



My Grade 6 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 role play** are introduced, and the Grade 6 students will enjoy dramatizing "Guess the Tableaux" Scenes from four different Chris Van Allsburg photos provided.

April

Drama Lessons # 3 & 4 & 5: Docufiction: The Lost Spike: In these lessons the students will dramatize several scenes from the docudrama of *The Lost Spike* where Chinese immigrants learned how difficult life was to make Canada a better country while building the CPR Railway. This drama is historical fiction. The students will learn about staging and narration, delivering lines and using appropriate body language. The entire process ends in a performance before a live audience or at least a video for self-critiquing. They will create or learn a new song to accompany the drama as well. This process should instill a sense of fulfilment at collaboratively, working toward, a product. Many life lessons here!

May

Drama Lesson # 6: Choral Speaking: Flight: Part 1: Integrating the content of this drama theme with *Flight* from the Science curriculum and merging it with *Choral Speaking* from the literacy curriculum makes this an interesting connection. Articulation, bodily movement and unity are some of the Choral Speaking skills taught. Looking at YouTube assists in understanding the scientific principles of lift, thrust, rotation and drag. The *Drama Choral Speaking Teams* will divide and rehearse/memorize specific stanzas of a poem to present to the rest of the class with gusto next week. Amelia Earhart, one of the most celebrated aviators in history appears during reflection.

May

Drama Lesson # 7: *Flight: Part 2*: After some rehearsals and presentation time, the *Drama Choral Speaking Teams* will present what they have memorized recalling the skills laid out for them in the *Chorus Presentation Rubric*. They will critique their own performance and each other so the idea of critiquing positively by suggesting improvements in a kind and empathetic way is an important skill. They will also read a passage about other aviators to present as an expert in the group activity. The *Aerodynamics of Flight* YouTube provides interesting data in an easy format for understanding.

June

Drama Lessons # 8 & 9: *Different Perspectives on Distinct Canadian Communities*: This lesson connects directly with the grade 6 Social Studies curriculum about *Heritage and Identity*. The children will listen to historical narratives and facts about people who have played an important role in Canadian history. Your main goal is to give your students enough knowledge that they can form their own perspective on different topics. They are stretching their minds to grasp the bigger concept of critical thinking. It is important that the students realize too that there are charters and rights that protect all of us from some of these inhumane practices continuing. Three prominent Canadian narratives include MP Charlie Angus who contributes tremendously to the northern culture; Prime Minister Sir John A MacDonald; Abigail Becker sung by Tia McGraff of Port Dover. Drama Teams end with a tableaux, representing a time in history when Canada celebrated.

June

Drama Lesson # 10: *The Music of the Dolphin*: The activities in this lesson are based on a novel written by Karen Hesse. For drama purposes there is a lot to work with because the story is so rich in images and content, providing a direct link to literacy. Karen Hesse's *The Music of Dolphins*, published in 1996, tells the story of Mila, a feral child raised by dolphins and rehabilitated by humans. Told in first person narration from Mila's point of view, the story begins in a hesitant, halting voice, written with large print and short sentences, slowly progressing to a more confident, flowing narration with complex syntax as Mila becomes comfortable with human language. Mila is discovered by humans on an island near Cuba. Through improvisation, the students are introduced to researchers from **The Institute for Behavioural Research**. *The Dolphin and Diver* YouTube provides enough information for the students to again voice their perspectives about what is best for Mila, the main character.

June

Drama Lesson # 11: (extended to # 12 if necessary) *The Music of the Dolphins: Finale:* By comparing Mila to a real life Ukrainian feral child called Oxana, the students, make, a decision, about what would be best for Mila's welfare. They consider her own well-being through the eyes of behavioural scientists, Child Protection agents, music therapists and even Mila's friend Shay. Through a "Corridor of Voices; Mile makes her exit through a powerful poem titled *The Dolphin Ring*. This is the type of drama that resonates long after the finale takes place!

