

**Unit Name:** Inclusive Learning in the Classroom

**Stage:** 3

**Lesson name:** The Five Senses

**Duration:** 60 - 90 Minutes

### Lesson Overview

Students will be able to create a dramatic performance through the use of different sensory mediums. Students will continue to develop body awareness through the study and analysis of the five senses. Students will plan, develop and deliver a dramatic performance that focuses on sound effects, body movement and narration.

### Lesson Outcomes

**A student will learn to:**

- devise, rehearse and act in drama using voice and movement skills to convey meaning to an audience
- devise drama in collaboration with others using scripted and unscripted material as resources for drama performances.

**A student will learn about:**

- organising space, props, costumes, artefacts, sound effects and movement sequences to help define role, place and situation to interpret and convey the meaning of the drama
- responding confidently with gesture, movement and voice skills to a range of scripts and other texts to structure the narrative or episodes and build on the action of the drama.

Syllabus Outcomes	Teaching, Learning and Assessment
<p><b>DRAMA</b></p> <p><b>Making DRAS3.1</b> Develops a range of in-depth and sustained roles.</p>	<p><b>TEACHING</b></p> <p><b>Warm-up Game:</b> In the Rainforest</p> <ol style="list-style-type: none"> <li>1. A student (or students) stand in the middle of the room. This student either closes their eyes or wears a blindfold.</li> </ol>

<p><b>DRAS3.2</b> Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <p><b>Performing</b></p> <p><b>DRAS3.3</b> Devises, acts and rehearses drama for performance to an audience.</p> <p><b>Appreciating</b></p> <p><b>DRAS3.4</b> Responds critically to a range of drama works and performance styles.</p> <p><b>MUSIC</b></p> <p><b>MUS3.2</b> Improvises, experiments, selects, combines and orders sound using musical concepts.</p>	<ol style="list-style-type: none"> <li>2. The rest of the class scatters around the room placing themselves at different distances and areas in the room to surround the student in the middle.</li> <li>3. Each student placed around the room picks an <b>Animal Card</b> and creates their own animal noise.</li> <li>4. Teacher points to random students to make their animal noises.</li> <li>5. The student who is blindfolded has to guess the position of the student who is making the noise.</li> <li>6. The student also tries to guess which animal the noise may represent.</li> <li>7. Teacher or another student keeps count of how many they picked correctly.</li> <li>8. Students can also move around the room when the game is in progress for an extra challenge.</li> <li>9. Each student can stay in the middle for 5-10 attempts to pick where the noise is coming from.</li> <li>10. Change over with another student from the outside circle.</li> <li>11. Students who are scattered around the classroom should change positions when a new student is chosen to be in the middle.</li> </ol> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>- <i>How could you tell where the sound was coming from?</i></li> <li>- <i>Did you find it easy or difficult to pick where the sound was coming from?</i></li> <li>- <i>If someone picked where all the sounds were coming from correctly what might this say about how they use their sense? (e.g. they might use their hearing sense the most in comparison to their other senses).</i></li> </ul> <p><b>ACTIVITY</b></p> <p><b>Discussion:</b> The Five Senses</p> <ol style="list-style-type: none"> <li>1. Teacher can display <b>The Five Senses</b> visual to assist discussion. <ul style="list-style-type: none"> <li>- <i>As humans, we generally have five senses that we use to experience the world. Who knows what these senses might be?</i></li> <li>- <i>Everyone uses their senses differently. Can you tell me how people might use these senses differently? (e.g. some people like to hug to say hello, some people don't like to hug at all, some people use their sight to walk down the street and some people use their hearing to walk down the street).</i></li> <li>- <i>What sense do you think you rely on the most personally?</i></li> <li>- <i>What is your favourite sense and why? e.g. Sight: to watch TV/ sport; Taste: to enjoy eating food etc.</i></li> <li>- <i>Today we are going to be focusing on our hearing sense and how drama is created through sound. How do we use our hearing to experience a TV show or a movie?</i></li> </ul> </li> </ol>
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**Group Activity:** Using Sound to Create a Story

1. Students close their eyes or face away from the board.
2. Teacher plays the students the first 2 minutes of YouTube Video: [Africa - Angel City Chorale](#).
3. While listening the students are asked to think about the following:
  - *What is happening in this video?*
  - *What are the sounds you are hearing?*
4. When the video is complete students share their answers/thoughts.
5. Students now watch the video a second time with visuals and audio, to view how the sounds were made.

**LEARNING**

**Group Activity:** Sound Effect Performance

1. Students create small groups (3-4 students).
2. Students choose a simple action/scene to perform from ***Drama Mime Cards***.
3. Within the group, each student takes on a different role, e.g. the narrator, actor/s, and playing sound effects. This is to be a non-verbal performance, except for the narrator.
4. All students work together to plan out the narration, acting, and to find and order sound effects using the ***Sound Effects Planning Sheet***. Students can access YouTube (if available) on a device and search for sound effects. Students can make their own with classroom equipment, if technology is not available. Both options are shown in the example below.

**Example:** Making an omelet

1. Clanking of pans - student could bang metal chair legs together.
  2. Cracking eggs - [Cracking Eggs Sound Effects](#).
  3. Whisking eggs - student could makes whisking sounds with their voices and use a pen against a metal table leg.
  4. Frying eggs - [Frying Pan Sound Effects](#).
  5. Putting it on a plate.
  6. Eating it with knife and fork - [Eating Sound Effects](#).
5. Students present their scenes to the class. The class watches and listens to the performances.

**Reflection:**

- *Would you know what was going on in the scene without the sound effects or narration?*
- *What benefits do the sound effects and narrator give you?*
- *Could you have known what was going on if you couldn't see the actor/s?*

	<p><b>ASSESSMENT</b></p> <p>There is no formal assessment provided for this activity.</p>
<p><b>Adaptations, Considerations and/or Adjustments</b></p>	<p><b>Physical:</b> Students could take the role of the narrator or sound effect player. Students can also create their own scene/swap or choose a particular mime card that they feel comfortable performing in front of the class.</p> <p><b>Vision:</b> Provide large font versions of resources <i><b>Drama Mime Cards</b></i> and <i><b>Sound Effects Planning Sheet</b></i>.</p> <p><b>Hearing:</b> Provide the <i><b>The Five Senses - Language Support</b></i> for students throughout the lesson for clarification.</p> <p><u>Activity 1:</u> If students are in the middle, the students surrounding them could use vibrations, e.g. stomping on the floor, students could use arms to send wind towards the student and the student has to pick what direction it is coming from.</p> <p><u>Activity 2:</u> Project questions in <i><b>The Five Senses - Language Support</b></i> on the board and scribe other students answers in real time.</p> <p><u>Activity 3:</u> The activity can be altered for students to <i>create</i> rain sounds instead of <i>listening</i> to them. Refer to <a href="#">How to Create a Rain Storm with Your Hands</a>. Focus on using vibrations and body rhythms. Students can be paired together, so one student who may have a hearing impairment can follow the changes in sections of the ‘storm’ but still be creating independent sounds.</p> <p><u>Activity 4:</u> Students can elect which role they feel most comfortable performing. Encourage students to participate in all roles. If a student wants to be the sound effect maker, facilitate the group’s coordination and signaling of when sound effects should be played. Require groups to project their visuals of the narration/sound effect, or to give students a copy of the planning script beforehand.</p> <p><u>Activity 5:</u> Add/change the line of questioning to become:</p> <ul style="list-style-type: none"> <li>● <i>How did you know what was happening in the scene?</i></li> <li>● <i>What elements in the scene allowed you to understand or enjoy the scene better?</i></li> <li>● <i>How did different elements that the groups use improve the scene?</i></li> </ul> <p><b>Sensory:</b> Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants. Have a quiet area in which particular groups can plan their performances. Ensure some classroom regulation around sound levels when using sound effects.</p> <p><b>Non-verbal:</b> Support students’ preferred ways of communication. Incorporate technology or devices in group discussion, and ask targeted closed questions, provide specific role in group</p>

	<p>work, e.g. scribe or organiser. Assist groups in scaffolding performance that incorporates non-verbal characters.</p> <p><b>EAL/D:</b> Provide the <i><b>The Five Senses - Language Support</b></i> for students throughout the lesson for clarification.</p> <p><b>Other:</b> 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. student 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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<b>Resources</b>
<ul style="list-style-type: none"> <li>● <a href="#">Drama Mime Cards</a> - Blue Sky Communities Services</li> <li>● <a href="#">Sound Effects Planning Sheet</a> - Blue Sky Communities Services</li> <li>● <a href="#">The Five Senses</a> - Blue Sky Communities Services</li> <li>● <a href="#">Animal Cards</a> - Blue Sky Communities Services</li> <li>● <a href="#">Africa - Angel City Chorale</a> - Angel City Chorale inspired by <a href="#">The Kearsney College Choir</a>.</li> <li>● Equipment needed: Blindfold</li> </ul>
<b>Resources for Adjustments (if applicable)</b>
<ul style="list-style-type: none"> <li>● <a href="#">The Five Senses - Language Support</a> - Blue Sky Communities Services</li> <li>● <a href="#">How to Create a Rain Storm with Your Hands</a> - Jbrary, YouTube</li> </ul>

<b>Lesson Evaluation/Reflection</b>	<b>Yes</b>
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:	



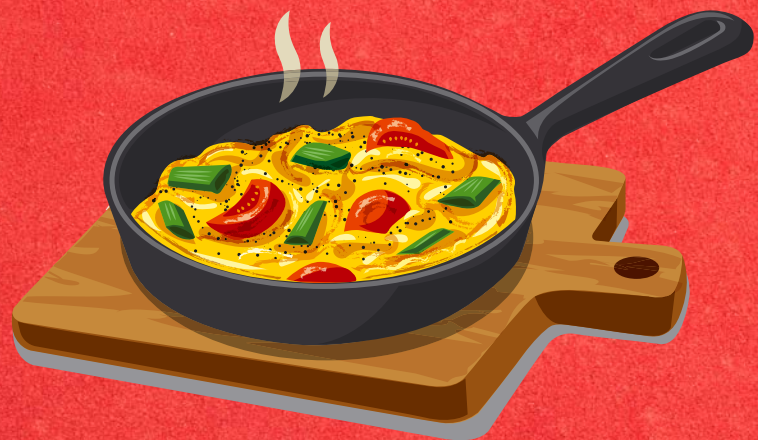
# PLEASE HELP US IMPROVE!

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.](#)





**Cooking a  
meal.**

**Playing a game of  
tennis.**

**Brushing your  
teeth.**

**Having a  
shower.**

**Washing a big  
dog.**

**Robbing a  
bank.**

**Eating until you  
are full.**

**Walking lots  
of  
big dogs.**

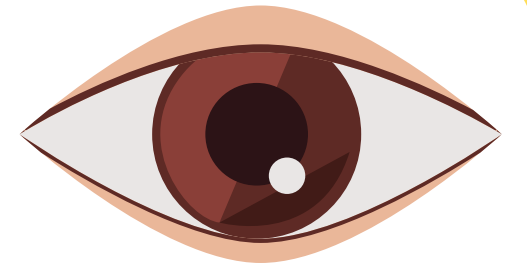
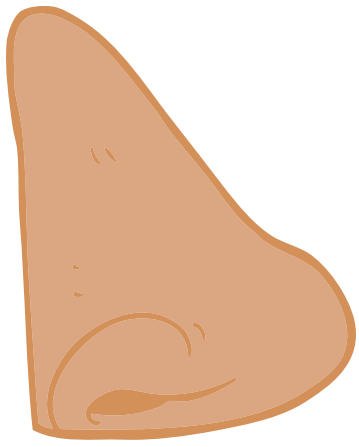
## Storyboard Planning

What is the setting of your scene? \_\_\_\_\_.

Use the squares below to create simple scene drawings, sound effects and narration.

<p>1. Narrator &amp; Sound Effects</p> <hr/> <hr/>	<p>2. Narrator &amp; Sound Effects</p> <hr/> <hr/>	<p>3. Narrator &amp; Sound Effects</p> <hr/> <hr/>
<p>4. Narrator &amp; Sound Effects</p> <hr/> <hr/>	<p>5. Narrator &amp; Sound Effects</p> <hr/> <hr/>	<p>6. Narrator &amp; Sound Effects</p> <hr/> <hr/>

# The Five Senses



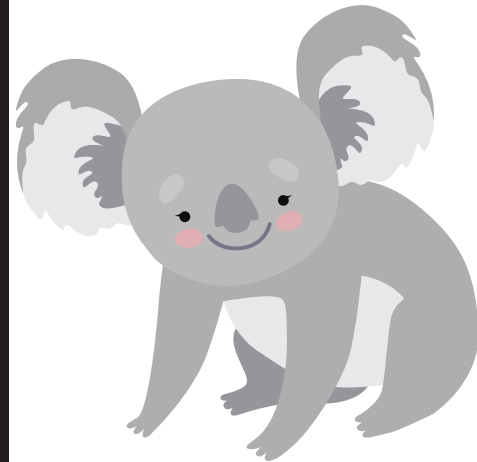
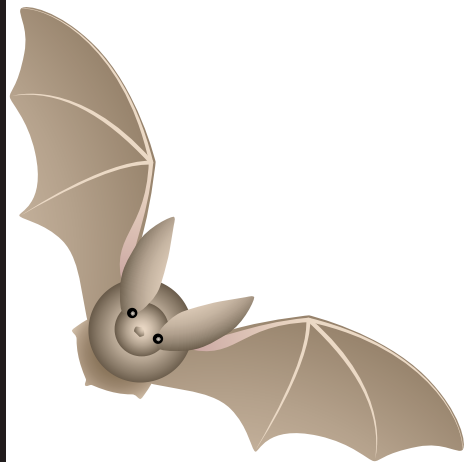
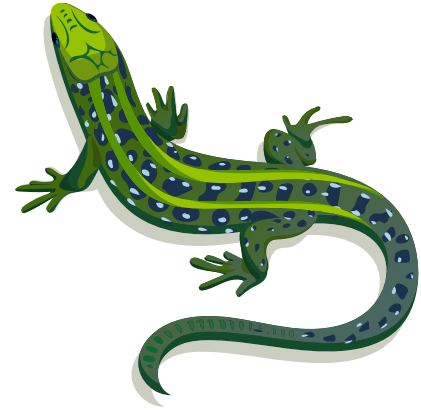
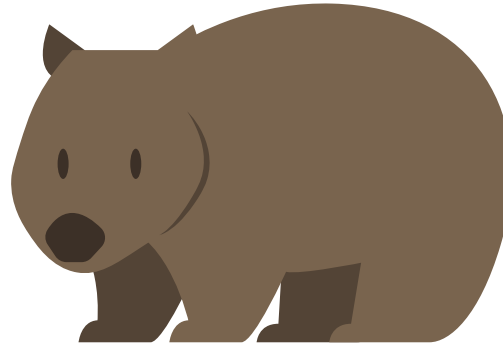
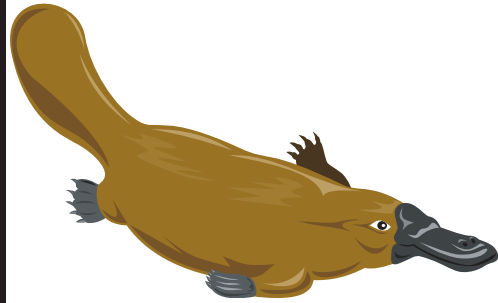
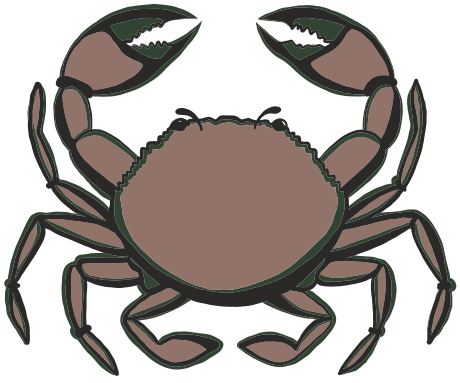
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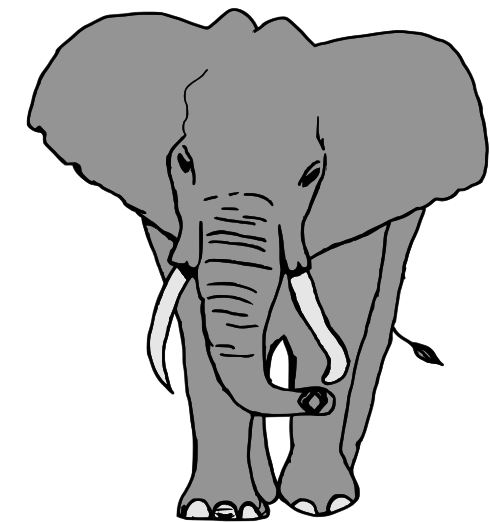
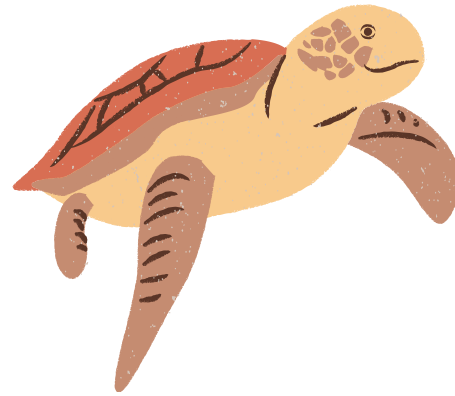
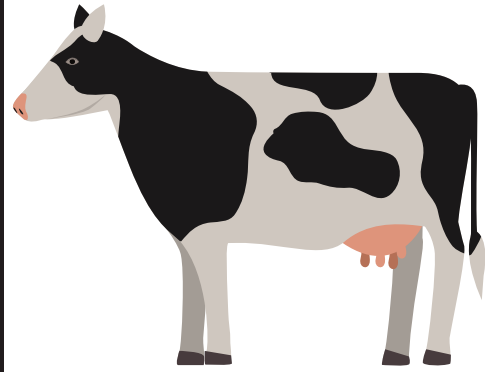
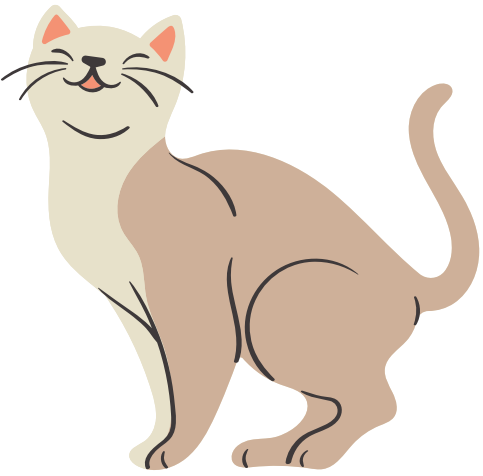
**Touch**

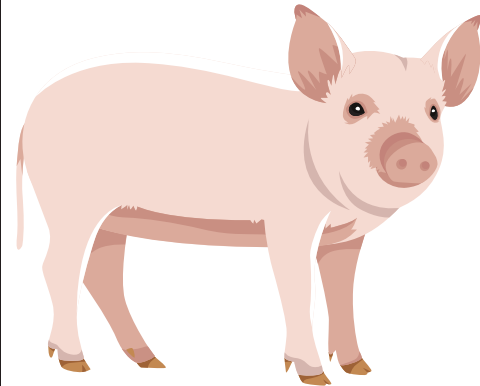
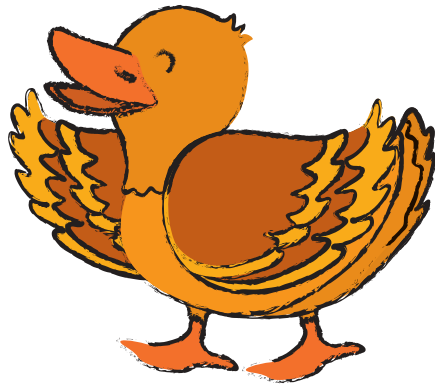
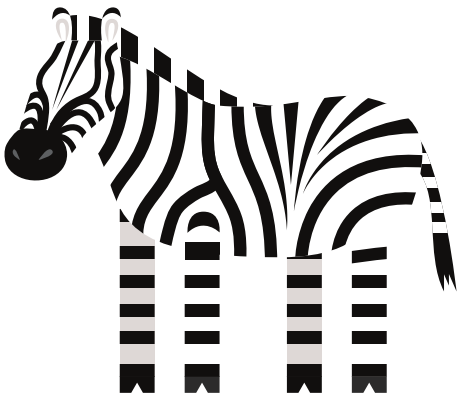
**Hearing**

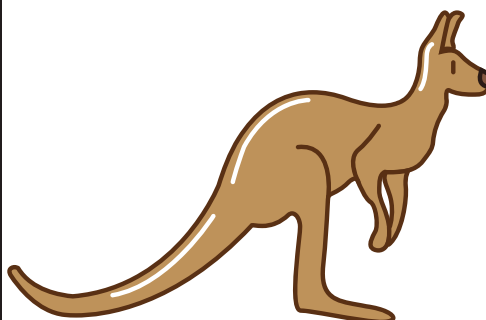
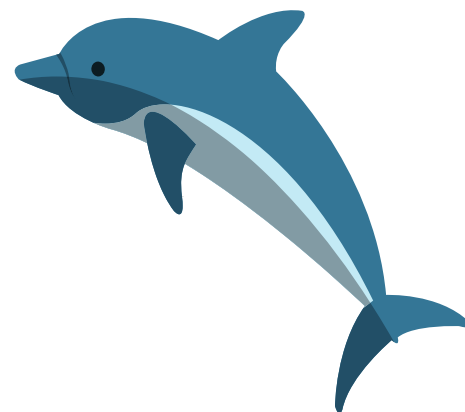
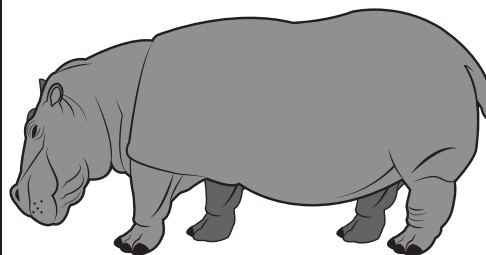
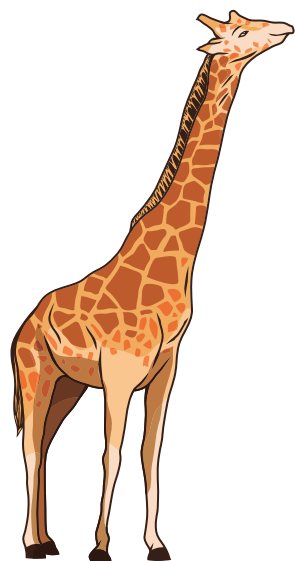
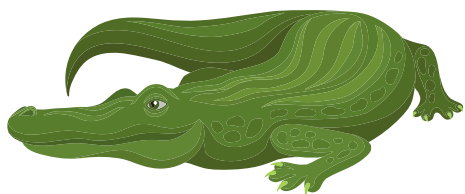
**Taste**

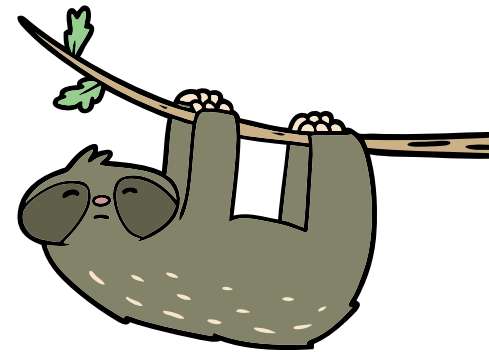
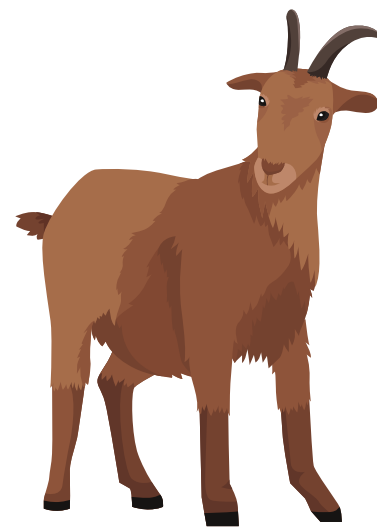
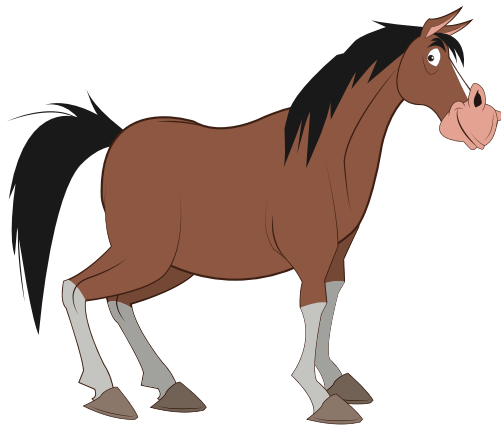
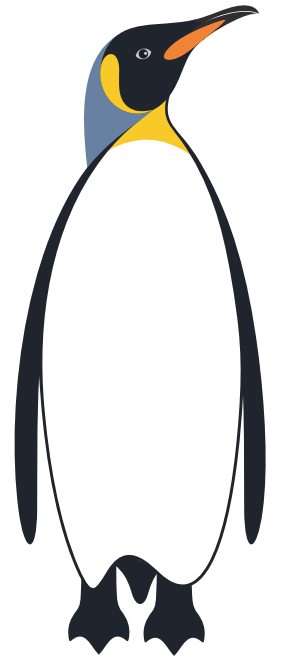
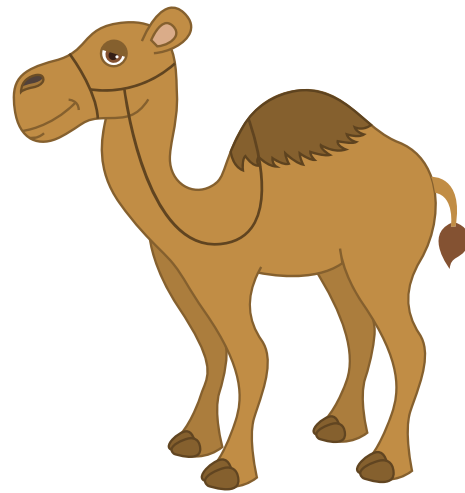
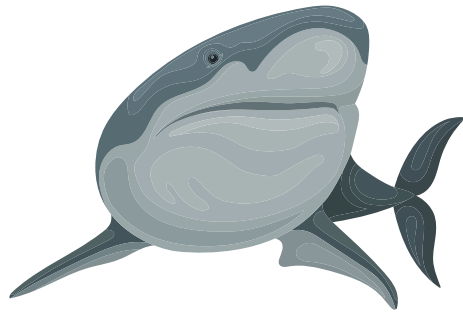
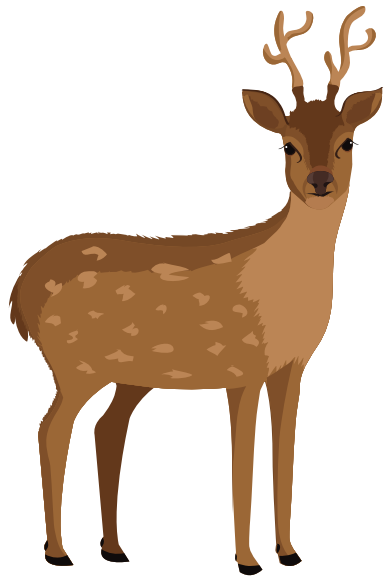
**Sight**













## The Five Senses

### Activity 1: Let's play a game!

- The teacher will choose a student to stand in the middle of the room.
- Find a place in the room and face the person in the middle.
- You will choose an animal noise to make when your teacher tells you to.
- The student in the middle has to guess where you are and what animal noise you are making.

### Activity 2:

- *As humans, we generally have five senses that we use to experience the world. Who knows what these senses might be?*
- *Everyone uses their senses differently. Can you tell me how people might use these senses differently? (e.g. Some people like to hug to say hello, some people don't like to hug at all. Some people use their sight to walk down the street and some people use their hearing to walk down the street).*
- *What sense do you think you rely on the most personally?*
- *What is your favourite sense and why? (e.g. Sight: to watch TV/ sport*
- *Today we are going to be focusing on our hearing sense and how drama is created through sound. How do we use our hearing to experience a tv show or a movie?*

### Activity 3:

- Listen to the video your teacher is playing with your eyes closed and think about what the sounds could be.

### Activity 4:

- Make a group of 3 or 4 students.
- Choose a card from the Drama Mime Cards.
- Decide what roles you are all going to play, e.g. narrator, actors or sound effect makers.
- Work together to plan out a small scene. You can use or create sound effects for your scene.
- Perform it for your class.

### Activity 5:

- *Would you know what was going on in the scene without the sound effects or narration?*
- *What benefits do the sound effects and narrator give you?*
- *Could you have known what was going on if you couldn't see the actor/s?*