

TASK TEMPLATE	
Subject	Year 4 Drama
Task	Story GIF's
TASK DETAILS	
What do I have to do?	You need to work with a small group (4) to plan and rehearse a series of short scenes, similar to a GIF, where somebody is having a bad day as well as be prepared to improvise alternative endings.
What does my teacher need to see?	I need to work creatively and cooperatively with my peers. Through the elements of voice, movement, role, character and relationships demonstrate a belief my imaginary circumstances.
How much time do I have?	6 weeks lessons, 1 week performance, 1 week as a buffer if we need it.
CONTENT DESCRIPTION	
What learning will I use?	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>- <b>How to communicate meaning to an audience</b></li> <li>- <b>how to use the elements of drama</b></li> <li>- <b>How to rehearse to make our performance better for the audience</b></li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>- <b>Give honest and constructive feedback using drama terminology</b></li> </ul>
TASK PREPARATION	
What do I already know?	<p>How to use the elements of voice, movement, role, situation, character, space, time and relationships.</p> <p>How to use performance skills, audience awareness and rehearsals to develop and improve performance.</p>
What will I need?	Ipads
SEQUENCE OF LEARNING & ASSESSMENT	
Timeline of activities	<p><b>Wk 1:</b> Welcome back to school games finishing with emotion sculpture</p> <p><b>Wk 2:</b> Warmup, Read book up to the red page, using the pictures as stimulus create an image that represents what you think is the meaning of each page. Each image should move in slow motion to exaggerate the moment. show them in sequence.</p> <p><b>Wk 3:</b> Warmup, Read middle section of the book, Create a 30 second commercial selling the negative side of life. Highlights how with anxiety your brain sells the negatives of a situation to you. get groups to show to class.</p> <p><b>Wk 4:</b> Warmup, recap the story. In pairs you will be demonstrating how to do a simple task, 1 person will have a trigger word. Once you work it out you then give it to another group to perform. Every time the trigger word is said the person needs to freak out and start catastrophising the situation. The other person will need to sort them out and get them back on track and try to work out what the trigger is. The first person keeps going until they think they know the trigger word. The person reacting must do so everytime</p>

they hear the word regardless of what else is happening. get groups to show to class.  
Requires focus and commitment to the imaginary circumstances.

**Wk 5:** Warmup, Form groups of 5 for assessment task and plan their 5 moving photographs. Beginning x1, build up x1, height of the problem x1, way to work through the problem x1, how to deal with it next time x1

**Wk 6:** Planning/Rehearsal of moving photographs

**Wk 7:** Assessment Performance of moving photographs.

**Wk 8:** Buffer week