

SUBJECT

CLASS

UNIT TITLE

Length

Drama

1

Emergency Radio

7 lessons

Unit built around the International Year of Emergency Radio. Focus on improvised dialogue, characterisation and structure.

Year 5/6

Making & Responding		Knowledge, Understanding & Skills
<p>Explore <input checked="" type="checkbox"/></p> <p>Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations</p> <p>Develop <input checked="" type="checkbox"/></p> <p>Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</p> <p>Share <input checked="" type="checkbox"/></p> <p>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience</p> <p>Respond <input type="checkbox"/></p> <p>Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama</p>		<p>In this band students develop their knowledge of how ideas and intentions are communicated in and through drama. They build on and refine their knowledge, understanding and skills through drama practices focusing on:</p> <p>Elements of Drama</p> <p>Role, character and relationships</p> <ul style="list-style-type: none"> • Role and character - for example, creating the inner and outer world of a character; differentiating between characters and stereotypes • Relationships - analysing and portraying how relationships influence character development • Situation - sustaining a fictional setting using space and time <p>Voice and movement</p> <ul style="list-style-type: none"> • Voice - varying voice, for example, clarity, pace, volume and projection • Movement - using movement, facial expression and gestures to create and sustain belief in character and situation • Focus - framing drama to highlight and communicate key story elements and characters' motivations • Tension - factors that contribute to tension or suspense in stories and tension in characters' relationships, for example, using sound, light and technology to heighten tension/suspense • Space and time - sustaining a clear setting and sense of time to create belief in the drama <p>Language, ideas and dramatic action</p> <ul style="list-style-type: none"> • Central ideas or themes that give perspectives and ideas to the audience • Mood and atmosphere - the feeling or tone of physical space and the dramatic action created by or emerging from the performance <p>Audience</p> <ul style="list-style-type: none"> • Shaping and sustaining drama for others using the conventions of story within drama to communicate meanings.
Viewpoints		
Artist	Audience	
Contexts	Contexts	
Knowledge	Knowledge	
Evaluate (Judgement)	Evaluate (Judgement)	
Evaluate	Evaluate	

Yr 5 & 6 Achievement Standard

By the end of Year 6, students explain how ideas are communicated in artworks they make and to which they respond. They describe characteristics of artworks from different social, historical and cultural contexts that influence their art making. Students **structure elements and processes of arts subjects to make artworks that communicate meaning**. They work collaboratively to share artworks for audiences, **demonstrating skills and techniques**.

5/6DK Drama: Emergency Radio

Intended learning

- Improvising emergency situations.
- Using recording devices.
- The role of radio in the time of disasters
- Recording an emergency-themed radio programme.

Learning sequence

Focus		Lesson content
Engage	<ul style="list-style-type: none"> • Develops shared norms • Determines readiness for learning • Establishes learning goals 	<ul style="list-style-type: none"> • Emergency radio samples: Hindenberg, Nepal, aircraft landing. • Emergency / disaster photos. Improvise a radio broadcast as the different scenes appear. • Mime using different radios – hand-held, walkie talkies etc.
Explore	<ul style="list-style-type: none"> • Prompts inquiry • Structures inquiry • Maintains session momentum 	<ul style="list-style-type: none"> • Emergency situation cards: short scenarios of amusing emergencies. • In groups, leader improvises the scene as the rest of group mimes the action. • Swap: group mimes as a 'reporter' improvises the narration of the action.
Explain	<ul style="list-style-type: none"> • Presents new content • Develops language and literacy • Strengthens connections 	<ul style="list-style-type: none"> • World Radio Day: discuss the themes. (See notes). • Share the World Radio Day UN video. • In groups, respond to the themes – create a short scene demonstrating each. Emphasis on serious responses. • Hot-seating: journalist, refugee, radio broadcaster.
Elaborate	<ul style="list-style-type: none"> • Facilitates substantive conversation • Cultivates higher order thinking 	<ul style="list-style-type: none"> • Groups select a scenario for broadcast eg. Nepal earthquake, bushfire, refugee, bomb threat, flooding. • Students develop a script. Characters include broadcaster (DJ), reporter, 'involved civilian'. • Recording of script, editing with sound effects, music, voiceovers.
Evaluate	<ul style="list-style-type: none"> • Assesses performance against standards • Facilitates student self assessment 	<ul style="list-style-type: none"> • 'Braodcast' of radio programmes.

Assessment

Pre-assessment	Formative	Summative
<ul style="list-style-type: none"> • Improvised emergency situations (photos) 	<ul style="list-style-type: none"> • Improvised emergency situations (scenarios) • Group discussion & contributions 	<ul style="list-style-type: none"> • Broadcast recording

Resources

<ul style="list-style-type: none"> • WRD videos • Scenario cards 	<ul style="list-style-type: none"> • iPods for recording • sound effects / royalty free music
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Vocabulary

Theme	Drama		
<ul style="list-style-type: none"> • Frequency • Radio • Survivor • 	<ul style="list-style-type: none"> • Right to information • Journalist • 'Right to privacy' 	<ul style="list-style-type: none"> • Improvisation • Narration • Conflict – man vs nature / man 	<ul style="list-style-type: none"> • Editing • Royalty free • Sound wave

Notes

World Radio Day themes

- Radio empowers survivors and vulnerable people, whose right to privacy is to be respected.
- Radio frequencies should be protected in times of emergency.
- Radio has social impact and provides access to information. People's right to information should be protected.
- Freedom of expression and journalists' safety should be disaster-proof
- Radio saves lives

Drama techniques

<input checked="" type="checkbox"/> Freeze frames	Tableau/frozen pictures/statues Whole group/small group/individual
<input checked="" type="checkbox"/> Hot-seating	Teacher/Adult/Pupil
<input type="checkbox"/> Thought-tracking	Getting inside their heads Teacher in-role High status/low status
<input checked="" type="checkbox"/> Small-group play-making	Prepared or spontaneous improvisation
<input type="checkbox"/> Soundscaping	All that is heard in a setting Summoned by voices and simple sound
<input type="checkbox"/> Forum Theatre	Interrupting and changing the action - a living discussion
<input checked="" type="checkbox"/> Mime sequences	'Occupational' and 'occupied' Absorbed, detailed 'living through'
<input type="checkbox"/> Story Whoosh!	Instant story-telling For seeing a whole story
<input type="checkbox"/> Meetings	'Mantle of the expert' Whole group improvisation in high-status, specialised roles.
<input type="checkbox"/> Finding the idea	Looking for 'The Big Idea' – for meaning 'The sentence root. . .'

Differentiation

	Support	Extend
Content	<input type="checkbox"/> Individual learning goal <input type="checkbox"/> Modified texts <input type="checkbox"/> Visual and pictorial supports — word lists <input type="checkbox"/> Graphic organisers & concrete materials <input type="checkbox"/> Multimedia to teach specific concepts	<input type="checkbox"/> Individual learning goal <input type="checkbox"/> Greater depth of abstraction <input type="checkbox"/> Greater variety
Process	<input type="checkbox"/> Repeated presentation of key points <input type="checkbox"/> Skills practice with peer <input type="checkbox"/> Small group or one-to-one instruction and modelling	<input type="checkbox"/> Acting as a peer tutor <input type="checkbox"/> Self-paced tuition <input type="checkbox"/> Use of skills rather than knowledge stressed <input type="checkbox"/> Freedom of choice <input type="checkbox"/> Group problem solving
Product	<input type="checkbox"/> Additional time for presentations <input type="checkbox"/> Peer support <input type="checkbox"/> Pre-recorded	<input type="checkbox"/> Real audience for performance <input type="checkbox"/> Original work

General capabilities

<input checked="" type="checkbox"/> Literacy	<input checked="" type="checkbox"/> Numeracy	<input checked="" type="checkbox"/> ICT	<input checked="" type="checkbox"/> Ethical Understanding
<ul style="list-style-type: none"> • Vocabulary development 	<ul style="list-style-type: none"> • frequency 	<ul style="list-style-type: none"> • Audio recording • Audio editing 	<ul style="list-style-type: none"> • Human rights • Freedom of expression
<input checked="" type="checkbox"/> Personal & social capability		<input checked="" type="checkbox"/> Intercultural understanding	<input checked="" type="checkbox"/> Critical / creative thinking
<ul style="list-style-type: none"> • Group skills • Leadership • Confidence 		<ul style="list-style-type: none"> • Refugees 	<ul style="list-style-type: none"> • Creating radio broadcast • Improvising narration

Cross-curriculum priorities

<input type="checkbox"/> Aboriginal Histories and Cultures	<input checked="" type="checkbox"/> Asia	<input type="checkbox"/> Sustainability
	<ul style="list-style-type: none"> • Earthquakes in Nepal 	

Post unit review