

Unit Name: Inclusive Learning Through Drama

Lesson name: Engaging an Audience through Sound

Stage: 2

Duration: 60 minutes

Throughout this lesson, students will explore the use of sound to create mood and facilitate audience engagement during a performance. Building on the narration from the previous lesson ‘Our Five Senses’, students will take on the role of a character and participate in a performance, without the use of dialogue. As an audience, students will experience a new way of viewing a performance when they have their back to the stage.

Lesson Outcomes

A student will learn to:

- express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
- consolidate interpretative and symbolic work in the drama forms of movement, mime, storytelling, and play building
- devise drama using narrative or episodic sequences in collaboration with others
- interpret the meaning of their own drama and that of others.

A student will learn about:

- interpreting everyday situations through a range of drama elements (e.g. tension, contrast, symbol, time, space, focus, mood)
- acting in and devising drama from the perspective of drama maker and audience
- appreciating drama by viewing others’ performances.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide</p>	<p>TEACHING</p> <p>Warm up: Splat</p> <ol style="list-style-type: none"> 1. Ask the group to form a circle. Teacher stands in the middle. 2. The teacher throws an imaginary pie at one person in the circle. 3. That person must duck and the two people on either side throw an imaginary custard pie at each other and shout “SPLAT!”.

range of imagined situations.

DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.

Performing DRAS2.3 Sequences the action of the drama to create meaning for an audience.

Appreciating DRAS2.4 Responds to, and interprets drama experiences and performances.

4. If the first person doesn't duck, they are out. If they do duck in time, the last person to throw their pie on either side is out.
5. Continue until the game is down to just two people left.
6. When there are only two players left, begin THE DUEL:
 - The two remaining players stand back to back in the middle of the circle.
 - A category of objects is called out, e.g. "breakfast cereal".
 - Each time the teacher calls out a cereal e.g. porridge, the players take one step forward.
 - If a student doesn't take a step, or when an object that is NOT a cereal is called out, they must throw their custard pies.
 - The first to throw the pie is the winner!

LEARNING

Group Activity: Using Sound

1. Teacher leads class discussion about how films and plays use sound to create a mood.
 - *Other than music, what else can we use to help the audience experience what is going on?* (sound effects)
2. Watch [The Magic of Making Sound](#) video to witness how experts manufacture 'natural' sounds with studio props.
3. *When you created your performances last lesson, what sounds could you have included to engage the audience?*
4. Students watch [Series of Unfortunate Events Movie Clip](#) video to identify how sounds create interest and evoke emotion.
5. Display the **Sounds Visual** and ask: *What can we use around the classroom to create some of these sounds?*
6. Class is placed into small groups (of 3 or 4). You may choose for these to be the same groups as the previous lesson.
7. Groups designate one student to be the narrator and the remaining students are to be the actors. Try to encourage students to play a different role (narrator/actor) than they did in previous lesson.
8. The students who are acting are given a **Drama Character Card** to play the role of. The narrator does not need a Character Card.
9. Students are given a scenario from the **Drama Scenario Cards** or **Scenario Visual** and are to create a performance that does not include any talking, with the exception of the narrator.
10. Teacher to set a timeframe for students to practice their performance. Encourage the use of props for sound.
11. Before performances start, get all spectators to sit with their backs facing the stage. They will be experiencing the performances with their hearing only.

	<p>12. Groups are selected one by one to perform.</p> <p>13. The narrator stands to the side of their actors and introduces their group giving as much detail as possible. They may choose to use the Narrator Script to do an introduction.</p> <p>14. Actors are permitted to create sound effects during the performance but are not to talk.</p> <p>Reflection:</p> <ul style="list-style-type: none"> - <i>How was the narrator providing a clear picture of the events for you?</i> - <i>Did the use of sound effects help you visualise what was going on?</i> - <i>Were there any sounds used that helped you to feel an emotion? (e.g. a loud bang that scared you).</i> - <i>Did your performance have a hidden message?</i> - <i>What were you hoping other students would take away or learn from your performance?</i> <p>ASSESSMENT</p> <p>No formal assessment has been provided for this activity.</p>
<p>Adaptations, Considerations and/or Adjustments</p> <p>Note: Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p>Note: Some students may feel more comfortable playing a particular role, e.g. actor or narrator.</p> <p>Physical: Students may choose to participate as the narrator if they do not feel comfortable acting. The environment may need to be considered or adapted for accessibility.</p> <p>Vision: Display in larger print: Narrator Script, Drama Scenario Cards, Scenario Visual. All of these may also be given verbally. Character Cards - Large Print can be distributed for students. Students narrating the performances could describe the actions and actors as well as the storyline.</p> <p>Hearing: Class may swap audible applause for 'Jazz Hands' - shaking both of their open hands in the air. Provide the Lesson 6 - Language Support S2 for students to view throughout the lesson for clarification.</p> <p>Sensory: If sensitive to loud noise, class may swap audible applause for 'Jazz Hands - shaking both of their open hands in the air.</p> <p>Non-verbal: Students may participate in performance using their preferred means of communication. Support students' preferred ways of communication. Incorporating technology or devices in group work and asking targeted closed questions, provide the option for a specific role in group performance, e.g. scribe or organiser.</p> <p>EAL/D: Provide picture Drama Scenario Cards for students to use during step 9. The student/s may feel more comfortable being the actor, as opposed to the narrator. Printer Friendly Scenario Visuals may be used instead of Scenario Visual in step 9. If narrating, students may fill out a hard copy of the Printer Friendly Narrator Script to keep with them and read from.</p>

	<p>Teacher may choose to hand out <i>Drama Sound Cards</i> as a visual aid. Provide the <i>Lesson 6 - Language Support S2</i> for students to view throughout the lesson for clarification.</p> <p>Other: For performance refusal or avoidance, allow students alternative ways of performing or being involved such as grouping students in pairs with someone they feel comfortable working with. Teachers can make goals with students to reach by the end of the unit, e.g. will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit.</p>
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Resources

- [The Magic of Making Sound](#) - Great Big Story (YouTube)
- [Series of Unfortunate Events Movie Clip](#) - Movieclips (YouTube)
- [Sounds Visual](#) - Blue Sky Community Services
- [Drama Character Cards](#) - Blue Sky Community Services
- [Drama Scenario Cards](#) or [Drama Scenario Cards - Printer Friendly](#) - Blue Sky Community Services
- [Scenario Visual](#) - Blue Sky Community Services
- [Narrator Script](#) - Blue Sky Community Services
- Additional example to display the idea of Narration: [How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg](#) - Happify (YouTube)

Resources for Adjustments (if applicable)

- [Printer Friendly Scenario Visuals](#) - Blue Sky Community Services
- [Printer Friendly Narrator Script](#) - Blue Sky Community Services
- [Drama Sound Cards](#) - Blue Sky Community Services
- [Lesson 6 - Language Support S2](#) - Blue Sky Community Services
- [Character Cards - Large Print](#) - Blue Sky Community Services

Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	



PLEASE HELP US IMPROVE!

We want to continue to improve our lessons and resources to ensure that they are benefiting not only the students, but you as teachers.

We would appreciate your time in completing this short survey.



[Click here to
access the survey.](#)

Try adding these sounds:

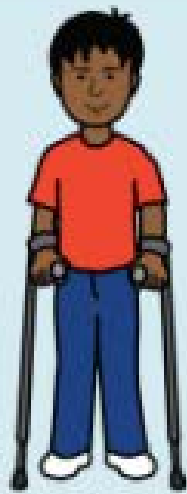
- clapping
- running
- laughter
- crying
- chewing
- singing
- whistling
- heavy breathing
- crash

- leaves
- rain
- animal noises
- squeaking
- wind
- tearing paper
- bouncing ball
- bell

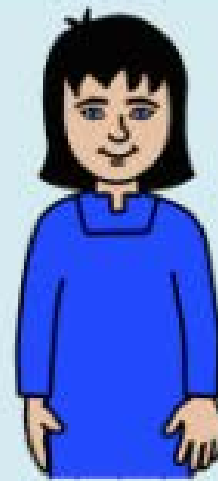
- thunder
- rustling
- splashing
- crunching
- typing
- knocking
- packet opening
- door opening/closing



Character 1



Character 2



Character 3



Character 4



Character 5



Character 6



Character 7



Character 8



Character 9



Character 10



Character 11



Character 12



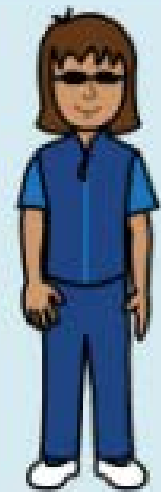
Character 13



Character 14



Character 15



Character 16



Character 17



Character 18



Character 19



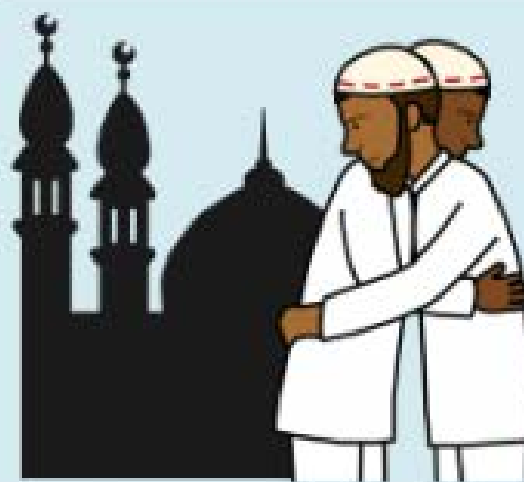
Character 20



Character 21



Character 22



Character 23



Character 24



Character 25



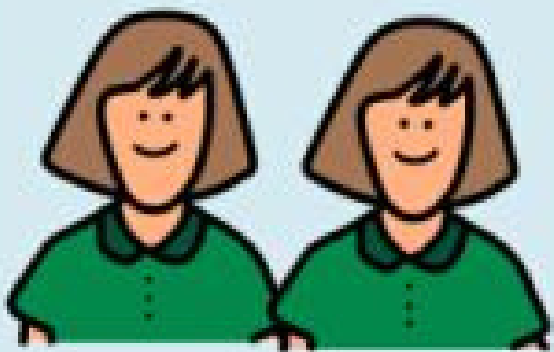
Character 26



Character 27



Character 28



Character 29
& 30



Character 31



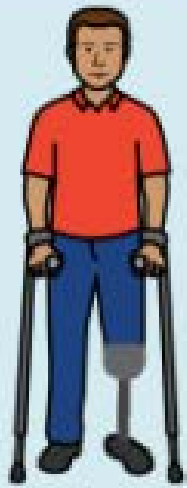
Character 32



Character 33



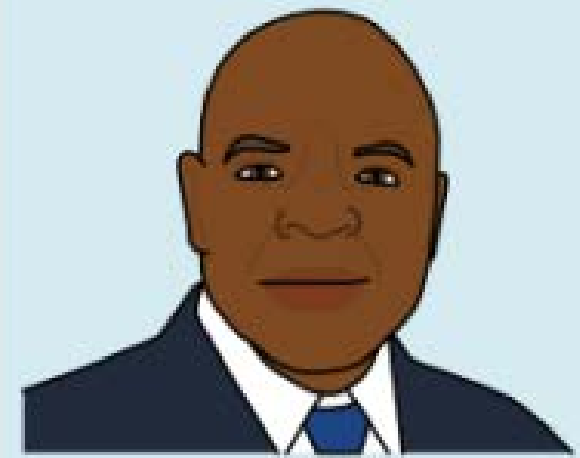
Character 34



Character 35



Character 36



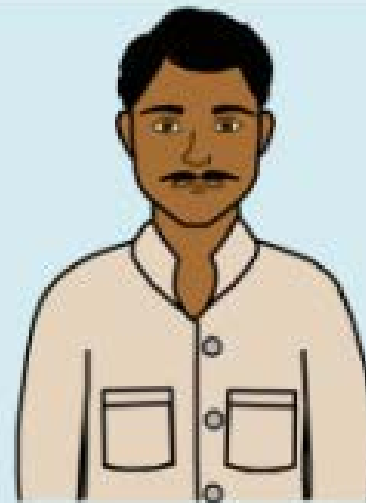
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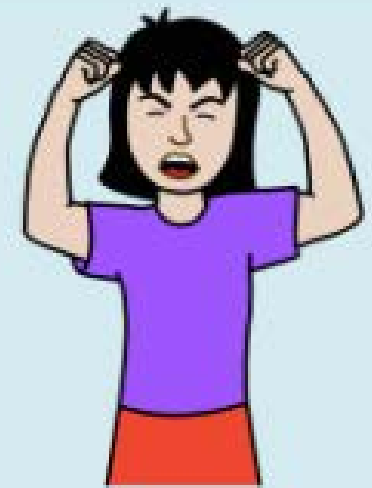
Character 38



Character 39



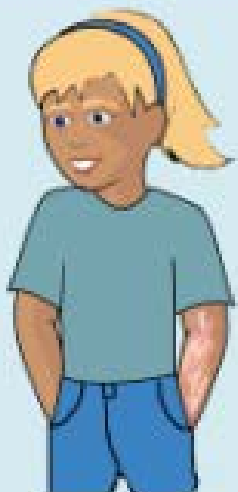
Character 40



Character 41



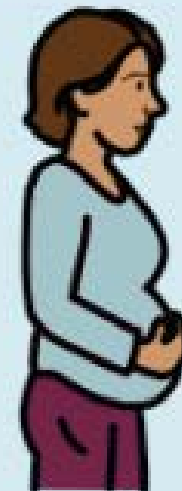
Character 42



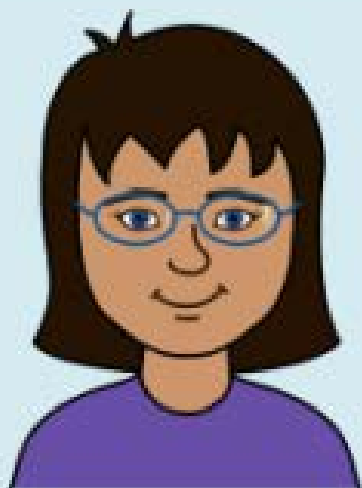
Character 43



Character 44



Character 45



Character 46



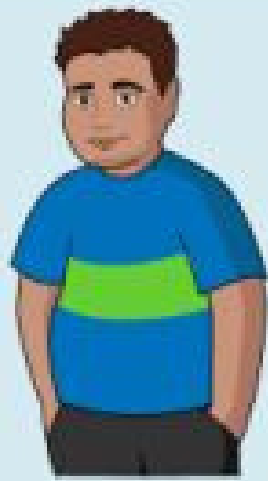
Character 47



Character 48



Character 49



Character 50

Going to a
birthday
party.

Participating
in the school
athletics
carnival.

All of the
animals have
escaped from
the zoo.

A spaceship
lands in
the middle
of town.

Having
dinner at a
restaurant.

Flying on an
aeroplane.

Going to
the movies.

Having a
picnic.



Catching
a train.

Going to
the beach.

Fishing at
the river.

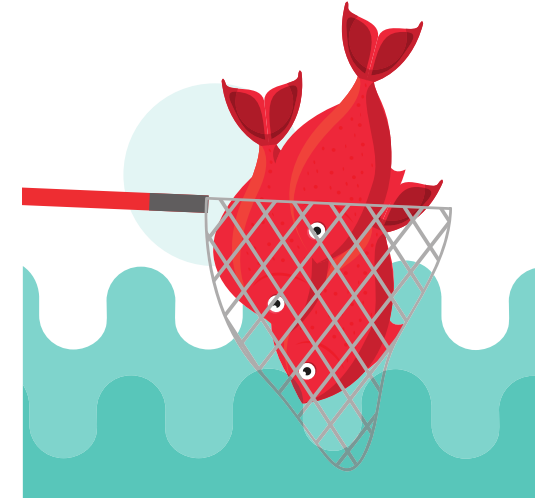
Having a
celebration.

Going for a
bush walk.

Eating lunch
with your
friends.

Playing a ball
game.

Dancing with
your friends.



SCENARIOS

- going to a birthday party

- a spaceship lands in town

- having dinner at a restaurant

- eating lunch with friends

- going for a bush walk

- playing a ball game

- dancing with friends

- animals have escaped the zoo

- flying on an aeroplane

- fishing at the river

- the school athletics carnival

- going to the movies

- having a picnic

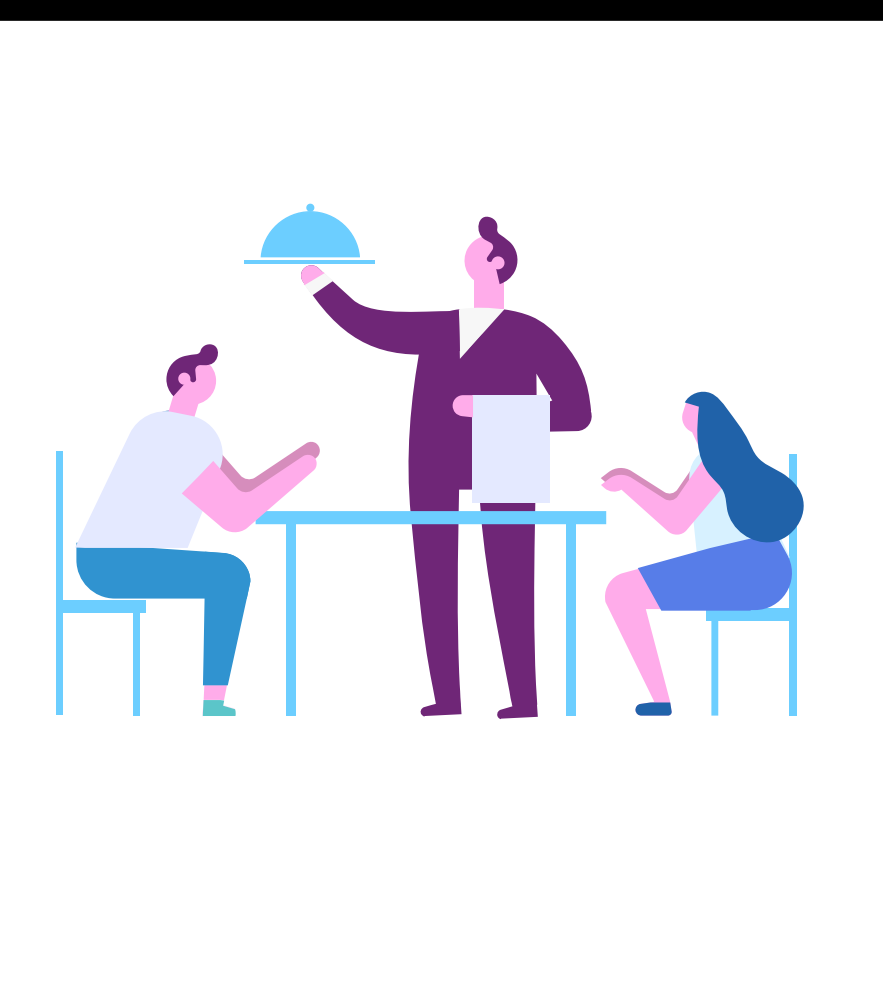
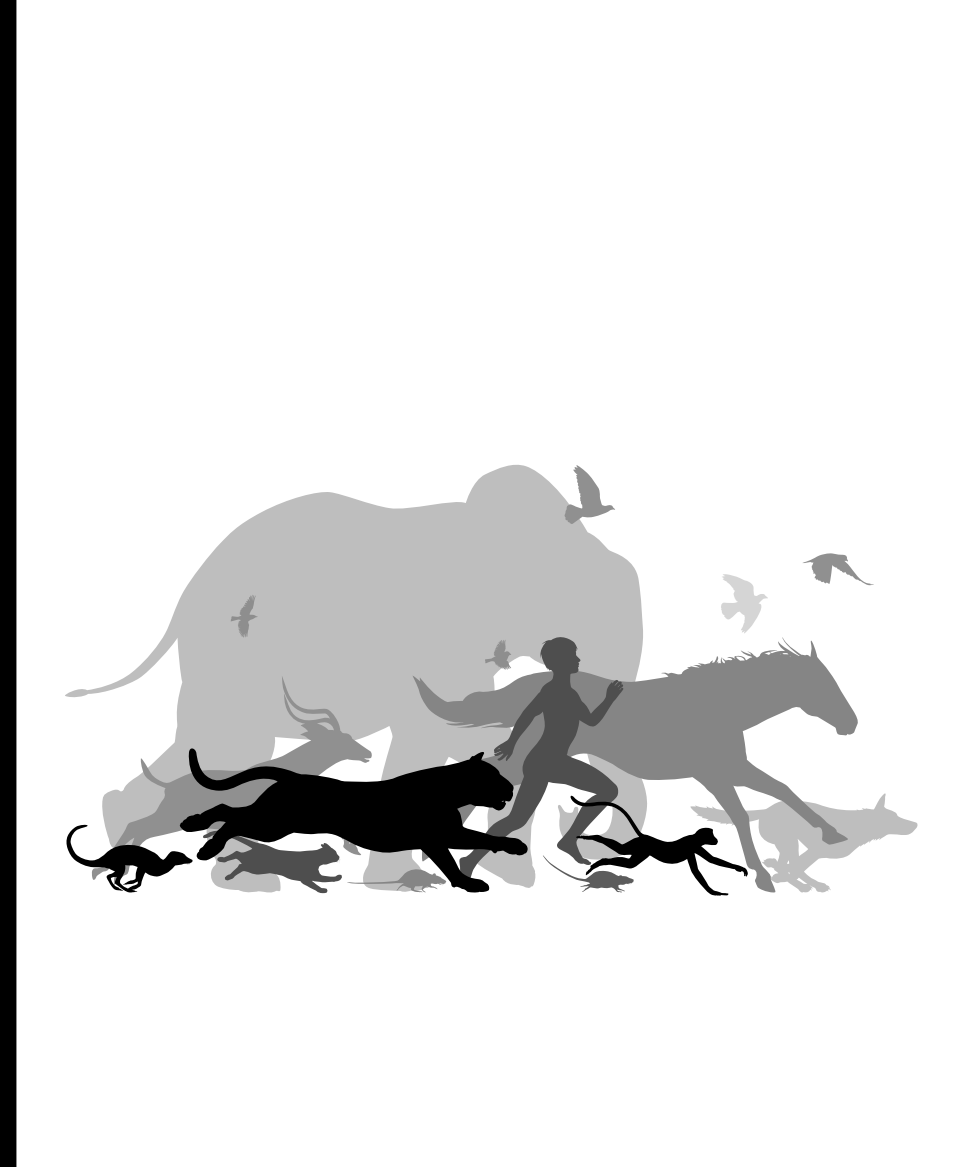
- catching a train

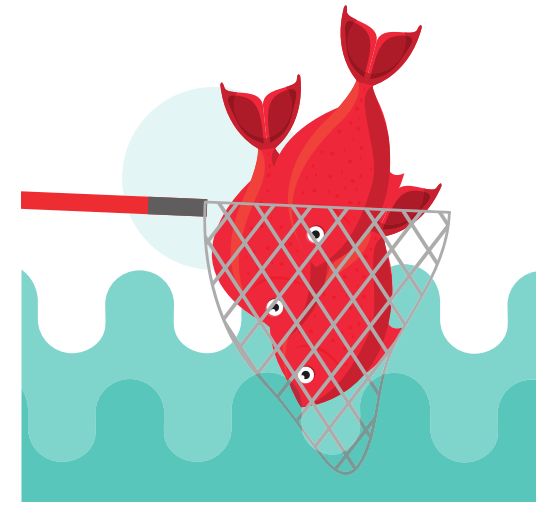
- going to the beach

- having a celebration

NARRATOR SCRIPT

"Hello, my name is _____
and I will be narrating today's
performance. I have two
actors performing with me:
_____ and _____. Our
scenario is _____. We hope
you enjoy the show!"





NARRATOR SCRIPT

1. Hello, my name is _____.
2. I will be narrating today's performance.
3. I have two actors performing with me today.
4. Their names are _____ and _____.
5. Our scenario is about _____.
6. We hope you enjoy the show!

clapping



running



crying



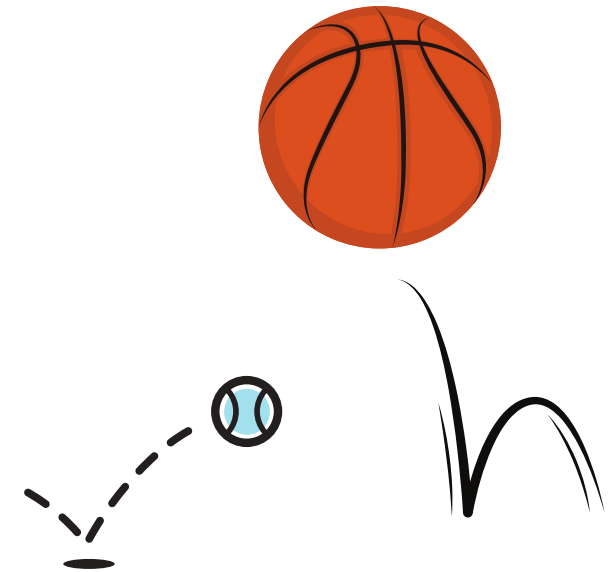
typing



knocking



bouncing ball



heavy breathing



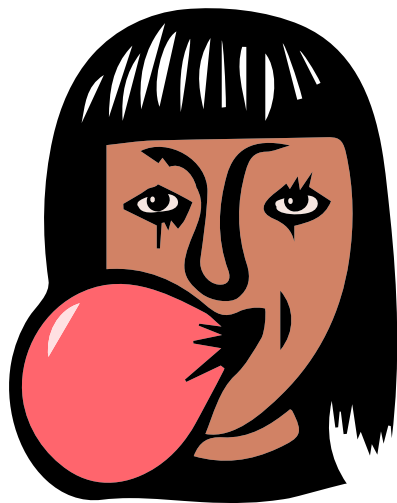
laughter



thud



chewing



singing



whistling



door closing

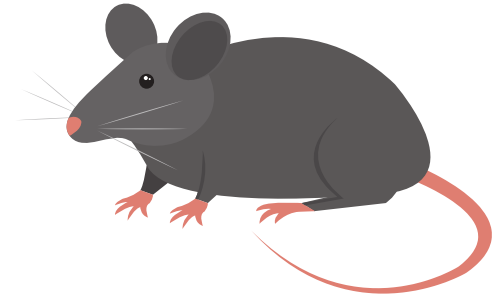


packet opening



squeaking

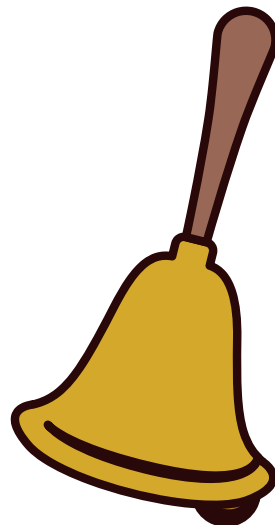
squeak
squeak



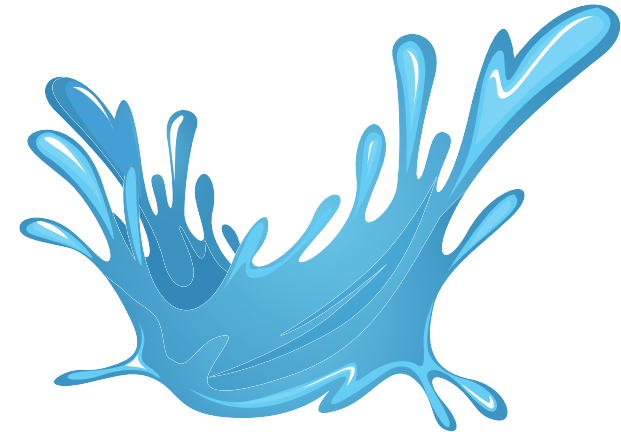
tearing paper



bell



splash



leaves



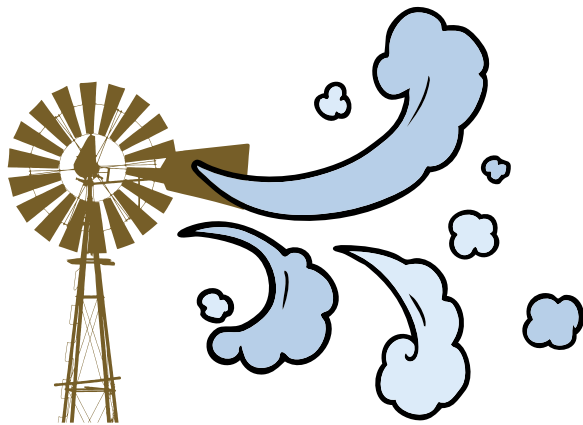
rain



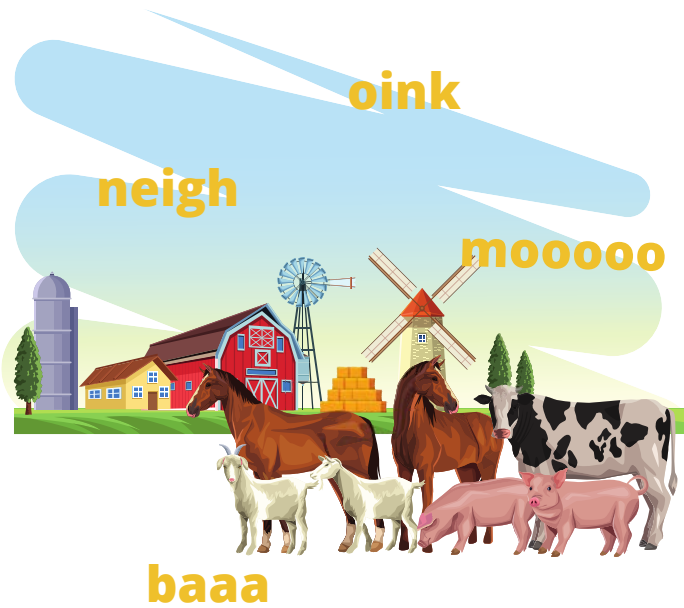
thunder



wind



animal noises



crunching



Lesson: Engaging an Audience through Sound

Activity 1:

Warm-up: Splat

1. Students make a circle. Teacher stands in the middle.
2. The teacher throws an imaginary pie at one person in the circle.
3. That person must duck and the two people on either side throw an imaginary pie at each other and shout "SPLAT!".
4. If the first person doesn't duck, they are out. If they do duck in time, the last person to throw their pie on either side is out.
5. Continue until the game is down to just two people left.
6. When there are only two players left, begin THE DUEL:
 - The two remaining players stand back to back in the middle of the circle.
 - A category of objects is called out, such as 'cereal'.
 - Each time the teacher calls out a cereal, the players take one step forward.
 - When an object that is NOT a cereal is called out, they must throw their custard pies.
 - The first to throw the pie is the winner!

Activity 2:

Group Activity: Using Sound

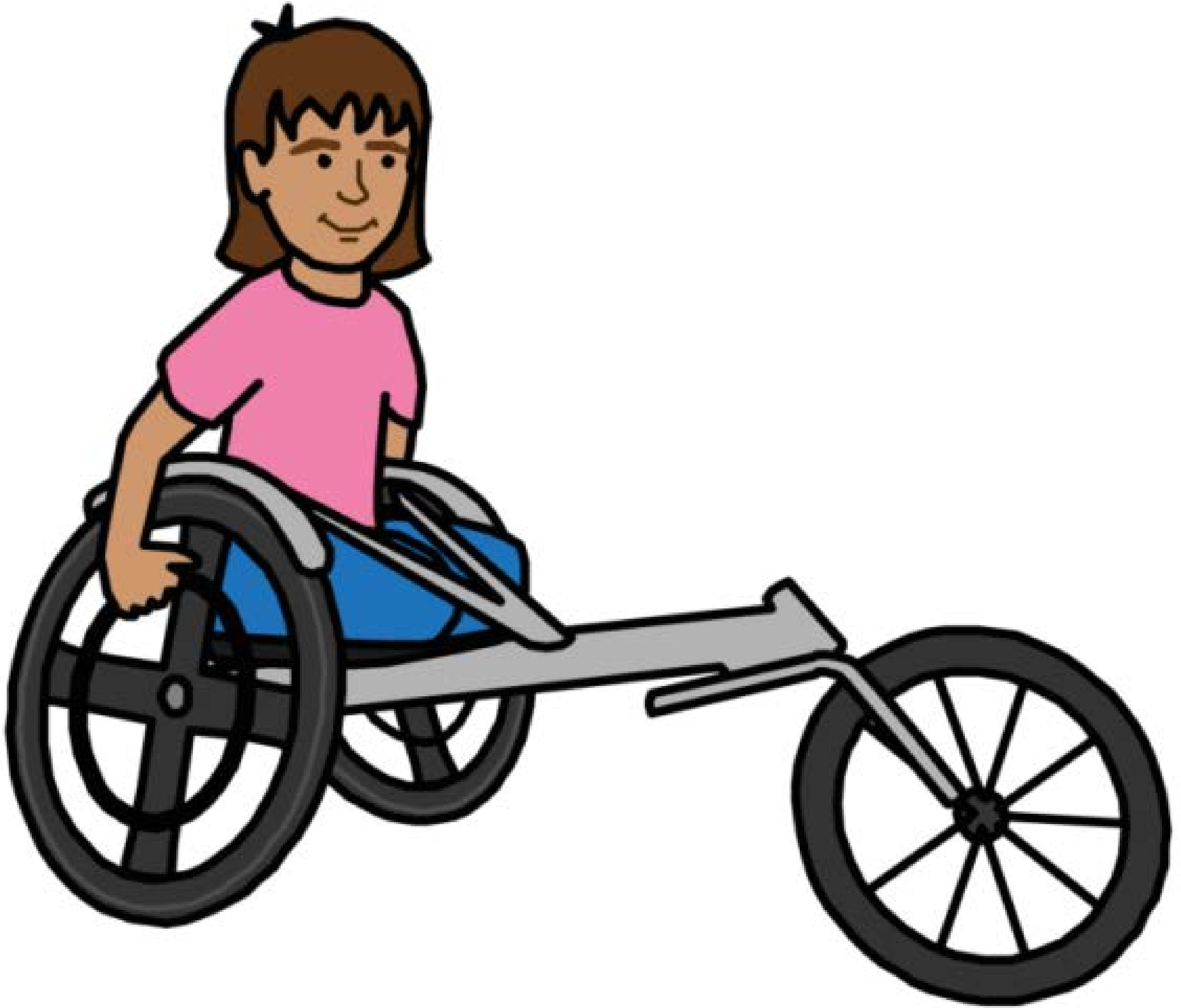
1. Teacher leads class discussion about how films and plays use sound to create a mood.
 - *Other than music, what else can we use to help the audience experience what is going on?* (sound effects)
2. Watch [The Magic of Making Sound](#) video to witness how experts manufacture "natural" sounds with studio props.
3. *When you created your performances last lesson, what sounds could you have included to engage the audience?*
4. Students watch [Series of Unfortunate Events Movie Clip](#) video to identify how sounds create interest and evoke emotion.
5. Display the [Sounds Visual](#) and ask: *What can we use around the classroom to create some of these sounds?*
6. Class is placed into small groups (of 3 or 4) two students acting, one student to narrate. You may choose for these to be the same groups as the previous lesson.
7. Groups designate one student to be the narrator and the remaining students are to be the actors. Try to encourage students to play a different role (narrator/actor) than they did in previous lesson.
8. The students who are acting are given a [Drama Character Card](#) to play the role of. The narrator does not need a Character Card.

9. Students are given a scenario from the [Drama Scenario Cards](#) or [Scenario Visual](#) and are to create a performance that does not include any talking, with the exception of the narrator.
10. Teacher to set a timeframe for students to practice their performance. Encourage the use of props for sound.
11. Before performances start, get all spectators to sit with their backs facing the stage. They will be experiencing the performances with their hearing only.
12. Groups are selected one by one to perform.
13. The narrator stands to the side of their actors and introduces their group giving as much detail as possible. They may choose to use the [Narrator Script](#).
14. Actors are permitted to create sound effects during the performance but are not to talk.

Activity 3:

Group Activity: Reflection

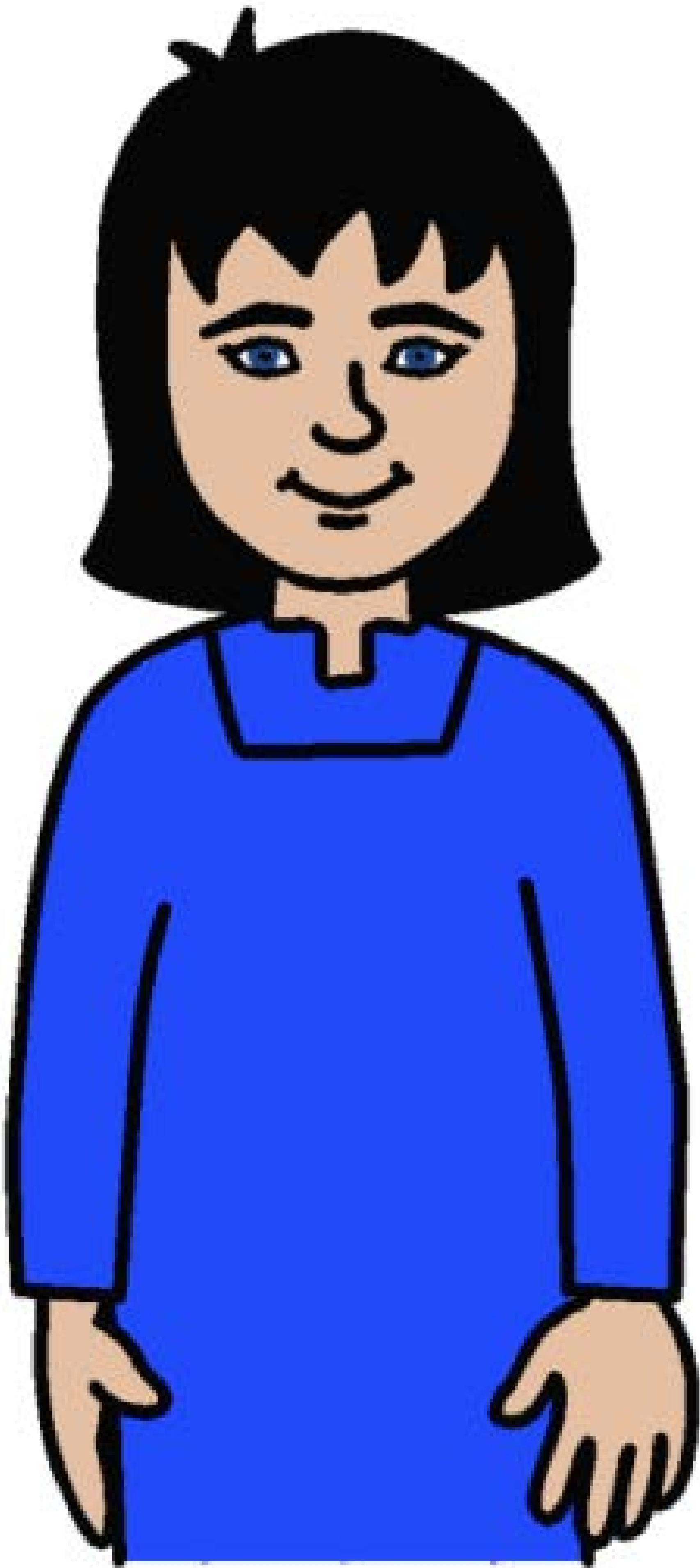
- *How was the narrator providing a clear picture of the events for you?*
- *Did the use of sound effects help you visualise what was going on?*
- *Were there any sounds used that helped you to feel an emotion? (e.g. a loud bang that scared you).*
- *Did your performance have a hidden message?*
- *What were you hoping other students would take away or learn from your performance?*



Character 1



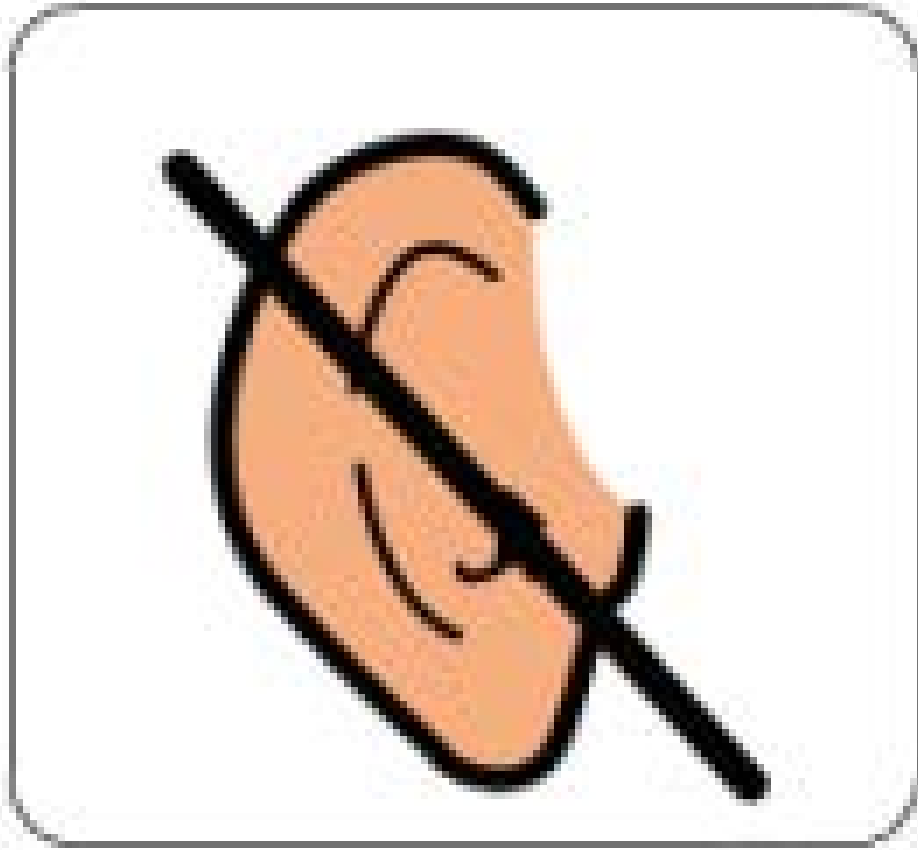
Character 2



Character 3



Character 4



Character 5



Character 6



Character 7



Character 8



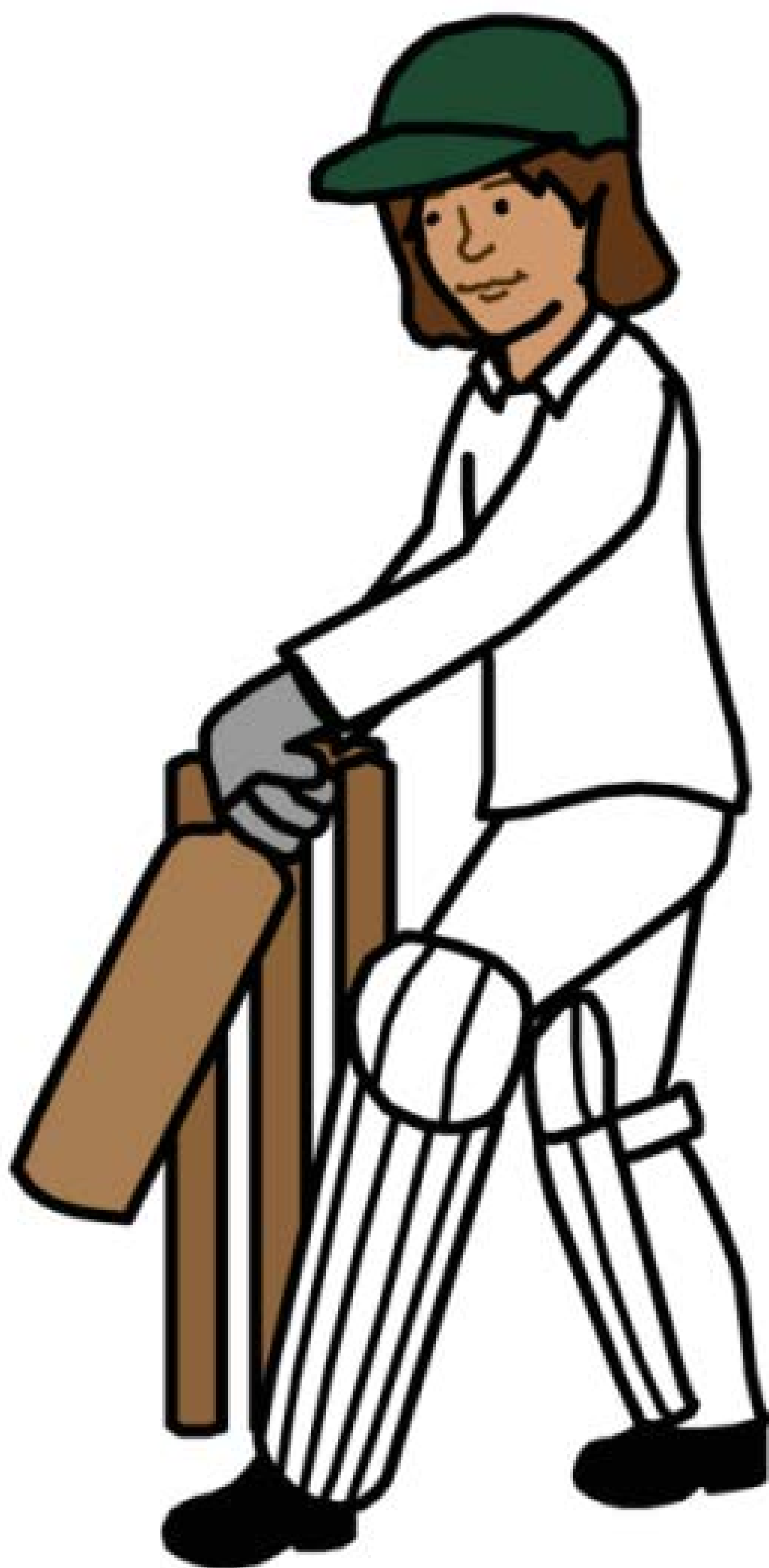
Character 9



Character 10



Character 11



Character 12



Character 13



Character 14



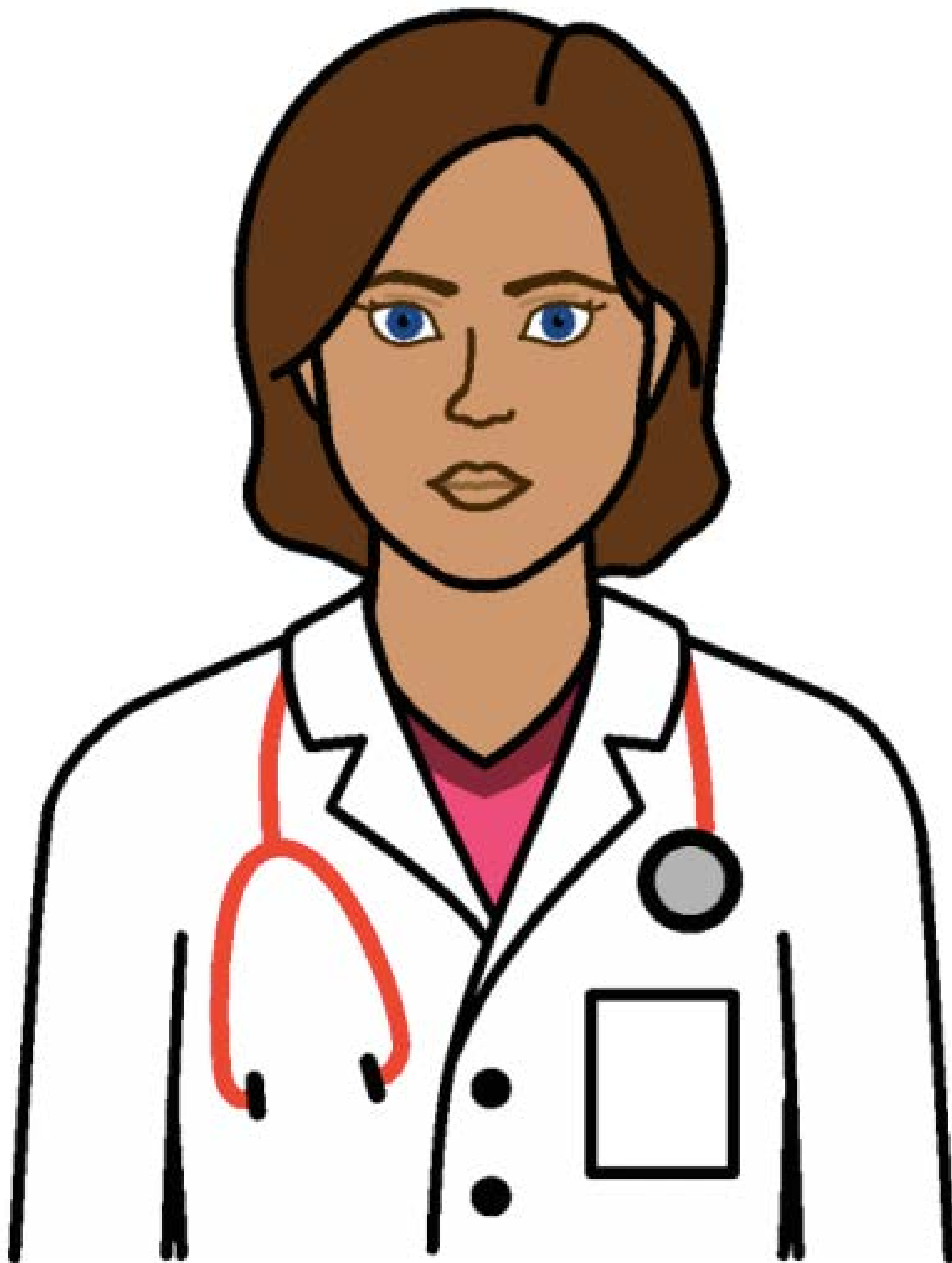
Character 15



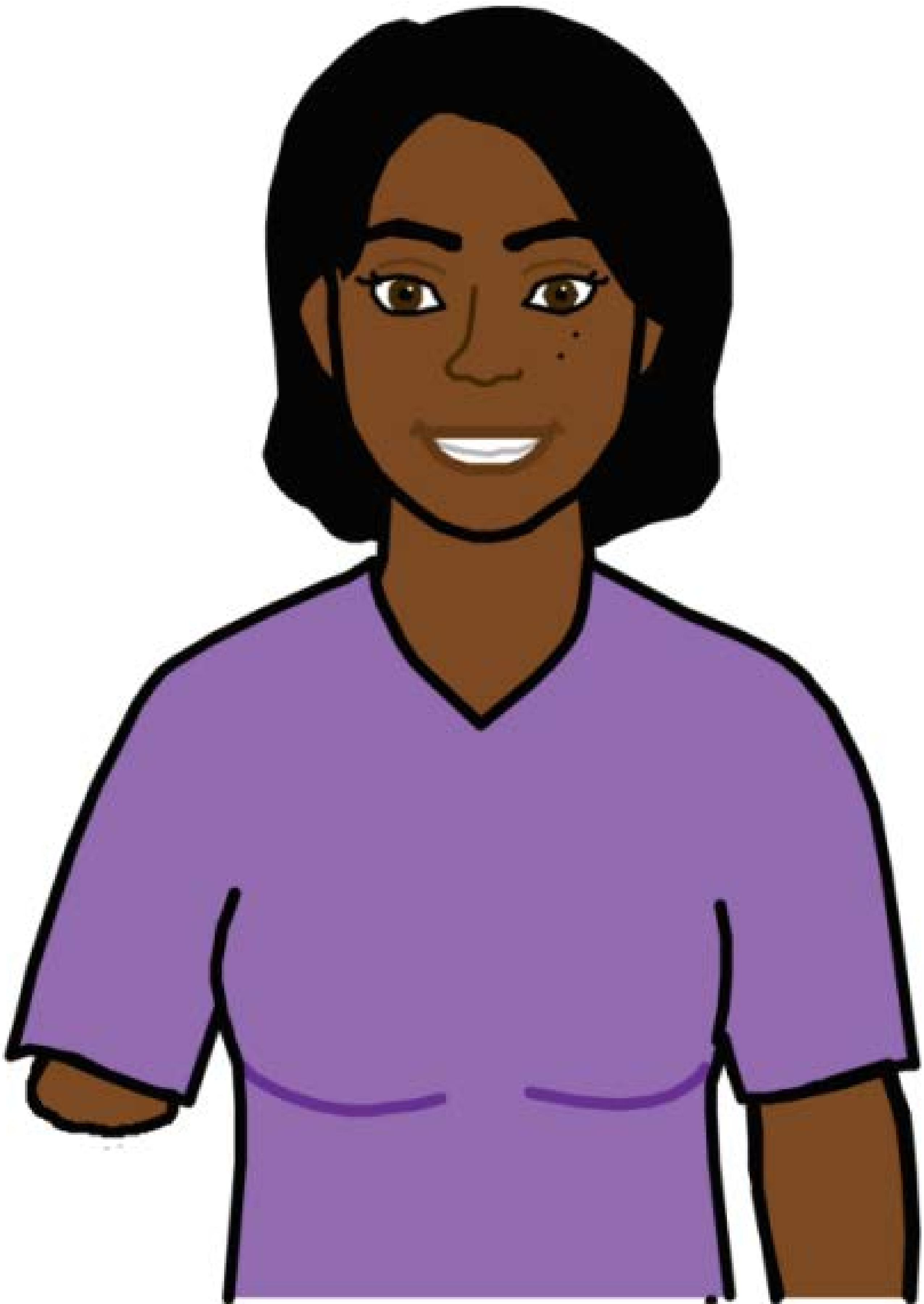
Character 16



Character 17



Character 18



Character 19



Character 20



Character 21



Character 22



Character 23



Character 24



Character 25



Character 26



Character 27



Character 28



Character 29

Character 30



Character 31



Character 32



Character 33



Character 34



Character 35



Character 36



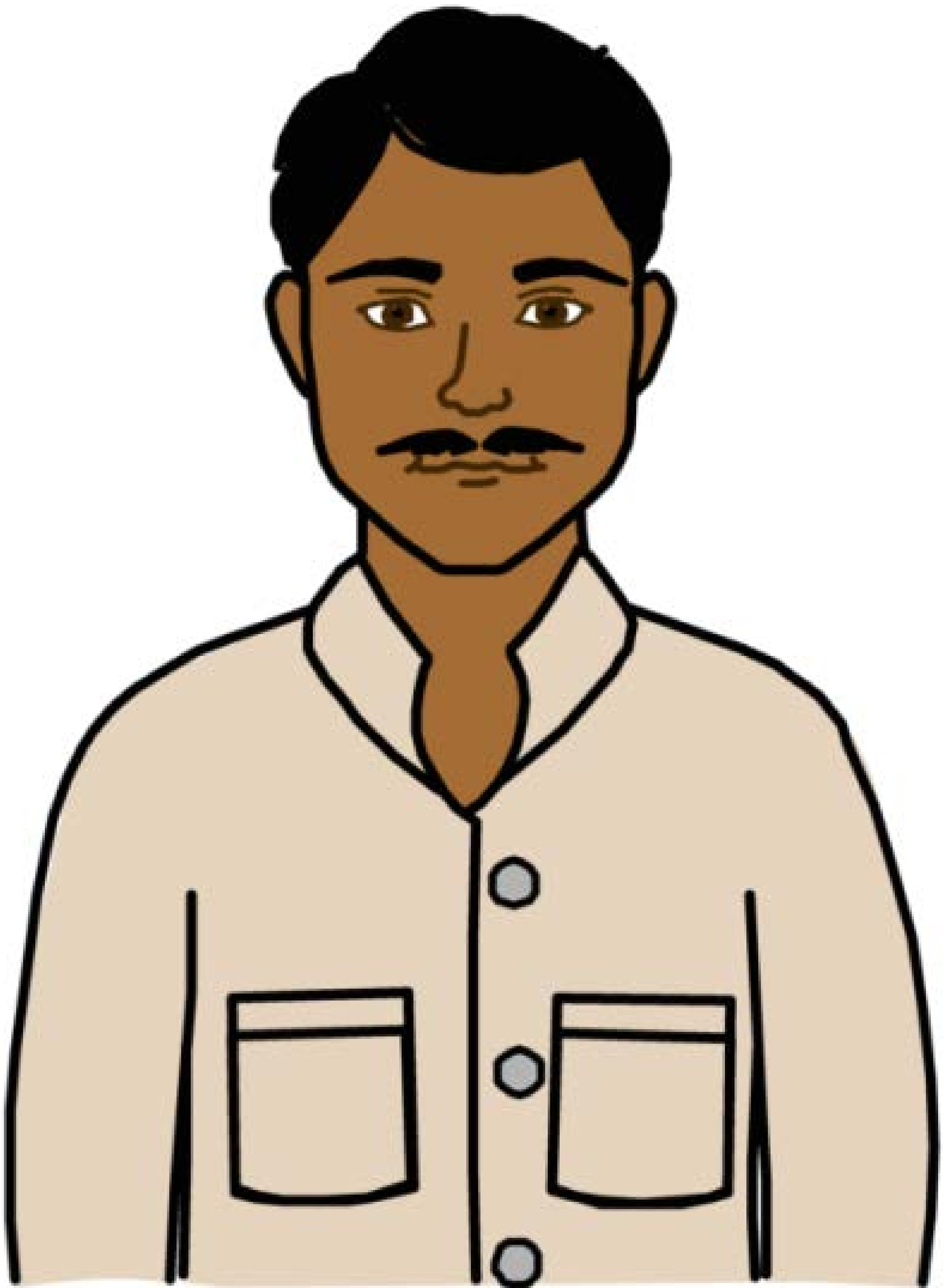
Character 37



Character 38



Character 39



Character 40



Character 41



Character 42



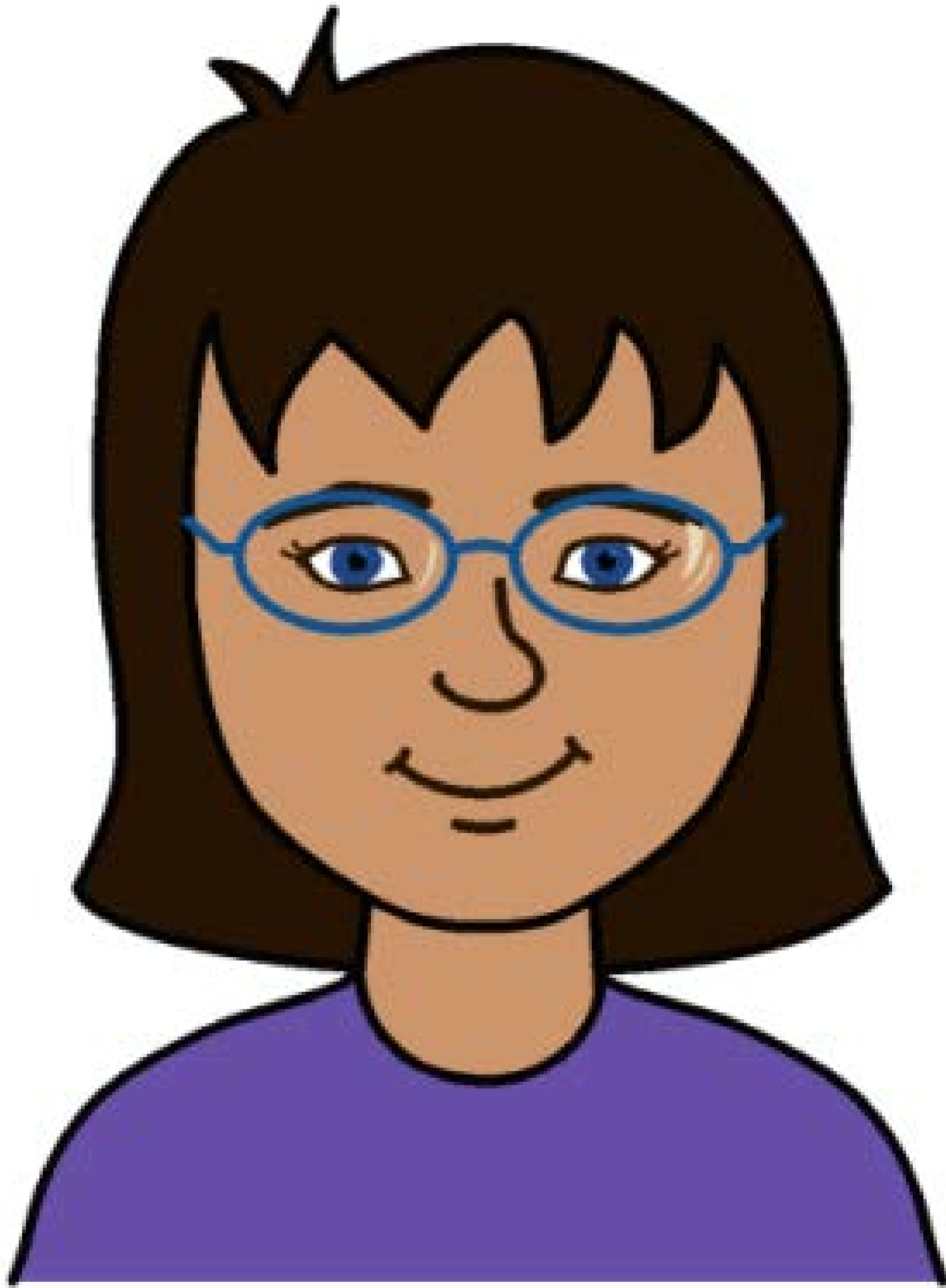
Character 43



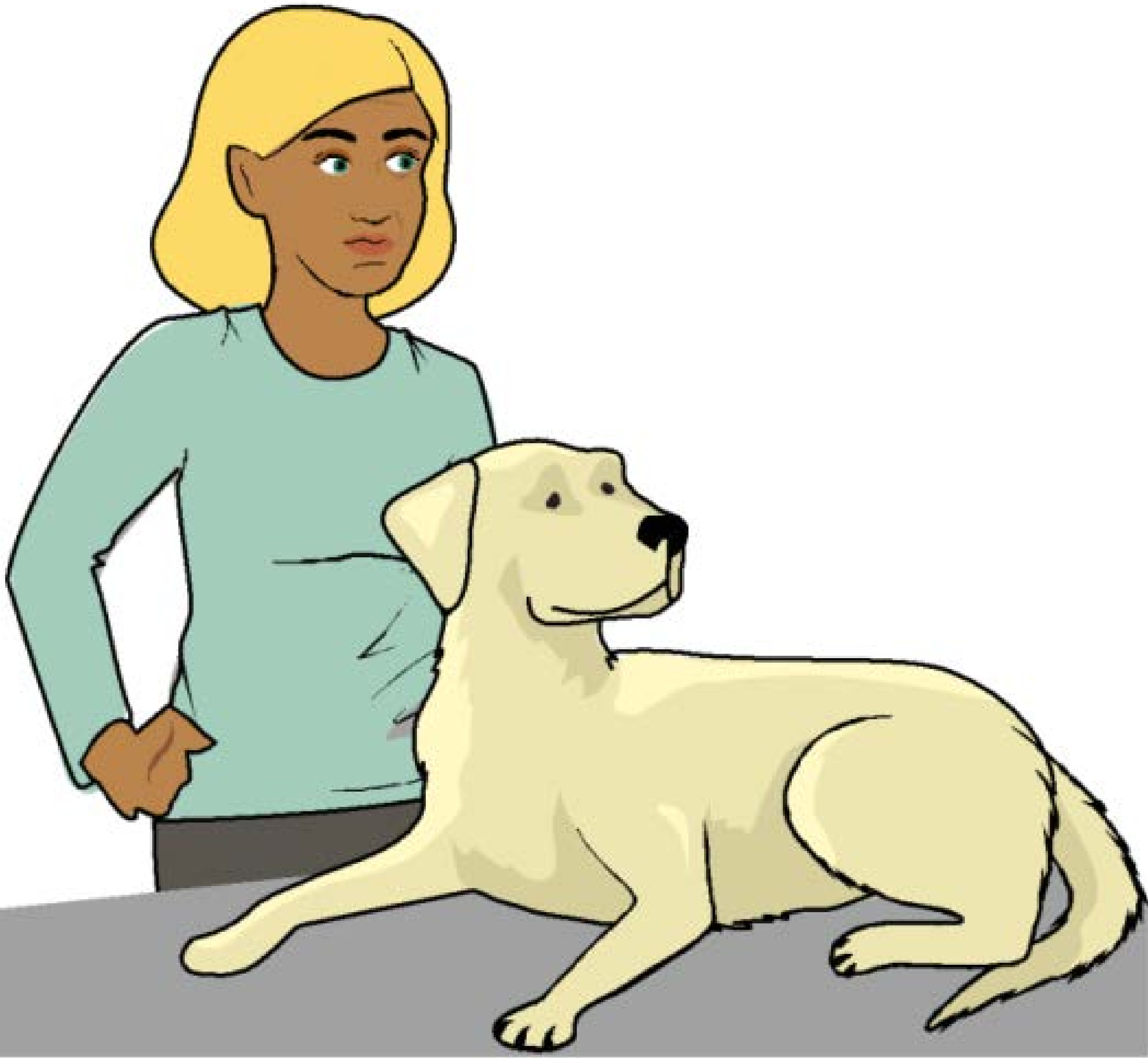
Character 44



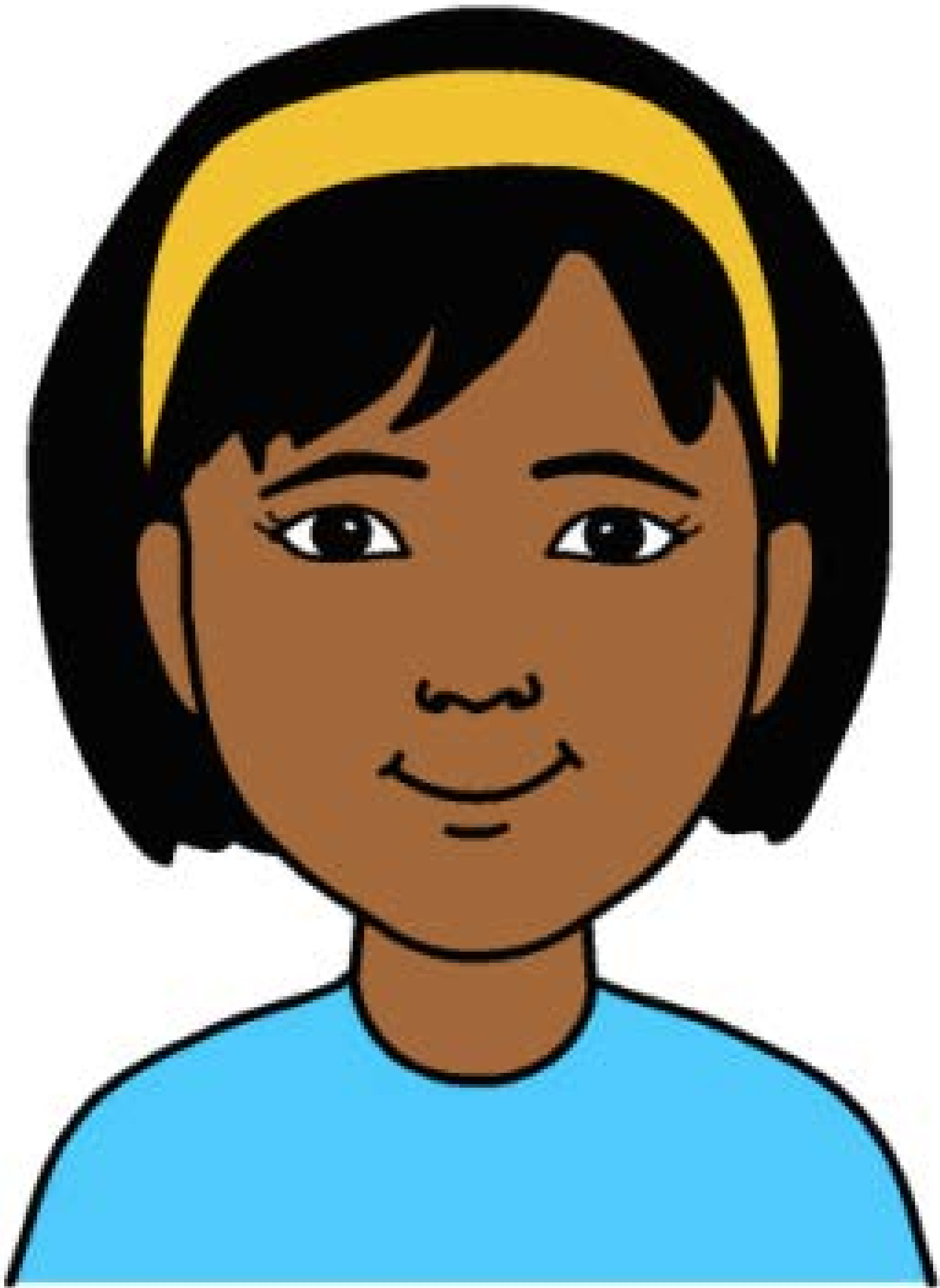
Character 45



Character 46



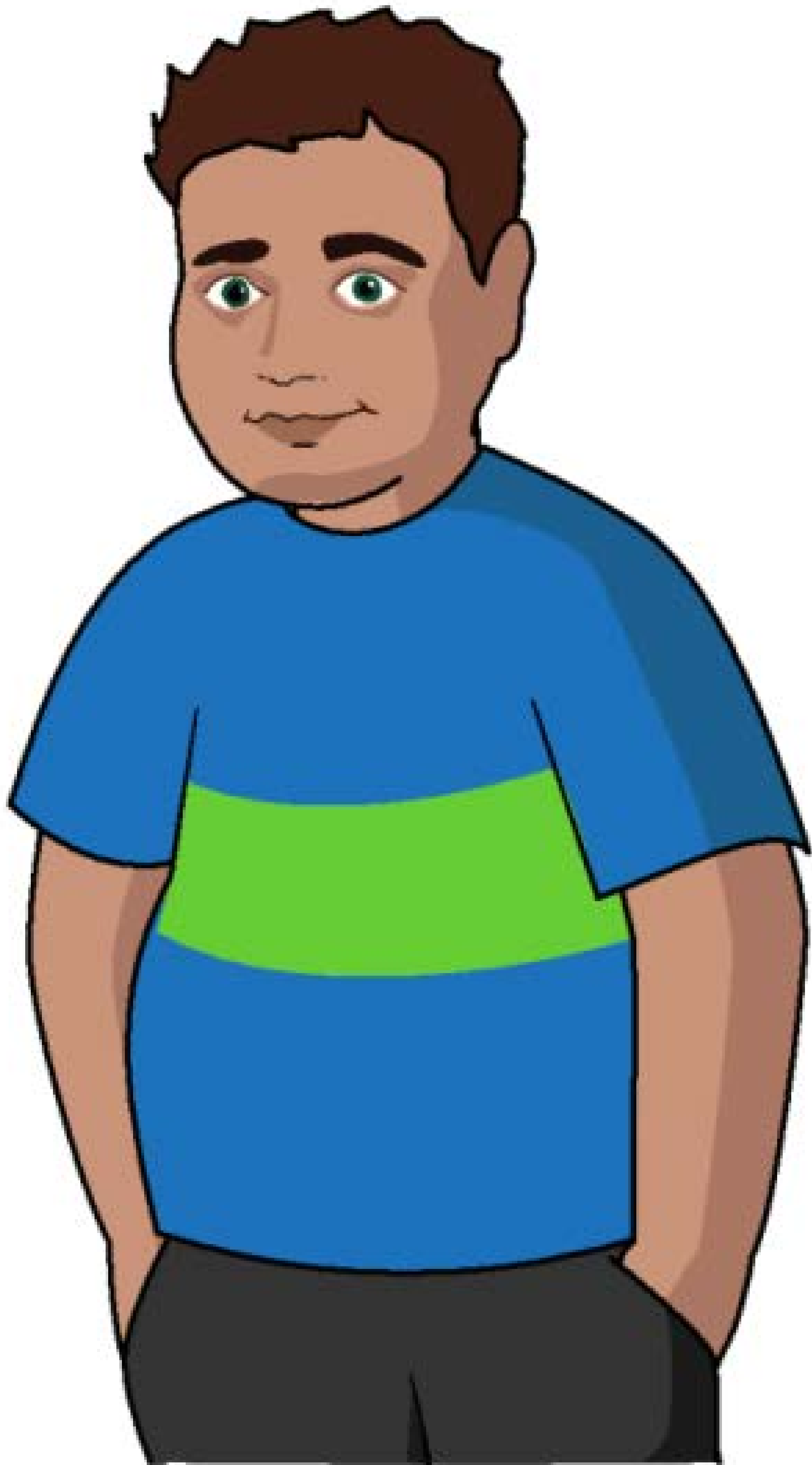
Character 47



Character 48



Character 49



Character 50