

YEAR 6 DRAMA SESSION LESSON PLAN

1 HOUR

LO: To familiarise the Year 6s student with Drama at Lord Grey and how it is taught.

LO: To share the qualities needed to be successful in a drama lesson.

LO: To introduce the Year 6 students to a variety of basic drama skills they will cover further in Year 7.

RESOURCES NEEDED;

1. 'Introduction to Drama at Lord Grey Academy' powerpoint (projected onto a board)
2. Mime/charade cards (need to be printed, cut and placed in a box)
3. Character and storyline cards (need to be printed, cut and laid out on the floor)
4. A timer (can be a stopwatch, a phone or an online timer)

TASK ONE - Introduction

- Please ask the students to sit in front of the board and project the 'Introduction to Drama' PowerPoint up on it.
- Take the students through the slides, which will outline how Drama is taught at Lord Grey and what the students can expect from the lessons.

TASK TWO – Voice & Emotions

- Please ask the students to sit in a big circle in the middle of the room – this can be on the floor or on chairs.
- Students are to go around the circle, saying their names out loud.
- Please explain that, in Drama, it is important for actors and actresses to use their voices in lots of different ways. One of those ways is volume.
- Do they know why volume is important when performing?
- Who is the loudest student in the class?
- The student who is sitting next to the 'loudest' is to then say their name out loud again, however, this time, they are to whisper it, the next student in the circle is to say their name a little louder, then the next student a bit louder. As the students go around the circle saying their names, they are to increase the volume after each student. By the time they get to the 'loudest' student, they are to be able to shout their name as loudly as possible!!
- **RULE – each student must say their name louder than the student before them!**
- Repeat this task a few times to give a few students the opportunity to be 'the loudest.'

- Explain that in Drama, when we perform as a character, we are always trying to reveal the emotions of our character and show the audience how they are feeling.
- Can the students name any emotional words?
- Do the students know how actors & actresses show emotions when they act?
- Explain that the way we use our voices can reveal our emotions.
- Please give the class 30 seconds to come up with a specific emotion.
- Please ask the students to say their names around the circle one more time. This time, they are to say their name with their chosen emotion in mind.

YEAR 6 DRAMA LESSON PLAN

TASK THREE – Team Work and Communication

- Please explain that, in Drama lessons, we mainly work in small groups to create our performances and role plays. In order to work in a group successfully, we need to be really good at **working together**, listening and **communicating** with each other.
- Students are to stand in a line across the room, side by side.
- They will have 30 seconds to carry out the following orders from the teacher;
- * Re-organise yourselves into height order from tallest on one end to smallest on the other.
- * Re-organise yourselves into alphabetical order according to your first names. A-Z.
- * Re-organise yourselves in the order of your birthdays. Jan – Dec

- During one of the instructions, make it so the students cannot talk to each other at all.
- Did they find this harder? What did they have to do to make it work?

TASK FOUR – Mime

- Please place the group into small teams and get them to sit around the room in their separate groups, facing the centre of the room.
- Place the mime/charade cards in a box in the centre of the room.
- Explain to the students that a key skill they will be learning about in their first few lessons of drama at Lord Grey is **'Mime.'**
- Do they know what mime is? Explain that it is acting using actions and no words.
- This task will test their miming skills!
- Each group is to nominate their first contender. This student is to stand up and then the timer starts, they are to run into the centre of the room to the box. They are to select a mime card from the box (all cards have activities or actions on them) they are to run back to their group and begin to mime the action on their chosen card. Their group is to try and guess what action they are miming.
- If someone in the group gets it correct, the group gets to keep the card and the same student runs back to the box and selects another one. Keep going like this until the timer is up. Timer = 1 minute.
- The aim is for each group to collect as many mime cards as possible.
- Continue this game for a few rounds, switching the 'contender' each time.
- The team with the most cards at the end of the rounds....wins!

TASK FIVE – Creativity

- Please split the class into small groups (these can be different from previous tasks)
- Lay out the Character Cards and the Storyline cards either on the floor or on a table.
- Explain to the students that it is really important to be as **creative** as possible during a Drama lesson and often they will be creating their own characters and storylines for their performances.
- In their groups, students are to select 1/2 characters from the character cards and 1 card from the storyline cards.
- They are then to work together to create a short role play which includes their chosen characters and their chosen storyline.
- Give them 5-10 mins to create their role plays.
- Select some groups (if they are confident enough) to perform their short role plays.