

Unit Name: Inclusive Learning Through Drama

Stage: 3

Lesson name: Stage Design and Performance

Duration: 60 - 90 Minutes

Lesson Overview

Students will examine and discuss the different strategies that can be used in creating an inclusive performance. Students will explore how inclusive features can be incorporated into their own performances. Students will present their final drama performance which will be used as a final assessment for the unit. This lesson is a carry on from the previous lesson 'Script Writing'.

Lesson Outcomes

A student will learn to:

- respond 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.
- interpret a dramatic context through the use of a combination of various drama forms, e.g. improvisation, movement, mime, storytelling, puppetry, mask, video drama and play building.
- devise drama in collaboration with others using scripted and unscripted material as resources for drama performances.
- refine and perform drama work for a greater variety of audiences, e.g. reworks and rehearses scenes which are then performed in places such as the classroom, the school hall and in spaces beyond the school environment.

A student will learn about:

- evaluating drama performances in order to reflect upon and enhance their own drama work and the work of others.
- 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.
- devising, rehearsing and acting in drama using voice and movement skills to convey meaning to an audience.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAS3.2 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>Performing DRAS3.3 Devises, acts and rehearses drama for performance to an audience.</p> <p>Appreciating DRAS3.4 Responds critically to a range of drama works and performance styles.</p>	<p>TEACHING</p> <p>Warm-up: Pass it on</p> <ol style="list-style-type: none"> Students stand in a line facing the same direction (facing the back of another student's head). A student at one end makes up an action. The first student taps the student in front of them (student 2) on the shoulder and student 2 turns to face the first student. Student 1 shows student 2 the gesture. Each student repeats the action for the student in front until the last student in the line turns around and sees the action. The last student then shows the class what they think the action was. The first student shows the last student what it began as and the students can see the change in the action by passing it on. <p>LEARNING</p> <p>Group Activity: Discussion</p> <ul style="list-style-type: none"> <i>Before you put on a movie, what things do you think about to make it comfortable for yourself? e.g. Turn down the lights, get a comfortable chair, put subtitles on to make sure you understand the dialogue, put your prescription glasses on etc.</i> <i>We know from creating our sensory performances that everyone experiences performances in different ways and we are going to incorporate some of these into our final assessment. Let's remind ourselves of some of them.</i> <ol style="list-style-type: none"> Teacher plays the video Dreamtime Stories - Tiddalick the Frog. Students watch the video once. Students watch the video a second time while the teacher instructs them to <ul style="list-style-type: none"> <i>Put your hands over your eyes. How are you experiencing the video?</i> <i>Put your hands over your ears. How are you experiencing the video?</i> <i>What if the people in the front row stood up and blocked your vision?</i> <i>If this wasn't in a language you could understand are the subtitles correct?</i> <i>When you are performing what do you want the audience to feel? e.g. Comfortable, engaged, entertained, moved, happy.</i> <i>Think about your performance from the last lesson. Can everybody access/experience your performance in the same way? Why/Why not?</i> <i>How can you plan your stage/performance to make sure everyone experiences your performance in a way that is best for them?</i> <p>Group Activity: Designing A Stage</p>

Teacher Note: Students need access to ***Drama Performance Planner*** from the previous lesson ‘***Script Writing***’.

1. Teacher displays ***Designing A Stage Ideas*** on the board.
2. Teacher talks through examples with the class and asks why each feature might be included in a performance. e.g. *Why would you include subtitles in a performance? To ensure those who have difficulty hearing or may speak another language can understand the dialogue.*
3. Students re-form the performance groups they were in from the last lesson and review their ***Drama Performance Planner***.
4. Teacher can hand out the ***Drama Character Card*** each student was given in the last lesson and the corresponding ***Drama Character Card Biography***.
5. Students are given time to rehearse their performance once.
6. In groups, students will choose and create at least two inclusive features on ***Designing A Stage Ideas*** to incorporate in their performances or students can come up with their own.
7. Students plan their stage by using ***Designing My Stage*** sheet or can create a visual by using a device e.g. iPad drawing.

e.g. create a PowerPoint presentation that displays script dialogue on the screen, display pictures to support the story line or setting, organising/creating comfortable and accessible seating or incorporate a narrator or Auslan interpretations.

For some classrooms, various inclusive features may be too difficult to produce by students e.g. creating subtitles (due to lack of devices). Students may produce features that are only for the teacher e.g. a dialogue sheet.

8. Groups rehearse their performance with their added inclusive features.

Additional Activity (Optional):

Teacher can take students to the school hall or performance space and talk about how their plays can be delivered to their audience the best. e.g. Accessibility to theatre, seating, sound etc.

Group Activity: Performance Preparation

1. Teacher displays ***Performance Structure*** and discusses the structure of a performance with the class.
2. Teacher displays or prints out ***Acknowledgement of Country*** for students to use in their performances. Class can read through it together before the performance if needed.

ASSESSMENT

Group Activity: Performance

1. Groups present their performances to the class.
2. Teachers use ***Stage 3 Drama Assessment*** to assess each group.

	<ol style="list-style-type: none"> 3. Teacher pauses after each performance to discuss and identify how they incorporated inclusive features that assisted the audience. <ul style="list-style-type: none"> - Teacher to organise recording of performance to refer back to when grading. 4. Class can provide feedback by addressing: <ul style="list-style-type: none"> - <i>What worked well (WWW)...</i> - <i>Even Better If (EBI)...</i>
<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>Physical: Allow students to choose a character they feel comfortable acting out. Assist groups to scaffold performances conducive to any students with mobility challenges.</p> <p>Vision: The warm up game can use a verbal medium instead of a body movement where students whisper a sentence that they hear to the next student - ‘The Telephone Game’. The assessment can be altered so that one of the accessible features must be a narrator or visual aids. Provide students with resources in digital form in order to use talk to text apps. Provide large print versions of <i>Designing A Stage Ideas, Designing My Stage, Stage 3 Drama Assessment</i> and <i>Drama Performance Planner</i>.</p> <p>Hearing: Provide students with <i>Stage Design & Performance - Language Support</i> for clarification throughout the lesson. The assessment can be altered so that groups must incorporate subtitles/dialogue sheets/sounds effects as one of their accessible features.</p> <p>Sensory: 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. If any group is using sound effects or sensory techniques ensure that the audience is told before the performance and given the option to opt out.</p> <p>Non-verbal: Support students’ preferred ways of communication. Incorporating technology or devices in group discussion and asking targeted closed questions, provide specific roles in group work. Assist groups in scaffolding performance that incorporates non-verbal characters.</p> <p>EAL/D: Provide students with <i>Stage Design & Performance - Language Support</i> for clarification throughout the lesson. Allow students to use translate apps throughout class activities during performances.</p> <p>Other: If students have performance avoidance allow alternate ways of performing e.g. groups can be recorded using a device and the video can be shown to the class or students can perform to the teacher or small audience.</p>

Resources
<ul style="list-style-type: none"> ● Designing a Stage Ideas - Blue Sky Community Services ● Designing My Stage - Blue Sky Community Services ● Stage 3 Drama Assessment - Blue Sky Community Services ● Drama Performance Planner - Blue Sky Community Services ● Dreamtime Stories - Tiddalick the Frog - YouTube ● Drama Character Card - Blue Sky Community Services ● Drama Character Card Biography - Blue Sky Community Services
Resources for Adjustments (if applicable)
<ul style="list-style-type: none"> ● Stage Design & Performance - Language Support - 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.](#)

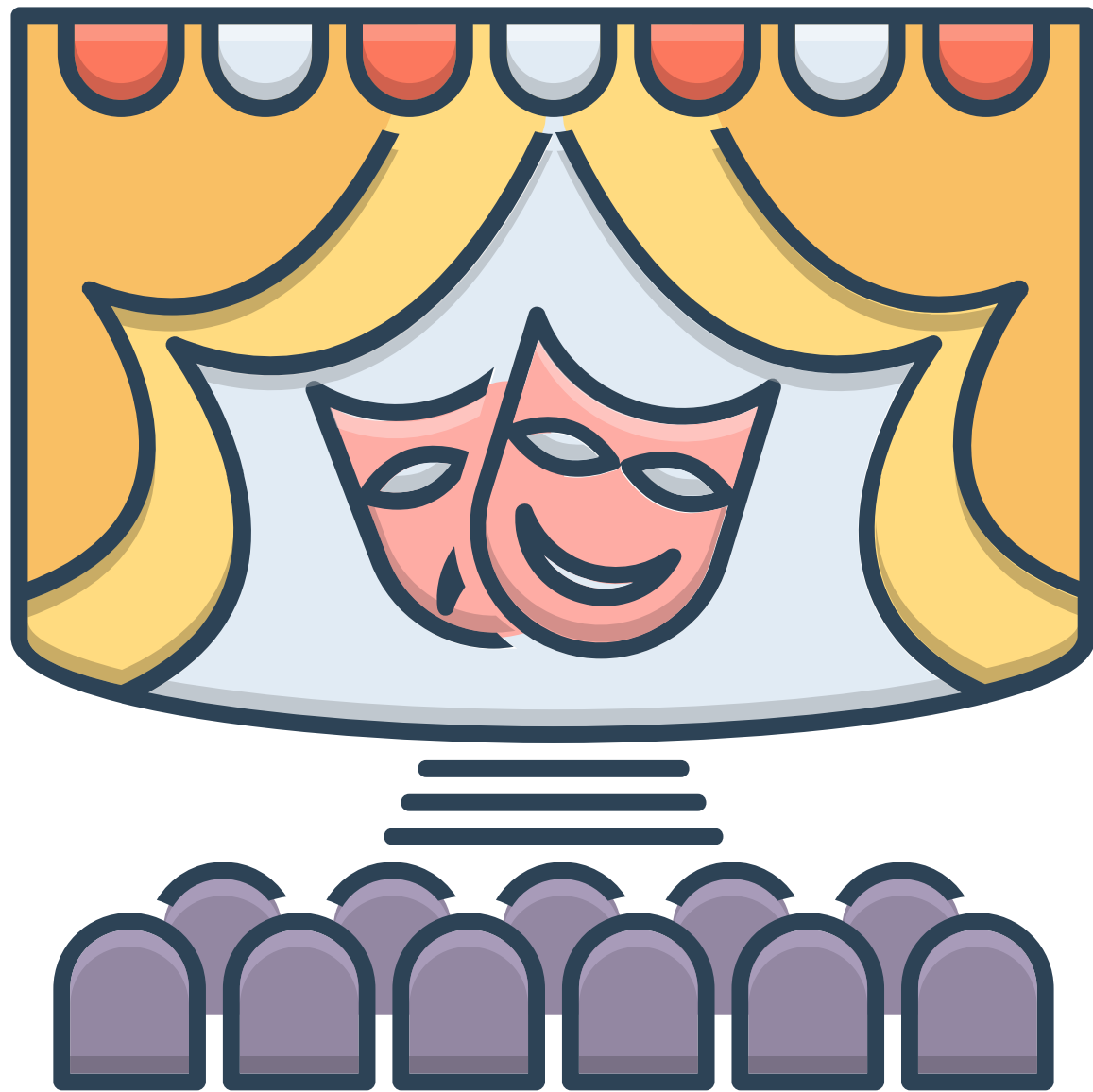
Designing A Stage

Think about who might be in your audience.

How can I plan my performance and set out the stage to be inclusive for everyone?

I can do this by including the following inclusive features:

- Creating subtitles
- Displaying the storyline through pictures
- Planning out comfortable seating and access to the theatre
- Using sound effects
- Using a narrator to describe the actions
- Using Auslan
- Using interactive sensory techniques
e.g. spraying water onto the audience



Name: _____

Designing My Stage

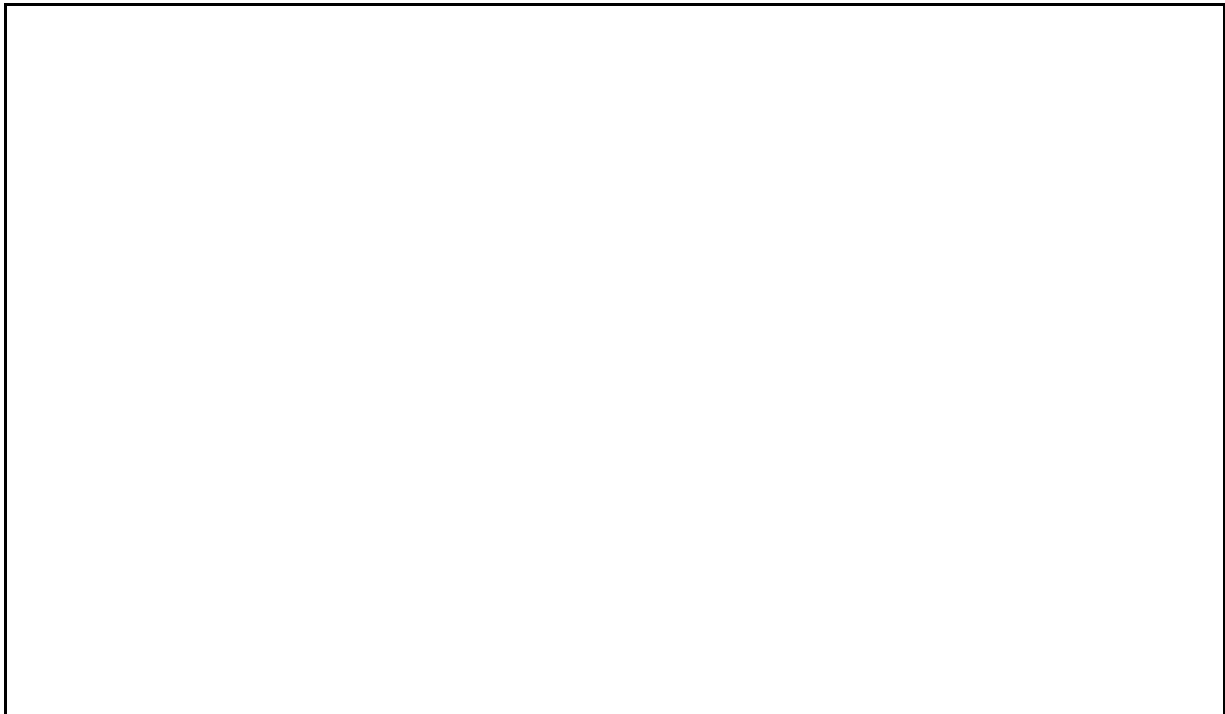
What is your stage going to look like, sound like or feel like? Think about how you can create a performance that will be inclusive for everyone?

I can do this by including the following inclusive features:

- Creating subtitles or dialogue sheet
- Displaying the story line or setting through pictures
- Planning out comfortable seating and access to the theatre
- Using sound effects
- Using a narrator to describe the actions
- Using Auslan
- Using interactive sensory techniques e.g. spraying water onto the audience

Write the two inclusive features you will be adding to your performance and how you will create them e.g. creating a powerpoint with pictures or subtitles playing during your scenes.

Draw what your stage will look like:



Stage 3 - Drama Performance Assessment

Students work in groups (4-6 per group) to create a short drama performance (2 minutes). Students will each be given a **character card** to play the role of during the performance and as well as a group **scenario card**. Groups must include two accessible features in the performance.

Outcomes to be assessed

- › **DRAS3.1** Develops a range of in-depth and sustained roles.
- › **DRAS3.2** 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.
- › **DRAS3.3** Devises, acts and rehearses drama for performance to an audience.
- › **DRAS3.4** Responds critically to a range of drama works and performance styles.

A	B	C	D	E
<ul style="list-style-type: none"> ● Introduced performance with Acknowledgement of Country ● Included two stage design features ● Takes on and sustains the role of the character card for the whole performance ● Storyline is very creative and captivating ● Performance is well organised, logical and lively 	<ul style="list-style-type: none"> ● Introduced performance with Acknowledgement of Country ● Included two stage design features ● Takes on and sustains the role of the character card for most of the whole performance ● Storyline is interesting ● Performance is organised, logical and interesting 	<ul style="list-style-type: none"> ● Introduced performance with Acknowledgement of Country ● Included one stage design feature ● Takes on and sustains the role of the character card for part of the performance ● Storyline is somewhat clear ● Performance shows some organisation and sequencing 	<ul style="list-style-type: none"> ● Introduced performance with Acknowledgement of Country ● Included one stage design feature ● Acknowledgement of the character card ● Storyline is largely unclear ● Performance has limited organisation and sequencing, jumps about, confused 	<ul style="list-style-type: none"> ● Introduced performance with Acknowledgement of Country ● Included no stage design features ● Character card not used ● Storyline is unclear ● Performance has no organisation

Create a short dramatic performance (2 minutes).

In this performance, create a storyline that has a beginning, middle and end.
Make sure the middle has something big that happens and it is resolved in the end.

Use this planning sheet to: ● identify your focus

- brainstorm ideas
- create a storyboard script
- make notes about props and costumes.



Group Names	Setting
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Characters	Brainstorming
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Storyboard Planning

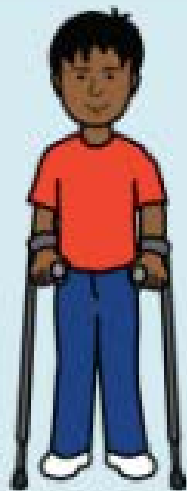
Use the boxes to create simple scene sketches and dialogue ideas.

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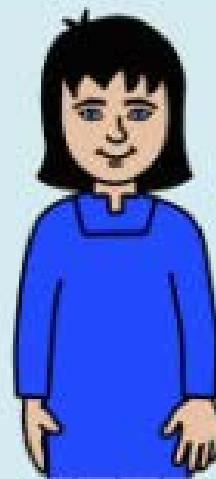
Notes



Character 1



Character 2



Character 3



Character 4



Character 5



Character 6



Character 7



Character 8



Character 9



Character 10



Character 11



Character 12



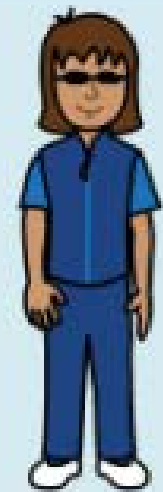
Character 13



Character 14



Character 15



Character 16



Character 17



Character 18



Character 19



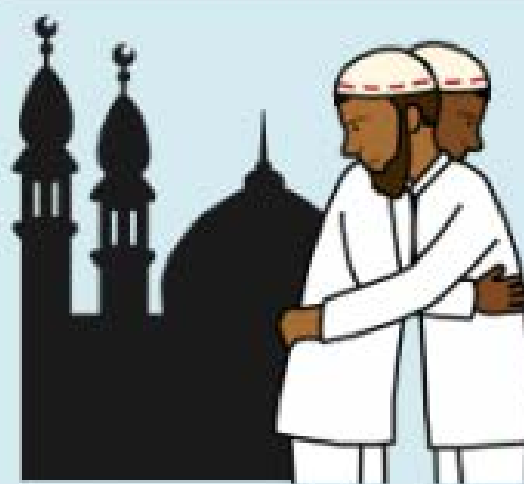
Character 20



Character 21



Character 22



Character 23



Character 24



Character 25



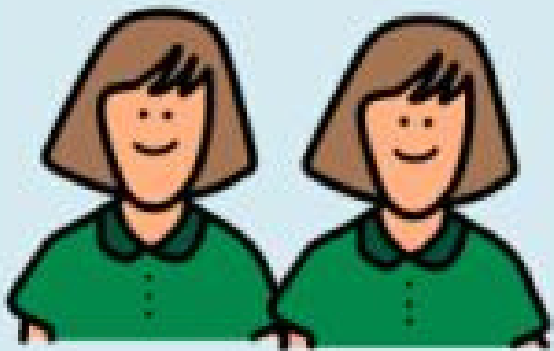
Character 26



Character 27



Character 28



Character 29
& 30



Character 31



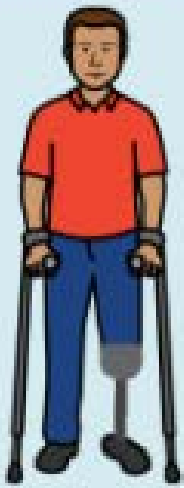
Character 32



Character 33



Character 34



Character 35



Character 36



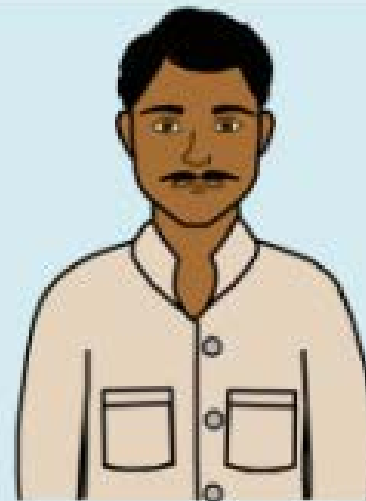
Character 37



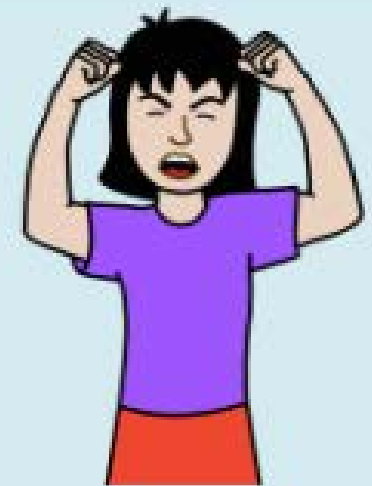
Character 38



Character 39



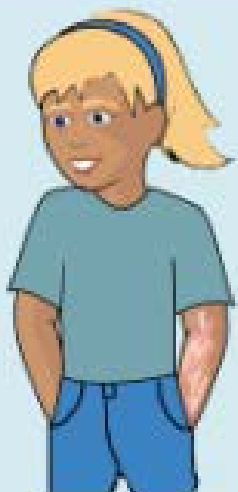
Character 40



Character 41



Character 42



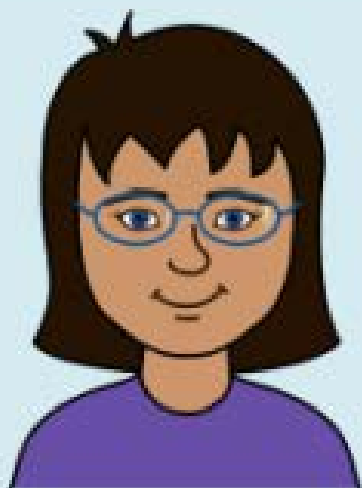
Character 43



Character 44



Character 45



Character 46



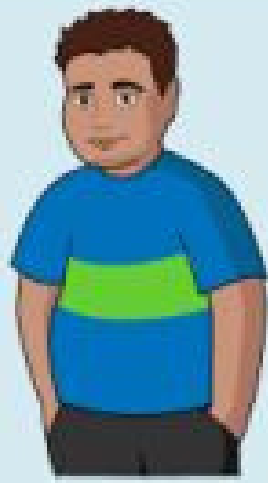
Character 47



Character 48



Character 49



Character 50

1. This is Arika. She is 12 years old. She loves reading fantasy books. She is of First Nation descent and lives in the Awabakal nation. Arika had grommets when she was younger and wasn't able to get her ears wet when she went swimming because it used to be really painful. Before she got grommets, she had trouble hearing. She wants to be an actor when she grows up.

2. This is Samir. He likes playing chess and hackysack with his friends. His favourite food is doro wat, an Ethiopian chicken stew. He has two sisters who are older than him. At home they like to make up dances together and film them.

3. This is Li Na 李娜. She is 11 years old. She likes to write and draw her own comic books. She speaks Mandarin at home with her family and English with her friends. She has a black and white guinea pig called Charlie.

4. This is Joseph. He likes hip hop music and break dancing. His favourite food is KFC and **المطبخ اللبناني** (riz ala' dajaj) a Lebanese chicken and rice dish. He likes taking pictures and wants to be a photographer.

5. This is Andy. He lives with his Yai- Yai and Popou. He speaks English and Auslan. On the weekend he visits his mum and they have play time together. He loves to dress up and make over his Barbie dolls. He also plays drums.

6. This is Alon. He plays music for many different people and audiences. He is a very talented musician and is on the Autism spectrum. He has very good hearing that helps him play music. He lives with his father who is a doctor.

7. This is Rokaya. She loves listening to music and knows the words to almost every song. She has many friends and wants to be a Journalist one day. She lives with her friends who are like her family. At her house they have a dog called Henry.

8. This is Kataya. She often feels anxious about school and finds it hard to talk to a lot of people. Sometimes she needs to take breaks from her classroom as she can get overwhelmed. She likes science and is going to be an Engineer.

9. This is Asher. He really likes building trains and reading books. He enjoys spending time with his dogs and visiting the big bookshop in the city. He knows all the Prime Ministers of Australia.

10. This is Kathy. She works as a lawyer in a big office. She loves relaxing and watching movies on the weekend. In her free time she looks after injured animals.

11. This is Ahana. She has a masters degree and works as a web designer at Google. She also has 5 children. Her husband is a stay-at-home dad and looks after their children.

12. This is Hayley. She is 13 years old. Hayley lives at home with both her mums and baby sister. She plays cricket on the weekends and is learning German at school.

13. This is Martin. He loves animals and works as a dog walker. On the weekends he goes camping and relaxes in nature. He sometimes gets upset because he is sensitive to loud noises.

14. Cobie is a ballet dancer. He is 18 years old. He performs with a dance company. He is very proud of his red hair, he likes that it makes him stand out. He loves K-pop music and lives alone in an apartment.

15. This is Seo-yeon (서연). She also has an English name she uses sometimes which is Mia. She loves to play soccer and she is the best goalie in her school. She has a lot of friends and likes to hang out with them after school.

16. This is Lola. Lola is 7 years old. She loves to dance and draw. She loves that every year she is allowed to pick out new fancy glasses that help her see. She is not sure yet what she wants to be when she is older.

17. This is Ibrahim. He loves to write jokes and wants to be a comedian one day. Ibrahim is a wheelchair basketball state champion. He is usually away from home every weekend as he plays in a lot of basketball games. He also plays classical piano.

18. This is Hannah. Hannah likes to study and do her best. She is a doctor in remote Australia. She grew up in a foster care home with lots of other children. She now lives with her wife, Kerrie, and their two cats.

19. This is Bindi. She is a professional football player. Her football team is training for the next Paralympics. She lives with her father and brother. Bindi loves eating fresh fish from her local area.

20. This is Laila. Laila means 'night' in Arabic. She likes playing with her baby brothers and playing games on her phone. On the weekend she goes to Arabic school. She is often in hospital because her kidneys need extra help to work properly.

21. This is Amani and this is her dog named Kali. She recently moved to Australia from Syria with her family. She is happy in Australia but misses her home country and her other family members. She sometimes finds it hard to understand people when they speak very fast but her friends at school are very nice and help her when she needs it.

22. This is Mario. He likes to garden and grow the tastiest tomatoes. He is upset because his husband recently passed away. Luckily he has a very lovely family that is there for him. They have family dinners every Sunday night.

23. This is Yusuf. Yusuf loves cooking and listening to music. Yusuf is celebrating the Eid al-Fitr **عيد الفطر** which marks the end of Ramadan. Yusuf has been spending lots of time with his family during Ramadan. Yusuf also loves to play soccer with his cousins when they see each other.

24. This is Matthew. Matthew is 35 years old. He grew up in New Zealand until he was 15 years old. He lives near the beach and his favourite time of year is New Year's Eve. He is scared of the dark but loves fireworks. Matthew works as a make-up artist.

25. This is William. He likes to sing and used to be a horse riding teacher. He looks after 5 horses at his home and his neighbours use his big backyard as a horse riding ring. He often visits his friends to play chess.

26. This is Ezra. Ezra's favourite movies are Moana and Tangled. He was adopted when he was 3 and has never met his biological parents. He lives with his mum and 2 sisters on a small farm. He loves bike riding and wants to ride all over the world.

27. This is Raquel. She works as a police detective. She loves to stay healthy and runs 8kms every morning. She lives with her daughter and her mother. She sometimes has to take time off work to look after her mother.

28. This is Alinta. She often gets in trouble for speaking too loudly. Her favourite thing to do is to meet up with her friends. Her favourite food to eat is roast chicken. Her favourite fruit is finger limes.

29. This is Sventlana. She loves having a sister but does not like it when people get her confused with Susana. She lives in the city with her mum and grandpa. Svetlana had an accident when she was younger and lost her thumb. Now she can write with both her right and left hand. Her classmates are amazed by her talents.

30. This is Susana. Susana doesn't like to be referred to as a girl. Susana prefers to be called they/them instead of she/her. Susana feels frustrated when people forget. They love spending time with friends and making up songs. Susana wants to be a singer one day.

31. This is Kathy. She has two children who visit her everyday. Kathy used to be a professional baseball player when she was younger and has been teaching baseball ever since. She walks around her neighbourhood feeding the stray animals.

32. This is Aaliyah. Aaliyah travels around the world working as a pilot. Aaliyah loves fishing, but she has to fish on the land because she gets seasick. She likes to see her friends when she is not working. She also loves to sing and go to museums.

33. This is Lachlan. He loves his two dogs more than anything. Lachlan often cannot go to school because he is too sick. He is waiting to get new lungs. When he is at home he likes to watch TV and tries to complete his homework.

34. This is Jonathon. He is 20 years old. He has two jobs as he is saving his money to buy a new jet ski. He is often tired because he stays up all night to look after his little sister. He writes short stories in his spare time.

35. This is Robson. He goes to exercises 6 times a week. Every year he travels back to São Paulo in Brazil to visit his grandparents. Two years ago he had a motorbike accident and lost his foot. He works as a teacher in a primary school.

36. This is Ananya. She works for a big supermarket company. Her husband stays at home with their two dogs. On the weekends they go to church and then visit their daughter who passed away two years ago.

37. This is Greg. He works for the government. He has 2 daughters and 1 son. He loves surfing and wishes he could live closer to the beach. He is planning a beach family holiday at the end of the school year.

38. This is Muhammad. Muhammad loves to swim at the local pool. He lives with his Dad in an apartment and they read a lot of books together. Muhammad likes playing Minecraft.

39. This is Joshua. He is 25 years old. He has a bachelors degree and he is a very good painter and drawer. He loves spaghetti bolognese and garlic bread. He has a dog named Lilly and she is his best friend.

40. This is Ranjit. Every morning he feeds the birds on his back deck before he eats his own breakfast. Ranjit is studying at university and working a part time job. He has an insulin pump under his shirt to control his diabetes.

41. This is Maisie. She speaks both English and Filipino. She was born in the Philippines but has lived in Australia since she was 1. She gets annoyed when she has to go to bed because she loves staying up and playing with her big sisters. She is allergic to kiwi fruits and bananas.

42. This is Emily. Emily loves to play music and has a lot of instruments. She has Celiac Disease which means she can't eat gluten. If she does she gets very sick and has to go to hospital. She likes to go to the beach and is learning Swedish in her free time.

43. This is Ellie. Ellie has blonde hair and blue eyes. When she was young Ellie was burnt on her arm and now has a big scar. She thinks her scar is beautiful. She loves the colour yellow and likes going to the beach. She does not live with her mum or dad. She also loves dogs.

44. This is Skye. Skye grew up on a small island. She now lives in the big city where she works as a scientist, and volunteers every weekend. She has trouble spelling sometimes. She loves ice cream and her favourite flavour is peanut butter.

45. This is Shayne. Shayne lives on a huge farm with lots of open spaces, sheep and not many trees. Lately there hasn't been enough rain and the sheep have to be fed by her Dad. She loves playing with dogs when they are puppies, and would love to learn to ride a horse.

46. This is Maaya. Maaya's favorite colour is green. She is a nature lover. She wears glasses for reading and playing on the computer. Maaya is vegetarian and her favourite food is pizza. Her father was born in Indonesia and moved here when he was 5.

47. This is Mel. She has blonde curly hair and green eyes. She cares for her mum and dad and goes to school. She loves to spend time outside with her family, playing in the garden and chasing her dog around the backyard.

48. This is Seanna. Seanna is 6 years old and loves exploring nature to find earth's treasures like different types of rocks, bugs, spiders, shells. She finds it hard to understand why people don't look after the earth and animals better.

49. This is Lincoln. Lincoln likes riding his bike around his big farmhouse. He loves reading Harry Potter books.

Lincoln has asthma and needs a puffer to help him breathe properly sometimes.

50. This is Daniel. Daniel loves soccer. He really wants to join a team this year. Both his sisters are very good soccer players and the whole family plays on the weekends. He is also allergic to peanuts. If he is near them he suffers from anaphylaxis and has to have an EpiPen to help him breathe.

Stage Design & Performance

Activity 1

1. Form a straight line in the room.
2. Turn to face the person in front of you.
3. The person behind you will tap you on the shoulder and show you a body movement.
4. Turn to the person in front of you and tap them on the shoulder.
5. Show them the body movement.
6. Wait till it goes down the line and see how the movement has changed.

Activity 2

- *Before you put on a movie what things do you think about to make it comfortable for yourself?
e.g. Turn down the lights, get a comfortable chair, put subtitles on to make sure you understand the dialogue, put your prescription glasses on etc.*
- *We know from creating our sensory performances that everyone experiences performances in different ways and we are going to incorporate some of these into our final assessment. Let's remind ourselves of some of them.*
 1. Watch a video.
- *Put your hands over your eyes. How are you experiencing the video?*
- *Put your hands over your ears. How are you experiencing the video?*
- *What if the people in the front row stood up and blocked your vision?*
- *If this wasn't in a language you could understand are the subtitles correct?*
- *When you are performing what do you want the audience to feel?*
e.g. Comfortable, engaged, entertained, moved, happy
- *Think about your performance from the last lesson. Can everybody access/experience your performance in the same way? Why/Why not?*
- *How can you plan your stage/performance to make sure everyone experiences your performance in a way that is best for them?*

Activity 3

1. Look at [Designing A Stage Ideas](#) on the board.
2. Why might each feature be included in a performance?
e.g. *Why would you include subtitles in a performance? To ensure those who are hard of hearing or may speak another language can hear or understand the dialogue.*
3. Get into your performance group from last lesson and look at your [Drama Performance Planner](#).
4. In your group choose two features from the board and include them in your performance.
5. Use the [Designing My Stage](#) to plan your performance.

For example:

- *Students create a powerpoint presentation that displays script dialogue on the screen.*
- *Display pictures to support the story line or setting.*
- *Organise/create comfortable and accessible seating.*
- *Incorporate a narrator or Auslan.*

6. Rehearse your performance in your groups.

Activity 4

1. Look at the [Performance Structure](#) on the board.
2. Read [Acknowledgement of Country](#) and decide who will read it in your group.

Activity 5

1. Present your performance for the class.