

DRAMA LESSON PLAN: Stage 2

Duration: 45mins

Title: WOMBAT DIVINE

Drama Forms: Improvisation, Storytelling, Movement

Elements of Drama: Space, Contrast, Mood (Sadness and Joy)

Outcomes:

- DRAS2.1: Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations

MAKING	PERFORMING	APPRECIATING
<ul style="list-style-type: none"> ● Students build and sustain belief in their role as Wombat and other animals through hot-seating ● Using improvisation, students portray the emotions and imagined situations of Wombat after each failed audition attempts 	<ul style="list-style-type: none"> ● In small groups, students make decisions about creating freeze frames depicting the particular scenes of the story. Sequencing and constructing dramatic structure of interactions between the Wombat and other animals 	<ul style="list-style-type: none"> ● Students discuss the process of their roles in their improvisation. ● Discuss the process involved in planning drama plays such as 'Nativity Play'

Teaching/ Learning Process:

SEQUENCE OF ACTIVITY	Notes	RESOURCES
<p>Warm up:</p> <p>1. Back to back and face to face: Experimenting with contrasting emotion. Children mill about the room and on cue make pairs either back to back or face to face</p> <ul style="list-style-type: none"> ● Use sad faces when face to face and crying or disappointed face when back to back ● Explore the contrasting qualities using the same technique (happy faces when face to face and sighs of joy when back to back) <p>2. Simon says: Practising animal motions/movements. Students face the teacher and follow instructions as per below:</p>	<p><i>Note the body expressions between joy and sadness</i></p>	

The teacher calls out:

- 'Simon says skip like Kangaroo' or
- 'Simon says crawl like Wombat

Exploration:

- In pairs, students discuss the circumstances when they were disappointed, sad and happy from their personal experiences. Encourage the discussion to give a plenty of detail from students. How did it happen? How was it resolved?

- Teacher reads the book "Wombat Divine" aloud. Discuss the rollercoaster of emotions felt by the wombat and difficulties faced by other animals due to Wombat.

Development:

- Freeze Frames: In groups of six, re-enact the scenes from the story with narration. Emphasising the emotions of the wombat and the troubles experienced by other animals. Encourage to express the feelings and thoughts going on in the minds of characters.

- Hot-Seating: Hot-seat some students in the roles of Wombat (main character) and Emu (play director) and other characters in the story. Explore different character perspectives. How did other animals feel about Wombat's failures? E.g. kangaroos criticising wombat behind his back or how relieved they were when the Nativity play turned out excellent in the end and so on.

- Improvisation: The book does not have much dialogue and hence let students make up more conversations to the scenes they played in the Freeze Frame activity above. Also incorporate animal movements of the characters, e.g. wombat crawling lazily, kangaroos skipping about, emu saying "can't you do anything properly?".

E.g. when someone forgot your birthday, or when someone gave you a present

Discuss how to express sadness, disappointment and joy through facial and body expression.

Observations made by teacher.

E.g. students playing other animals can show facial expressions of frustration and relief.

Encourage vocal contributions of the non-speaking characters in the story.

Copy of :
Wombat Divine
by Mem Fox.
(Scholastic,
1995)

Reflection:

- Initiate a class discussion about their portrayal of characters in 'Wombat Divine'. What characters did you play? Can you relate it to your personal experiences? Did the added dialogues make any improvements?
- Discuss briefly about the Nativity Play. Were the animals suitable for the corresponding characters in the Nativity play? Talk about the costumes and equipments in the Nativity play e.g. a manger for baby Jesus, old costumes for Mary, three Kings and Shepherds.

KLA links:

- English: Talking and Listening
- PDHPE: Interpersonal relationships
- Science and Technology: Living Things (Native Australian Animals)

Assessment Opportunities:

- Create Character Profile for the animals played by the students.
- Students to create Written Dialogues for the characters they played.
- Create a list of costumes and equipments needed for the Nativity Play.
- Write a letter to the Wombat, commenting on how well the Nativity Play turned out and any other suggestions for improvement.