectives** is presented in two forms; firstly as **Learning Objective**s to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.

(ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.

(iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:

- Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.

- Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.

- The examination of learning activities by learners and teachers as co-learners through multiplelenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.

- Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partner ship with external stakeholders.

- Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.

(iv)   The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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The 5Es Overview: "The 5E Learning Cycle"

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model
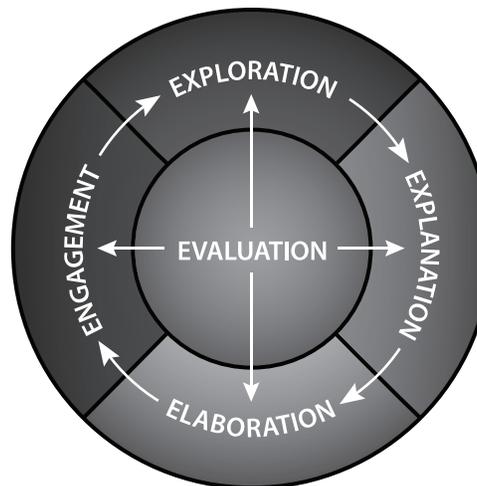
Figure 1. Illustrating one version of the 5E model that conveys the role of
valuation as an interconnecting process that is at the core of the learning experience.

Figure 2, illustrating a cyclical perspective of the model with each process
being given similar emphasis in contributing to the learning experience on a whole.

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

ENGAGE: The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the EXPLORATION dimension is to get students involved in solving a real problem that is based on a selected context. EXPLORATION provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the EXPLANATORY dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the "Five Es".

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E's so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

REFERENCES

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SUBJECT: SMALL GROUP WORK

SUB-TOPIC: Using Stimuli to tell a Story

GRADE: 7

OBJECTIVES: At the end of the lesson students should be able to:

                       • Tell a story from different perspectives
                       • Use imagination to create dramatic situation
                       • Cooperate with others in the development and successful completion of project.

PROCEDURE

STEP 1: ENGAGE	Students will play a game of Chinese telephone. (A message is sent around the room from the teacher and then via each student.) Students will have a discussion about how messages/information travels and what happens as it moves from receiver to receiver. Game will be discussed as a method used by our ancestors to send messages as well as to teach, warn and rebuke. Students will also discuss alternative ways of sending messages which are useful in our culture
STEP 2: EXPLORE	Students will listen to song(s) played and identify the proverbs in the songs and give their meanings. Students will then share some proverbs of their own and discuss/share their meanings.
STEP 3: EXPLAIN	Students in small groups will share stories and experiences based on some of the interpretations proverbs discussed. Students will then point out and highlight important details of times, setting, costumes, effects they would need if they were to present aspects of the stories shared.
STEP 4: EXPAND	Students will find a creative way to present the ideas they have discussed, incorporating the important details they have identified. (Recording devices will be used to capture the presentations).
STEP 5: EVALUATE	Students will critique each other's presentation. They will use a check list provided by the teacher to identify the strength and weaknesses of each presentation. One representative from each group will report on their group's findings.

- Measure direction and bearing from one point to another
- Accurately use a Compass Rose and Protractor
- Draw sketch maps

ASSESSMENT CRITERIA:

- Direction and bearing correctly read and recorded
- Compass Rose and protractor used accurately
- Sketch map drawn

PROCEDURES/ACTIVITIES

Engagement - *How can I get students interested in this?*

As students enter the classroom, have them select a single sheet of paper from a pile (or have each student bring a sheet of paper to class). Ask students where North is located in relation to their present position. Make note of their answers. In groups, students will brainstorm and use the various methods to determine where North is located. Students may use the Sun or a magnetic compass (a compass app may be downloaded on smart instruments and used).On the floor or ground, place the points of the compass rose to match the information deduced from the magnetic compass and or the Sun.

Exploration - *What tasks/activity/questions can I use to help students analyse and think while extracting information?*

Each student will make a paper plane from the coloured sheet of paper. Students in each group will fly their planes from one point to another while standing in the centre of their group's Compass Rose. When each plane lands, students will use the Compass Rose and string to determine the direction in which the plane flew. Using a protractor and string, students will measure the bearings of the planes final location from the start point. Students will measure the distance each plane flew using a measuring tape. All information will be recorded.

Explanation - *How can I help students make sense of their observations?*

A class discussion will be done where students make associations between the range of bearings to Cardinal directions e.g. if there is an Angular Bearing reading between 0 – 450, the direction has to be between North and North-East. Students will determine possible factors that affect the direction of movement of their paper planes.

Elaborate - *How can my students apply their new knowledge to other situations?*

Students can view flight patterns on Flight Tracker and determine their direction and angular bearing from the departure airport to the destination. On a given (paper) map students will find the direction and bearing of identified features from given points.

Evaluate - *How can I help my students self-evaluate and reflect on the teaching and learning, and how can I evaluate the students learning of concepts and skills?*

Students will draw a sketch map showing the positions of all the Compass Roses used in the lesson. Plot each flight path on the map. Write the direction and bearing of each flight on the map.

OR ———

Complete a worksheet based on the given map.

EXTENDED LEARNING:

Students may create a sketch map of their school compound. Activities such as a treasure hunt may be planned, where students are required to utilise the skills learnt in the lesson.

KEY VOCABULARY:

Angular Bearing, Back Bearing, Bearing, Compass, Direction, Protractor

LINKS TO OTHER SUBJECTS:
- • English Language; Mathematics; Social Studies; Physics