

**Unit Name: Inclusive Learning Through Drama**

**Stage: 3**

**Lesson name: Using the Five Senses**

**Duration: 60 - 90 Minutes**

### Lesson Overview

Students will be able to create a dramatic performance through the use of different sensory mediums. Students will continue to develop body awareness through the analysis of the five senses. Students will plan, develop and deliver a dramatic performance that develops voice skills and abstract thinking skills.

### Lesson Outcomes

**A student will learn to:**

- collaborate to convey dramatic meaning by responding abstractly to represent ideas, feelings, objects and situations
- interpret a dramatic context through the use of a combination of various drama forms
- devise drama in collaboration with others using scripted and unscripted material as resources for drama performances.

**A student will learn about:**

- 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
- evaluating drama performances in order to reflect upon and enhance their own drama work and the work of others.

Syllabus Outcomes	Teaching, Learning and Assessment
<p><b>DRAMA</b></p> <p><b>Making DRAS3.2</b> Interprets and conveys</p>	<p><b>TEACHING</b></p> <p><b>Warm-up:</b> Partner Game</p> <ol style="list-style-type: none"> <li>1. Students form pairs.</li> <li>2. One student in each pair is blindfolded or has their eyes closed.</li> </ol>

<p>dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <p><b>Performing</b>  <b>DRAS3.3</b> Devises, acts and rehearses drama for performance to an audience.</p> <p><b>Appreciating</b>  <b>DRAS3.4</b> Responds critically to a range of drama works and performance styles.</p> <p><b>MUSIC</b></p> <p><b>MUS3.2</b> Improvises, experiments, selects, combines and orders sound using musical concepts.</p>	<ol style="list-style-type: none"> <li>3. Teacher is to establish a start and finish line for students in the area. This game could be played inside or outside.</li> <li>4. The other student provides verbal directions to the blindfolded student to travel from the start line to the finish line.</li> <li>5. If students need more support, the blindfolded partner can hold their partner’s arms as they are led.</li> </ol> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>- <i>How did it feel to not be able to depend on your sight?</i></li> <li>- <i>What other senses did you notice were heightened?</i></li> <li>- <i>Were you comfortable trusting your partner and did you feel relaxed?</i></li> <li>- <i>What did it feel like to trust and depend on your partner? Did anyone’s partner lead them astray?</i></li> <li>- <i>Did you work better with your partner as you developed a better way of communicating?</i></li> </ul> <p><b>LEARNING</b></p> <p><b>Class Activity:</b> Sensory Performance Ideas</p> <ol style="list-style-type: none"> <li>1. Teacher asks: <ul style="list-style-type: none"> <li>- <i>Who can remind me what our five senses are?</i></li> <li>- <i>If an audience did not depend on their sense of sight, how could you incorporate the other senses to make a drama performance?</i></li> </ul> </li> <li>2. Teacher displays <b>Sensory Performance Scenario Ideas</b>.</li> <li>3. Teacher discusses and explains each column on the display.</li> <li>4. The class discusses how these different elements can be used in a drama performance and how they can be created, e.g. flicking water droplets on the audience to simulate rain or collecting eucalyptus leaves from the school grounds to simulate smells in the rainforest.</li> <li>5. The students add any additional ideas they have to the visual such as examples of actor dialogue.</li> <li>6. Students find a spot to lay down or find a comfortable space in the room and close their eyes.</li> <li>7. Teacher directs students to imagine they are standing in a rainforest. Teacher prompts students to think about: <ul style="list-style-type: none"> <li>- <i>What sounds do you hear?</i></li> <li>- <i>What might you feel on your skin?</i></li> <li>- <i>What might you smell?</i></li> <li>- <i>What emotions might you feel being in the rainforest?</i></li> </ul> </li> <li>8. Students listen to a portion of <a href="#">Rainforest Sound</a> (8:29) video and the class completes page one of the <b>Listening Activity - In the Rainforest</b> detailing <i>what they might experience (hear, smell or feel) in this setting and how that could be recreated in the classroom?</i></li> <li>9. Teacher can display page two of <b>Listening Activity - In the Rainforest</b> to discuss extra ideas the students may have not suggested.</li> </ol>
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	<p><b>Group Activity:</b> Creating a Sensory Performance Show</p> <ol style="list-style-type: none"> <li>1. Students form groups of 5 - 6.</li> <li>2. Teacher displays <b>Sensory Performance Settings</b> on the board.</li> <li>3. In their groups, students choose a setting from the visual.</li> <li>4. In groups, students discuss and plan their performance using <b>Sensory Ideas Template</b> for their own performance or teacher to give groups a <b>Sensory Performance Planning Sheet</b>.</li> <li>5. Groups will have 20 minutes to practice their performance.</li> <li>6. Each group takes turns to present their sensory performance. The audience is sitting with their backs facing the stage so they cannot see the performers.</li> <li>7. The audience must guess where the story was set and what was happening in the story.</li> <li>8. Teachers can use the <b>Sensory Performance Checklist</b> when viewing performances to informally assess the students inclusion of different sensory elements.</li> <li>9. After each group the audience can ask questions or give feedback on the performance. Feedback can focus on two categories: <ul style="list-style-type: none"> <li>- <i>What worked well? (WWW)</i></li> <li>- <i>Even better if... (EBI)</i></li> </ul> </li> </ol> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>- <i>How did you make sure your audience knew what was happening in the scene?</i></li> <li>- <i>How did you work with your group to complete this performance?</i></li> <li>- <i>What elements stood out for you as the audience?</i></li> <li>- <i>What were the main elements that created the scene?</i></li> </ul> <p><b>ASSESSMENT:</b></p> <p>There is no formal assessment provided for this activity.</p>
<p><b>Adaptations, Considerations and/or Adjustments</b></p> <p><b>Note:</b> Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p><b>Physical:</b> Students can adjust blindfold game to how they feel comfortable, e.g. directions could be restricted to body movements or undertaking an action, e.g. picking up the pen on the desk, not travelling around. Allow students to choose their own role in the sensory performance.</p> <p><b>Vision:</b> Provide large font versions of resources <b>Sensory Performance Scenario Ideas, Listening Activity - In the Rainforest , Sensory Performance Settings, Sensory Ideas Template, Performance Planning Sheet</b> and <b>Sensory Performance Checklist</b>.</p> <p><b>Hearing:</b> Provide the <b>Using the Five Senses - Language Support</b> for students throughout the lesson for clarification. Teacher writes up student answers on the board.</p> <p><u>Activity 1:</u> Allow students to depend on their partner leading them by holding onto their hand/shoulder.</p> <p><u>Activity 2:</u> Students can watch the video and answer the same questions regarding sight, speech, touch and smell based on the visual.</p>

	<p><b>Activity 3:</b> Groups can provide dialogue or narration in written form for the audience. The sense that is excluded could be a different one - the teacher could change the bases of the lesson and focus on “How could you create a drama performance for an audience that did not depend on their voice or sense or hearing, touch or smell?”.</p> <p><b>Sensory:</b> Ensure students are comfortable with the sensory elements being used in each group’s performance. Provide an area (still in the audience section) where students can opt out of being involved in particular sensory elements. 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. Ensure some classroom regulation around sound levels when using sound effects.</p> <p><b>Non-verbal:</b> Support students’ preferred ways of communication. Incorporating technology or devices in group discussion and asking targeted closed questions, provide specific role in group work, e.g. scribe or organiser. Assist groups in scaffolding performance that incorporates non-verbal characters.</p> <p><b>EAL/D:</b> Provide the <i>Using The Five Senses - Language Support</i> to students for clarification.</p> <p><b>Other:</b> For performance refusal or avoidance, allow students alternative ways of performing or being involved, such as grouping students in pairs with someone they feel comfortable working with. Teachers can make goals with students to reach by the end of the unit, e.g. student will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit.</p>
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## Resources

- [Sensory Performance Scenario Ideas](#) - Blue Sky Community Services
- [Rainforest Sound](#) - Longa Via Est (YouTube)
- [Listening Activity - In the Rainforest](#) - Blue Sky Community Services
- [Sensory Performance Settings](#) - Blue Sky Community Services
- [Sensory Ideas Template](#) - Blue Sky Community Services
- [Performance Planning Sheet](#) - Blue Sky Community Services
- [Sensory Performance Checklist](#) - Blue Sky Community Services

## Resources for Adjustments (if applicable)

- [Using The Five Senses - 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:	

# Sensory Elements: In a Storm

## Hearing

this includes all sounds that are heard.

### Examples:

- *thunder*
- *slamming doors*

## Speaking

this includes the actors dialogue and narration.

### Examples:

- *"Ouch, I hit my head!"*
- *One day, Malika and Joseph were walking home from school.*

## Touching

this includes elements that may be felt on the skin.

### Examples:

- *wind*
- *rain*

## Smelling

this includes elements that engage the sense of smell.

### Examples:

- *flowers*
- *rain*



# In a Rainforest

Hearing

Touching

Smelling

# In a Rainforest

## Hearing

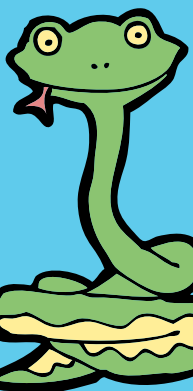
- Animal sounds
- Leaves crunching
- Raindrops
- Waterfalls
- Branches snapping
- Talking -  
*"Ouch! My foot"*

## Touching

- Snakes
- Falling leaves
- Leeches
- Insects
- Moss
- Wet branches
- Rain
- Swimming

## Smelling

- Flowers
- Waterfalls
- Animals
- Rain





# In the Rainforest



# At the Beach



# In a Storm



# On a Boat



# Sensory Performance

Hearing

Speaking

Touching

Smelling

# Sensory Performance

Setting: \_\_\_\_\_

Hearing

Speaking

Touching

Smelling

## Creating a Sensory Performance

*“If an audience could not use their sense of sight, how could you create a drama performance for them?”*

How can you incorporate the different senses into your play?

<u>Hearing</u>	<u>Speaking</u>	<u>Touching</u>	<u>Smelling</u>
In your group, who is in charge of this?	In your group, who is in charge of this?	In your group who is in charge of this?	In your group who is in charge of this?





## Using The Five Senses

### Activity 1:

- Choose a partner.
- One of you will close your eyes or put a blindfold.
- The person who is blindfolded will be led around by their partner.
- The partner who is not blindfolded has to give the blindfolded partner directions to follow.
- Now switch so you both get a turn!

### Reflection:

- *How did it feel to not be able to depend on your sight?*
- *What other senses did you notice were heightened?*
- *Were you comfortable trusting your partner and did you feel relaxed?*
- *What did it feel like to trust and depend on your partner? Did anyone's partner lead them astray?*
- *Did you work better with your partner as you developed a better way of communicating?*

### Activity 2:

#### Questions:

- *Who can remind me what our five senses are?*
- *If an audience did not depend on their sense of sight, how could you incorporate the other senses to make a drama performance?*

### Sensory Performance Ideas:

- **Hearing** - includes the different sounds you hear
- **Speech** - includes the actors dialogue and narration
- **Touch** - includes what might touch the actors e.g. leaves or rain
- **Smell** - includes things you might be able to smell
- Find a spot on the floor to lay down and close your eyes. As you listen to the sounds think about:
  - *What sounds do you hear?*
  - *What might you feel on your skin?*
  - *What might you smell?*
  - *What emotions might you feel being in the rainforest?*
- As a class finish page one of the [In a Rainforest Template](#).

### Activity 3:

- Make a group of 5 - 6.
- Pick a setting for your performance from the list.

- Plan your performance with your group. You need to plan your storyline, sound effects, dialogue and sensory elements and who is going to do each part.
- Practise your performance.
- Present your performance to the class. The audience will not be facing the audience. After each performance think about:
  - *What worked well? (WWW) in the performance*
  - *Even better if... (EBI) the group used.....*

Reflection:

- *How did you make sure your audience knew what was happening in the scene?*
- *How did you work with your group to complete this performance?*
- *What elements stood out for you as the audience?*
- *What were the main elements that created the scene?*