

## Overview

### Contents

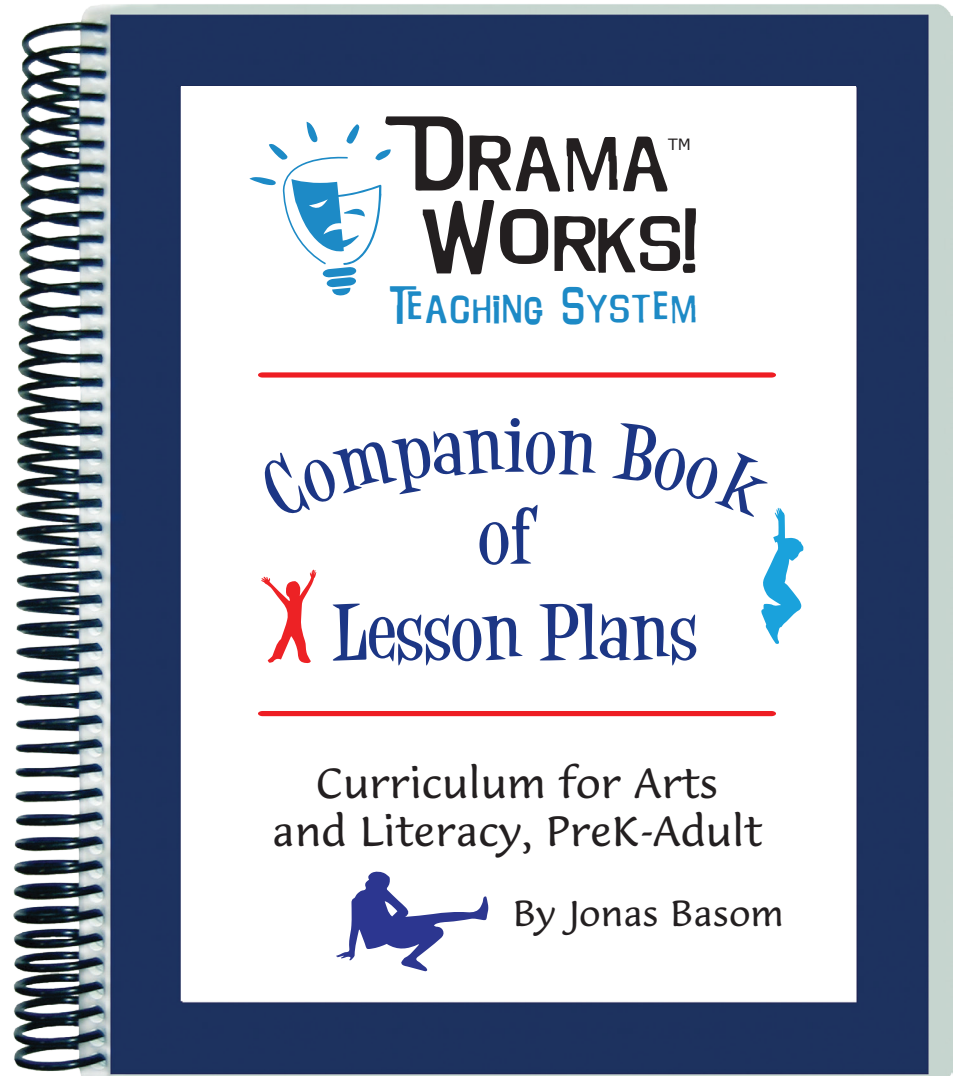
- ◆ 150 lesson plans
- ◆ 1200+ total activities
- ◆ 3000+ integration ideas
- ◆ Glossary of terms
- ◆ Indexes to find lessons:
  - Drama skills
  - Theatre categories
  - School subjects
  - Learning styles
  - Grade levels/ages

### Features

- ◆ Durable coil binding
- ◆ Plastic cover/back
- ◆ 8 plastic tabs
- ◆ Rear plastic pocket

### Benefits

- ◆ Save time and expense of printing from online
- ◆ Work offline to quickly find and lead lessons
- ◆ Use with DW Online as a digital/print package
- ◆ Photocopy easily for students or sub
- ◆ Durable, attractive, practical, and portable





# DRAMA WORKS! TEACHING SYSTEM

## Companion Book

### Lesson Plan Design

- 1-page format ready for teacher/sub

Setup info at a glance

- No theatre experience needed

Beg/int/adv variations

National Core Arts Standards Processes

Increase focus and creativity

Promote problem-solving

Develop skills for theatre, school, and life

Connect with all subjects across the curriculum

Engage different learning styles

MACHINE			DRAMA WORKS!
PLAYERS	PLACE	PROPS	
<b>Ages</b> pre, pri, elem, MS, HS, AD <b>Arrangement</b> groups, partners	<b>Space</b> multi, stage, class, outside <b>Shape</b> bubbles, stage/audience	<b>Required</b> none <b>Recommended</b> Creativity Cards	
<b>OBJECTIVE</b> work together to create a machine with repeated movements and sound effects. <b>VOCABULARY</b> levels, sound effects, gestures, rhythm, cue, tempo, projection, character, setting...			
<b>DIRECTIONS AND RULES</b> ⌚ 20-25 mins			
1. Divide players into small groups of 4-5 (max of 3 players for ages 3-5). 2. A starts a machine-like movement with a sound effect (no words), repeating it over and over. 3. B adds a new movement and sound connecting/relating to A (at the same time, before, or after). 4. 1 at a time, each player adds a distinct movement/sound until all players are keeping a consistent rhythm. 5. Challenges: vary the volume and/or speed, turn parts on/off in random order, or add multiple steps. <b>Examples</b> Vocabulary Machine (happy): A opens a gift exclaiming, "ooooo!"; B hugs a love letter sighing, "aahhhhh"; C raises both fists shouting, "woo-hoo!"; D tickles a baby saying, "goo-goo!" <b>Variations</b> B <i>Partner Machine</i> A and B take turns connecting new moves/sounds to each other. B <i>Giant Machine</i> build 1 huge machine with half or all of the players. B <i>Talking Machine</i> players speak a word/phrase/sentence to match their actions/ideas. I <i>Adjective Machine</i> use gestures/sounds to dramatize an adjective ( <b>Emotion Cards, Personality Cards</b> ). I <i>Story Machine</i> use gestures/sounds/words to show the characters/settings/plot of a story ( <b>All Cards</b> ). I <i>Vocabulary Machine</i> use gestures/sounds to show the meaning(s) of a word (combustion, volcano...). I <i>Cause and Effect Machine</i> players connect to a part of the machine as a cause (action) or effect (reaction). A <i>Concept Machine</i> express ideas related to a concept/theme (love, fear, friendship, hunger, grief...). A <i>Genre Machine</i> express characters/ideas from a chosen genre (western, horror, mystery... <b>Genre Cards</b> ). A <i>Multi-Step Machine</i> add multiple steps, changing spots, and variations in dynamics/rhythm/tempo.			
<b>TEACHER TALK</b> <b>Focus Phrases</b> Exaggerate-make your gestures bigger... Project-make your sound effects louder... Keep your rhythm the same every time... Watch each other...listen to each other... Stay connected...work as one machine... <b>Creativity Questions</b> What gestures can express your card/idea? What sound effects can express your idea? How can you make it more machine-like? How can you connect/react to another part?		<b>ASSESSMENT</b> <b>Performance Rubric Criteria (keys to success)</b> B Make big gestures/loud sounds; use levels (high, med, low); connect pieces together; keep consistent rhythm I Communicate idea/topic/card clearly; use depth (front, center, back); keep machine-like quality A Add multiple steps; add changes in tempo/rhythm; change spots; use symmetry; use stage areas <b>Reflection and Evaluation Questions (oral or written)</b> How did specific sounds/gestures make you feel? When/how did you help/hinder others in our group? What made the machine interesting/believable? Why?	
<b>DRAMA SKILLS</b> Physical Expression Vocal Expression, Timing Concentration, Listening Imagination, Risk-taking Projection, Memorization Collaboration, Analyzing Observation, Persistence Cooperation, Reacting Problem Solving, Self-discipline, Commitment	<b>CURRICULUM INTEGRATION IDEAS</b> <b>ELA</b> story elements, dialogue, vocab, theme, genre... <b>History</b> historical figures, settings, events, activities... <b>Science</b> simple machines, vocab, ecosystem, animals... <b>P.E.</b> teamwork, stamina, vocab, body systems... <b>Languages</b> vocab, emotions, words/sentences... <b>Music</b> rhythm, tempo, duration, pitch, dynamics... <b>Dance</b> locomotor, axial, energy, levels, rhythm... <b>Art</b> form, design, levels, depth, composition, vocab... <b>Media</b> film/TV stories, genres, documentary themes... <b>Events</b> people/places/activities related to holidays...		<b>INTELLIGENCES</b> Kinesthetic Linguistic Spatial Musical Interpersonal Naturalistic

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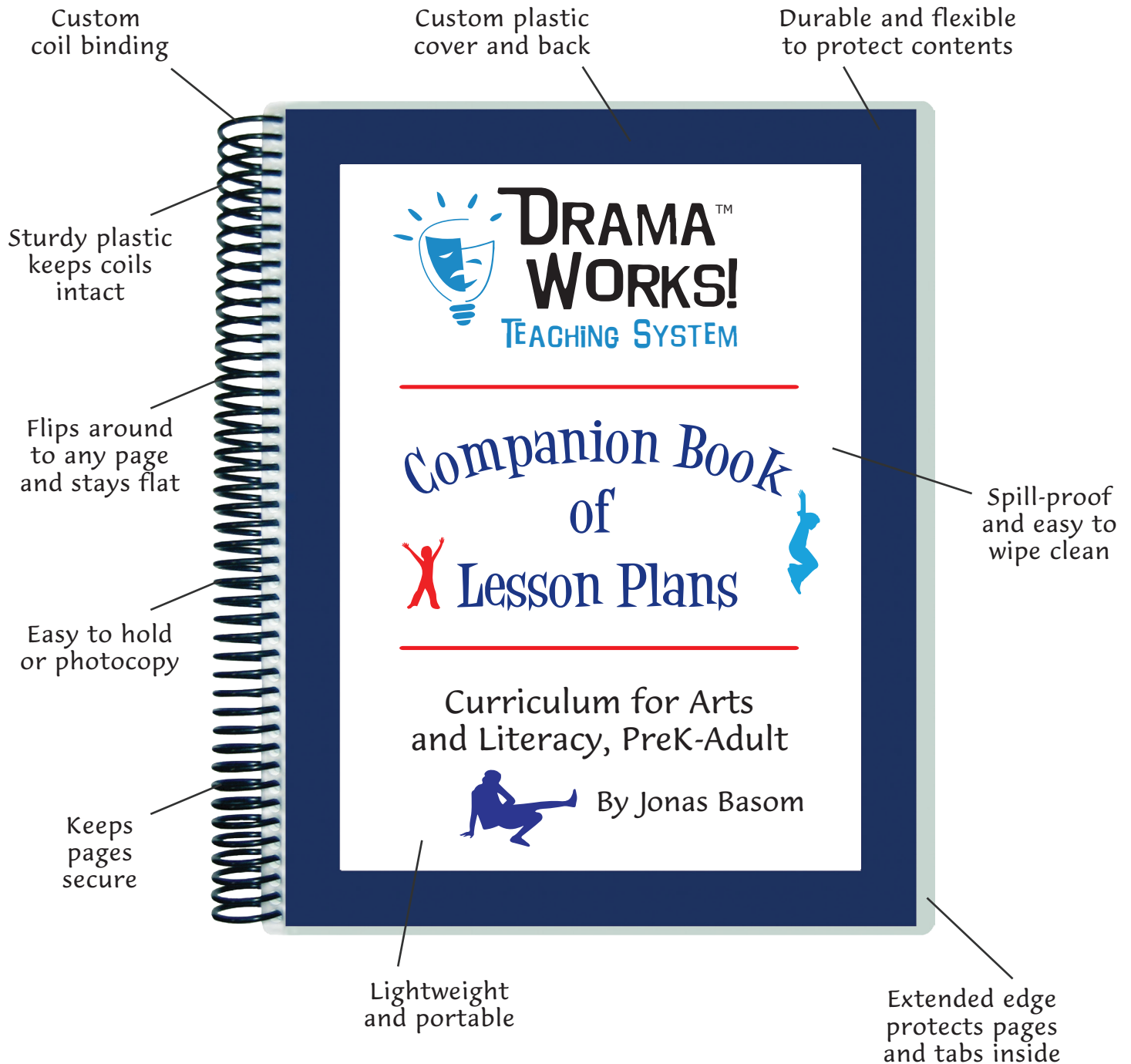
Terms from the Vocabulary Cards

Ideas for using the Creativity Cards

Create a rubric for beg/int/adv players

Enhance reflective thinking

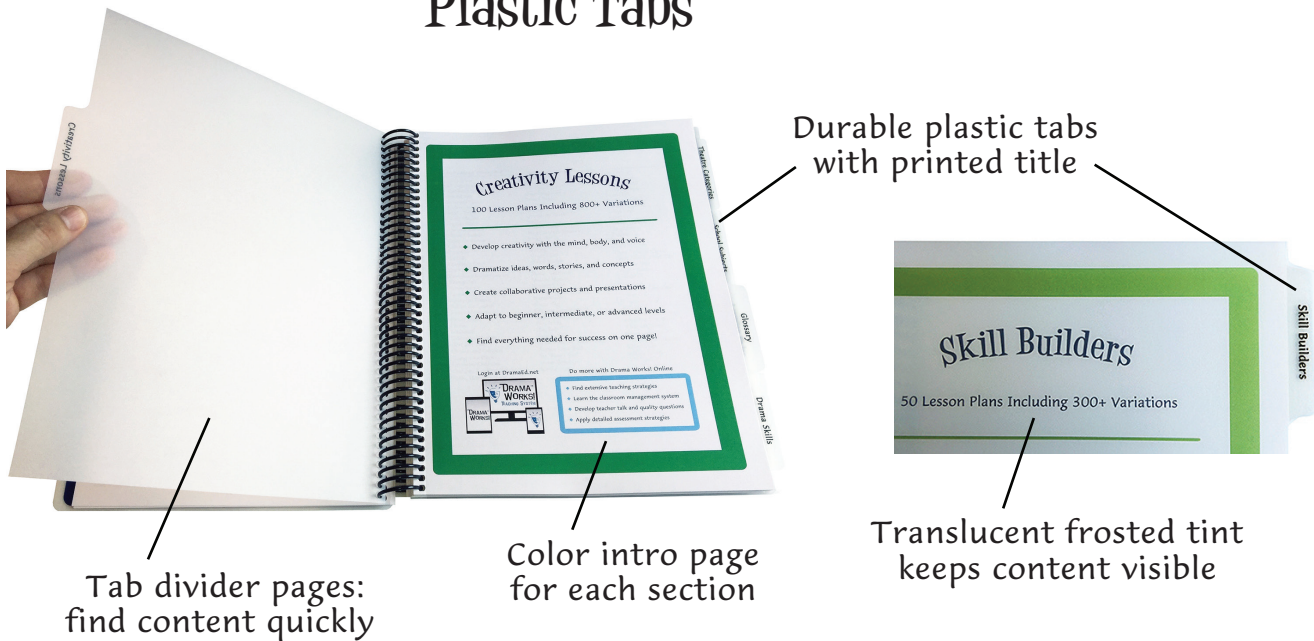
## Book Features: Outside



## Companion Book

### Book Features: Inside

#### Plastic Tabs



Book of Lesson Plans

DRAMA WORKS! TEACHING SYSTEM

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8 tabs: 1 for each section

#### Rear Pocket

