



My Grade 5 ArtsAround Short Range Drama Plan for Cycle 'A'

Submitted by: _____ Principal's Name: _____ Date: _____

This is 10 ++weeks of ArtsAround's Short Range Drama Plan for Cycle A.

DRAMA

April

Drama Lesson # 1 & 2: Tableau & Role Play: To loosen the students up, many Drama Games will be played during this lesson. **The Elements of Drama** will be introduced and used as a reference point for students and as a tool for assessment for teachers for all lessons to follow. **Tableau and improvisation** are two powerful techniques that will serve drama students well to master.

April

Drama Lesson # 3: Indigenous People & European Explorers: In this lesson the **focus will be on the Eastern Woodland Haudensaunee** because these are the people that first inhabited what we now call Southern Ontario. **The Haudensaunee** are a group of 5 different First Nations that lived around the Great Lakes. Through **tableau and role play** the students will encounter the arrival of the European explorers. Through **collaborative teamwork**, decisions will be made as the concept of land issues, still, continue today. Recently, there has been so much more controversy with the Indigenous burial grounds that have been located across Canada. Discuss.

April

Drama Lesson # 4: The Protest: The focus will then become more **authentic** for your students as they will find themselves in protest at the barricade in Caledonia in 2006. ArtsAround was fortunate to be given permission to use the footage of that conflict from CHCH TV. **Tableau and role play** are used as well as **improvisation, negotiating and debating skills** to really set this lesson on fire.

May

Drama Lesson # 5: Searching for Solutions: Three basic conflict styles are covered today as the conflict deepens: **1) Avoidance 2) Confrontation 3) Problem-solving**. Clear steps are outlined about how to handle conflict that will help students to use in real-life situations too. Students divide into actual teams of people who are residents of Caledonia; business owners of Caledonia; Six Nations people and government officials. That leads to the **sharing of different perspectives**. When the Press arrives, the interviews become quite lively.

May

Drama Lesson # 6: *Conservation of Energy*: This **Conservation of Energy** lesson also integrates well with their work in the grade 5s Science curriculum. Another strong issue to allow more opportunities for sharing perspectives and coming up with solutions. This time the students will learn a poem and a process that requires **choral speaking**. Speaking with **confidence, using clarity and poise** are tools that again will take them far. The type of choral speaking that you will be doing is called **antiphon**. This means that there is a verse that everyone needs to chant in response which includes **stance, projecting your voice and intonation**.

May

Drama Lesson # 7: *The Earth as an Apple*: In **Choral Speaking** groups the students will prepare their portion of this poem about conservation and present it to either another class or capture it on video. **Memorization and poise** will be assessed. The students will know what to expect once they've examined the **Rubric for a Performance**.

May

Drama Lesson # 8: *Springhill Mining Disaster*: To understand this **docudrama** the students need to understand about forces acting against structures. '**Forces acting on Structures**' is a Grade 5 Science and Technology expectation. The *Springhill Mining Disaster* is used as one sample of forces acting on structures in a very dangerous way. **Arch, truss, pulley, gear, lever or suspension** are terms used throughout the lesson. Again, this promotes integration at many levels. *The **Ballad of Springhill*** is a Canadian written song folk song that, was, a poem.

June

Drama Lessons # 9 & 10: *The Springhill Mining Disaster Rehearsals*: There is much to cover here as you work through scenes, props, background music and minimal costume ideas in order to be ready for next week's performance. **Voice projections and displaying appropriate emotions** through **body and facial language and sound effects** will enhance any performance. **Narrators** also need to be chosen so they have a chance to practice.

June

Drama Lesson # 11 (and # 12 if need be: *The Springhill Mining Disaster Performance*: Today's production provides the students with the opportunity to perform the *Springhill Mining Disaster* in front of an audience demonstrating generally what life was like on the east coast during that moment in history. If it is impossible to perform it live, then filming it, as a docudrama, is second best. Your students could take that film they created home for 'Family Night at the Movies', over the summer holidays, and make popcorn for the family to provide entertainment and discussion!