

Year 9 Digital Media and Drama Lesson

Timing/Grouping	Activities
Establish drama contract	freeze frame of some 1930s characters on the projector/lecture/DVD screen. 'Storytelling through images' Please take a seat, we will be watching a two minute video 'Storytelling through images' I want you to watch it closely because you will be choosing some of these images to work with today.
Activity 1 Timing; 10 mins Grouping; Whole class	Flipagram http://kutsikarts.weebly.com click on <i>Media Lessons</i> button and then click on <i>Character Building Video</i> button <ol style="list-style-type: none">1. Interpretation of images / poses After students have watched the video, show the same images printed large on photographic paper. Teacher: "I have just been on a trip back in time and I took these photos whilst I was travelling." Q: When could this photo have been taken? Q: What is happening? Q: Who might they be? Q: Where do you think this photo was taken? Q: Can you guess what their interrelationships are? Is there any sense of anticipation or tension between characters? If not, can you imagine any? Ask when, what, who and where, when needed.2. Form a circle; The exaggeration circle.

Activity 2
Timing; 20 mins

Grouping; Pairs

Grouping; Whole Group

1. Pass the Emotion
2. Respond to objects with emotions

3. **Letter Freeze: non-living objects.** Do this activity 3 times. Second time half class watches whilst other half show their shapes, whilst students guess what they are and swap over. Encourage students to point out elements of drama that they can see other students using. Did they use this purposefully or was it by chance?
At the conclusion ask students to sit on the floor where they are.

Activity 3 (This can be done in a separate lesson or in a double if there is two 40 min lessons)

Timing; 40 mins (for 1,2 & 3)

Grouping; 3 students (2 or 4 will also work if the numbers need adjusting, photo's can be shared)

1. QR code Treasure Hunt & Worksheet:

Each group needs a smart phone/ipad

QR code reader ([I-Nigma](#) | [NeoReader](#) | [Kaywa](#) Internet connection is not required) and Flipagram downloaded onto phone/ipad (it will also be downloaded onto the class computer(s). It will be mentioned in the Class Forum News section prior to the lesson too. (although students may not notice this prior to class).

Each group of three will be allocated three images/photographs (one each) from Activity 1. They will walk the school grounds for 10 minutes to locate three codes that reveal character traits (and their descriptions) and choose one each to combine with their photo to create their character. Their character will be inspired by one of the photographs chosen. The group to return first with all their allocated codes will be the winning team. Students will be shown the first QR code in the classroom and the rest will be discovered in the school grounds within a ten metre radius of the classroom. Students will be encouraged to use voice and talk to each other 'in character' when they discover their character traits.

2. Tableau exercise:

(Model this exercise by showing them a flipagram video with six tableau images)

Explore your character trait and photograph by creating frozen images with your body that represent your character and take photos of these freeze frames/tableau. Create one set of three images of yourself and one set of three with the other two 'characters' from your group. (3 of you in total in each image/photo). Walk around to groups to offer suggestions and answer questions if needed.

Ask yourselves

Q: When (setting), what (happening), who (is your character), how (did you use dramatic elements), does the tableau evoke any mood or feelings.

Q: Does it have a clear beginning, middle and end?

Q: Did you develop interplay between characters through movement?

3. Create own story - Flipagram video

Present their flipagram videos to the class (if time) and post on the Class Forum.

Q: What is the difference between character and role – a question I will pose on the class forum. <http://kutsikarts.weebly.com/class-forum.html#/>

3. Grouping; Solo

Closing/cool down Timing; 5 mins
Grouping; Whole Class

Grouping; Solo
Timing; 5 mins

1. Pass the squeeze
2. Blog / class forum
Blog/Forum Reflective practice