

## Winter Drama Lessons

### Aims of the lessons

- ★ Equip students' with **sophisticated performance skills**.
- ★ Build students' **self-confidence** and **self-esteem**.
- ★ Develop students' **creative and imaginative processes** and **responses**.
- ★ Help students learn to **respect one another** and **work as a team** by practicing skills such as **acknowledgement of ideas, focused listening, and turn-taking**.
- ★ Explore **different forms and expressions** of drama.
- ★ **Engage** students in **class discussion** to build both the **skills** as an **individual** and as a **team player**.
- ★ **Excite and encourage** students to **continue engaging with and practising drama**.
- ★ Offer students **individual feedback** and help them **harness their strengths** and **tackle their weaknesses**.

### Lesson Structure

During the programme students will **explore many different avenues of drama** and **learn numerous skills** which will help to shape them into more **confident, creative, and considerate** individuals. In our lessons we will focus on both **theoretic and practical learning**; students will discover a knowledge of how to **approach, prepare and perform** text through a combination of **group work and individual exercises**. Below is an example of what we will be covering over the course of the programme:

- **Lesson 1: *Introduction to drama.***
- **Lesson 2: 'Who are you?' - *Creating and performing characters.***
- **Lesson 3: 'Say it like you mean it' - *Working on voice.***
- **Lesson 4: 'What do you want?' - *Objectives and tactics.***
- **Lesson 5: *Performative story-telling.***
- **Lesson 6: *Consolidating and improving our drama skills.***

## Reading List

Over the **5 lessons**, we will be working with **various forms of literature** including **poems, novels, and plays**. Below is a sample list of the of **texts** which we will be touching at throughout the programme:

### **Novels:**

- ***The Gruffalo*** by Julia Donaldson.
- ***Alice's Adventures in Wonderland*** by Lewis Carroll.

### **Poems:**

- ***Chocolate Cake*** by Michael Rosen.
- ***Double Trouble*** by Jackie Kay.

### **Plays/Monologues:**

- ***Shakespeare on Trial*** by Michael Coleman.
- ***Thanks for Nothing, Santa*** by Indiana Kwong.

## Assessment

At the end of the course, students and parents will be provided with **individual feedback**. This feedback is intended to help the students **recap their learning, recognise their progress, and acknowledge where their strengths and weaknesses lie**.

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On the next page is a **detailed example** of what our **first lesson** together will look like.

## Lesson 1: Introduction to drama.

### **AIMS:**

- to **introduce ourselves to one another.**
- to **learn what we will be studying** and **what is expected from us.**
- to **understand the definitions of drama, theatre, and performance.**
- to **understand what skills are involved in drama, theatre, and performance.**
- to **learn how to become a better performer.**

### **1. Introductions**

- Introduce ourselves to each other.
- Set ourselves some objectives (i.e. what do we want to gain from these lessons?)

### **2. What will we be doing?**

- Learn about what we will be covering in these lessons (i.e. what topics, areas, and projects will we be working on).
- Acknowledge that we will learn both theoretical and practical skills (i.e. we will be both discussing written/reading work and performing).

### **3. What is drama, theatre, and performance?**

- Discuss what we think drama, theatre, and performance are.
- Learn the definitions of drama, theatre, and performance.
- Discover a brief history of drama, theatre, and performance.
- Discuss and learn about the importance of the audience.

### **4. What skills are involved in drama, theatre, and performance?**

- Discuss what skills we think are involved in drama, theatre, and performance.
- Learn about what skills performers need to practice (i.e. in relation to the body, the voice, the mind, the outlook).
- Discover how these skills are applicable not only to drama/theatre (i.e. how do we 'perform' in our everyday lives, and how do performance skills shape us as individuals).

### **5. How do I become a better performer?**

- Learn about how to discover performance skills.
- Discuss ways of practicing these skills both individually and in groups.

**HOMEWORK:** Think of a **character** from a **book or film** you enjoy. Make a note of **all the things you notice about them** (i.e. what do they **look like**, what might their **voice sound like**, how do they **walk/stand?**).