

Drama Project 6

Project theme: Festival Fun

Level: Primary 5

Suggested time: 30 – 40 minutes (for each lesson)

Drama skills/techniques adopted:

Still Image, Thought Tracking, Big Machine, Stress and intonation and Soundscape

Prior knowledge:

Students have learnt to:

1. use vocabulary about festivals
2. express different feelings using stress and intonation

Learning objectives:

By the end of the project, students will be able to:

1. produce the appropriate Soundscape for the drama performance
2. choose the correct intonation, gestures and facial expression to demonstrate the emotions of the character, as well as the setting of the story

Expected learning outcomes:

By the end of the project, students are expected to:

- A. use appropriate stress and intonation to convey intended meanings and feelings
- B. identify the features of a text which indicate writers'/characters' attitudes and feelings when reading a variety of text types
- C. organise and express their own ideas and feelings
- D. understand the roles and responsibilities of a team member and the importance of teamwork
- E. explore and respect different views, values and cultures

Lesson plans

Lessons 1 – 2

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity1: Lead-in</p> <p>1. Teacher shows the four picture cards to students and asks them for the names of the festivals. Teacher asks students <i>What can you see in the pictures? What festivals are people celebrating?</i> to elicit responses from them. Teacher writes the festival names on the board.</p> <ul style="list-style-type: none"> ➤ Chinese New Year, ➤ Dragon Boat Festival, ➤ Halloween and ➤ Christmas <p>2. Teacher asks students how they celebrate the festivals. Teacher invites students to say one thing that they do to celebrate the festivals. Teacher asks students <i>What do we do at these festivals?</i> and write students' ideas next to the festival names on the board.</p> <p>For example:</p> <ul style="list-style-type: none"> ➤ At Chinese New Year, we get red packets / visit our relatives / give presents to family and friends, etc. ➤ At the Dragon Boat Festival, we watch the dragon boat races / eat sticky rice dumplings, etc. ➤ At Halloween, we go trick-or-treating / wear costumes / make pumpkin lanterns, etc. ➤ At Christmas, we have a party with our family and friends, etc. <p>3. Teacher puts the word cards on the board randomly. Teacher invites students to choose the corresponding word cards for the pictures. Teacher reads out the words with students. Teacher puts the picture cards</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • critical thinking skills • communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently 	<p>Picture Cards and Word Cards (Appendix 1)</p>	<p>C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>and word cards side by side on the board.</p> <p>4. Teacher asks students to think of more celebration activities for the festivals.</p>			
<p>Pre-reading Activity 1: Predicting</p> <p>1. Teacher introduces the storybook and show the cover to students. Teacher reminds students of the features of the front and back covers (e.g. <i>the title, author and illustrator</i>, etc).</p> <p>2. Teacher asks <i>What can you see in the pictures on the front cover? What are the clouds (main characters of the story) doing?</i> to elicit students' answers.</p> <p>3. Teacher asks students to look at the story title and pictures. Teacher asks them to jot down their answers to the following questions:</p> <ul style="list-style-type: none"> ➤ <i>What do you know about these festivals?</i> ➤ <i>What do you want to know about these festivals?</i> 	<p>Vocabulary building</p> <p><u>Language form</u></p> <ul style="list-style-type: none"> • text types: Story <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • critical thinking skills • creativity 	<p>Storybook – Festival Fun</p>	<p>C</p>
<p>While-reading Activity 2: Reading the story</p> <p>1. Teacher asks students to read through pages 1 to 3 as an introduction. Teacher encourages students to think about what they can see in the pictures and predict the possible development of the story.</p> <p>2. Teacher reads the story part by part to students. Teacher asks them to find out the name and activities of the festival. Teacher asks students</p> <ul style="list-style-type: none"> ➤ <i>What is the name of the festival?</i> 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> • locate specific information in a short text in response to questions • understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • critical thinking skills 	<p>Storybook – Festival Fun</p>	<p>B & C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<ul style="list-style-type: none"> ➤ <i>Where does the festival take place?</i> ➤ <i>How do people celebrate the festival?</i> ➤ <i>What did the clouds (main characters of the story) do in the festival?</i> ➤ <i>Did they enjoy the festival?</i> <p>3. Teacher shows a world map to the class. Teacher points out the places where these festivals take place on the map. Teacher introduces the names of places. Teacher asks them the following questions to elicit their responses.</p> <ul style="list-style-type: none"> ➤ <i>Have you ever been to these places?</i> ➤ <i>Can you tell me something about these places?</i> <p>4. Teacher rereads any difficult parts with students. Teacher asks students to underline the parts of text that answer the questions they had before reading.</p>			
<p>Post-reading Activity 3: Summarizing and reflecting</p> <p>1. After reading, teacher recaps the text with students. Teacher asks students to work in groups and discuss the following questions:</p> <ul style="list-style-type: none"> ➤ <i>Summarize two interesting things you found about each festival.</i> ➤ <i>If you could go to one festival, which one would you go to? What things would you enjoy doing most?</i> <p>2. Teacher invites students to share their answers. Teacher</p>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> • locate specific information in a short text in response to questions • understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • critical thinking skills 	<p>Comprehension Worksheet (Appendix 2)</p>	<p>B & C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>distributes the worksheet to students. Teacher goes through the headings of the table with them. This enables students to know what to fill in in each part.</p> <p>3. Teacher asks students to fill in the information about the festivals they have read in the story.</p> <p>4. In the second column of the worksheet, the teacher asks students to think of at least two new ways to celebrate the festivals. Teacher invites a few students to share their answers in class. Teacher compliments students for their creative ideas.</p> <p>5. Teacher checks answers with students and clarifies any problems.</p>	<ul style="list-style-type: none"> creativity 		

Lessons 3 – 4

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>DC Activity 1: Still Image (Practice)</p> <ol style="list-style-type: none"> In groups, students will choose one festival and act out one important moment of a celebration activity. There should be multiple characters when students are performing. Students can also create a colourful setting for the performance. Teacher gives students some time to practice their Still Images. <p>Still Image (Action)</p> <ol style="list-style-type: none"> Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. Teacher signifies the freeze of action by using a ding bell. When hearing a ‘ding’ sound, actors have to stay frozen. Audience can walk around the group and look at the actors more closely. Audience will discuss the activities and feelings of the characters and setting. They will also guess the activities and festivals. <p>DC Activity 2: Thought Tracking</p> <ol style="list-style-type: none"> Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. Teacher initiates a short discussion on the good points and areas of improvement of the groups’ performance. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity 	<p>Drama Techniques PowerPoint (Appendix 3)</p>	<p>C, D & E</p>
<p>DC Activity 3: Big Machine</p> <ol style="list-style-type: none"> Teacher explains that each group is going to create a “machine” out of themselves. They can pick an object that is related to festivals to perform. Then, teacher allows time for 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity 	<p>Drama Techniques PowerPoint (Appendix 3)</p>	<p>C, D & E</p>

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>them to think of a repeating sound and a movement related to the type of a machine.</p> <p>2. Students will be asked to create the object and freeze. Then, they will be asked to show how to operate the machine. They will repeat the sounds and movement.</p> <p>3. Teacher initiates a reflection time with students. Teacher asks students</p> <ul style="list-style-type: none"> ➤ <i>Which part of the machine were you?</i> ➤ <i>What sounds did you make?</i> ➤ <i>How did you feel when you played as a part of the machine?</i> <p>4. Teacher sums up the learning in the lesson.</p>			

Lessons 5 – 6

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Warm up</p> <ol style="list-style-type: none"> Teacher briefly discusses the five senses and why are they used. Teacher talks about what students rely on most, e.g. sight to see things. Teacher asks students <ul style="list-style-type: none"> ➤ <i>Why do we use our senses?</i> ➤ <i>Which of your senses do you use most often?</i> Teacher discusses how sounds are important to let us know the things happening around us. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity • critical thinking skills 	<p>Soundscape PowerPoint (Appendix 4)</p>	<p>C & E</p>
<p>Activity 2: Learn about soundscape</p> <ol style="list-style-type: none"> Teacher asks students to close their eyes. Teacher asks them to pay attention to what they hear. Teacher asks students to imagine they are on a raft, drifting along a river and listen closely for sounds that may help them to describe where they are. Teacher plays a rainforest clip on YouTube in class. https://www.youtube.com/watch?v=RWC81JAKMK0 Teacher encourages active listening of students by asking questions to think about while listening. <ul style="list-style-type: none"> ➤ <i>What sounds do you hear?</i> ➤ <i>What pictures do you have in mind?</i> ➤ <i>How do the sounds make you feel?</i> Teacher asks students to share what sounds they heard from the clip in groups. Teacher replays the clip to students if they have any questions. Teacher explains to students all of these sounds build a soundscape. Teacher explains to the class <i>A landscape is made up of all of the different landforms, trees, houses, yards,</i> 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • problem-solving skills • critical thinking skills • creativity 	<p>Soundscape PowerPoint (Appendix 4)</p>	<p>C & D</p>




DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>to recreate them. Examples as below:</p> <ul style="list-style-type: none"> ➤ Rain (clapping hands) ➤ Thunder (hands pounding on the desk) ➤ Leaves (Gently drop pencils on the desk) ➤ Animals and insects (buzzing sounds), birds (chirping sounds) ➤ Wind (blowing sounds) <p>7. Students can take turns to be the audience and the soundscape can be performed for more than once. Teacher asks the students to reflect on the soundscape they produced. Teacher asks students the following questions for discussion:</p> <ul style="list-style-type: none"> ➤ <i>What types of sounds did we use to create the rainforest?</i> ➤ <i>Why were the sounds helpful to create a rainforest?</i> ➤ <i>How did it make the audience feel?</i> ➤ <i>What else can be done to create a better atmosphere?</i> <p>8. They can also discuss what worked well and what could be improved.</p>			
<p>Activity 4: Group assignment</p> <p>1. Students will continue to work in groups. Each group will get one activity card. They will discuss and work on the soundscape for their assigned topic.</p> <p>2. The groups will present their soundscapes one by one in the next lesson. The rest of the class will try to guess the scenario of the soundscape.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity • problem-solving skills • critical thinking skills 	<p>Activity Cards (Appendix 6)</p>	<p>C, D & E</p>
<p>Activity 5: Recap</p> <p>1. Teacher summarises the learning points about soundscape in the lesson.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • problem-solving skills • critical thinking skills 		

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
2. Teacher asks students to do the 3-2-1 reflection. 3. Teacher reminds students that they will present their soundscapes in the next lesson.		3-2-1 Reflection Sheet (Appendix 7)	

Lessons 7 – 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Voice control 1. Teacher recaps the knowledge learnt from the previous lessons. 2. Students practice voice intensity from level one to ten. 3. Students read sentences with different voice intensity.	<u>Speaking skills</u> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings 		
 Activity 2: Intonation and stress Intonation: 1. Teacher reads out a few sentences with different intonation and asks them to identify the feelings conveyed. Teacher recaps the emotion words with students. 2. Students practice the sentences in pairs. Stress: 1. Teacher reads out a few sentences with different stresses. 2. Students underline the stressed words. 3. Students practice the sentences in pairs. 4. Teacher invites students to present the sentences to the class.	<u>Speaking skills</u> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <u>Generic skills</u> <ul style="list-style-type: none"> communication skills critical thinking skills 	Stress and Intonation PowerPoint (Appendix 8)	A & B
Activity 3: Script reading 1. Teacher reads the script of scene 1 introduces the text features. 2. Teacher asks students to read scenes 2 and 3 silently. 3. Teacher asks students questions about the three scenes to check their understanding.	<u>Language form</u> <ul style="list-style-type: none"> text types: play scripts <u>Reading skills</u> <ul style="list-style-type: none"> scan a text to locate specific information 	Reader's Theatre Script (Appendix 9) Features of Script (Appendix 10)	B
Activity 4: Planning and script writing 1. In groups of four or five, students will write a new scene for the story. Situation: The little clouds are going to a new festival. Write the dialogues for the characters. Also, create an ending to the	<u>Language form</u> <ul style="list-style-type: none"> text types: Play scripts <u>Generic skills</u> <ul style="list-style-type: none"> critical thinking skills creativity 		C, D & E

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>story.</p> <p>2. Teacher asks each group to use the 5W1H mind map to structure their discussion. They should think about the new festival from the following aspects.</p> <ul style="list-style-type: none"> ➤ Where: Where is it celebrated? ➤ Who: Who celebrate it? ➤ When: When is it celebrated? ➤ How: How do people celebrate it? ➤ Why: Why do people celebrate it? ➤ What: What do people do/eat/wear? ➤ Any other aspects <p>3. Under those headings, students will list all the things they can think of relating to their topic.</p> <p>Group discussion</p> <p>1. In their groups, students are asked to write their ideas in the 5W1H mind map. Then, they will write the dialogues for the characters and create soundscape for the festival.</p> <p>Practice</p> <p>1. The group looks at the dialogues they wrote. Students do peer editing on the script.</p> <p>2. The groups practice the dialogues they wrote.</p> <p>3. Students will think about the props they can add to their performance.</p>		<p>5W1H Mind map (Appendix 11)</p> <p>Script Writing Worksheet (Appendix 12)</p>	
<p>Activity 5: Class performance Preparation</p> <p>Students will practice the new scene with props.</p> <p>Performance</p> <p>1. The groups will take turns to perform in front of the class.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • problem-solving skills • critical thinking skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone 	<p>Script Writing Worksheet (Appendix 12)</p>	<p>C & D</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>2. Teacher gives comments and provides suggestions for students to improve their performance, develop their creativity and critical thinking.</p> <p>Feedback</p> <ol style="list-style-type: none"> 1. Students are asked to do Self-Evaluation and Peer Evaluation. 2. Teacher summarizes the good points and areas of improvement of student performance. 3. Teacher asks students to think about the actions for further improvement. <p>Reflection</p> <ol style="list-style-type: none"> 1. Teacher summarizes what have been learnt in the project. 2. Teacher collects students' evaluation forms. 	<p>of voice and speed to convey intended meanings and feelings</p>	<p>Self-Evaluation for Drama Performance (Appendix 13)</p> <p>Peer Evaluation for Drama Performance (Appendix 14)</p> <p>Teacher Evaluation for Drama Performance (Appendix 15)</p>	



Visit relatives /
Get red packets /
Give presents to
family and friends



Watch the dragon
boat races



Go trick-or-treating /
Wear costumes



Have a party with
family and friends /
Eat traditional food

Appendix 2

Comprehension Worksheet of Festival Fun

Part A

Find the celebration activities from the story. Also, think of two new activities for each festival.

Festival	Activities in the story	New activities
Carnival in Rio de Janeiro, Brazil	•	•
	•	•
	•	
Mid-Autumn Festival Fire Dragon, Hong Kong	•	•
	•	•

Part B

Answer the following questions in complete sentences.

1. Summarize two interesting facts you learnt about each festival.

Carnival in Rio de Janeiro:

Mid-Autumn Festival Fire Dragon:

2. If you could go to one festival, which one would you go to? What things would you enjoy doing most?

Appendix 2

(Suggested answers)

Comprehension Worksheet of Festival Fun

Part A

Find the celebration activities from the story. Also, think of two new activities for each festival.

Festival	Activities learned in the story	New activities
Carnival in Rio de Janeiro, Brazil	<ul style="list-style-type: none">• dress up in huge colourful costumes	<ul style="list-style-type: none">• have a singing and dancing contest
	<ul style="list-style-type: none">• dance along the streets	<ul style="list-style-type: none">• have a Brazilian food fair
	<ul style="list-style-type: none">• bands playing music	
Mid-Autumn Festival Fire Dragon, Hong Kong	<ul style="list-style-type: none">• dance a fire dance with a huge straw dragon	<ul style="list-style-type: none">• use LED lights instead of incense on the dragon
	<ul style="list-style-type: none">• light firecrackers	<ul style="list-style-type: none">• have a fire dragon dancing contest

Part B

Answer the following questions in complete sentences.

1. Summarize two interesting facts you learnt about each festival.

Carnival in Rio de Janeiro: (Student's own answers)

Mid-Autumn Festival Fire Dragon: (Student's own answers)

2. If you could go to one festival, which one would you go to? What things would you enjoy doing most?

(Student's own answers)

Appendix 3

Drama Techniques: Still Image, Thought Tracking and Big Machine



Learning objectives:

- I can **learn** and perform the techniques of Freeze Frame, Thought Tracking and Big Machine;
- I can work **independently** and with **others**;
- I can develop **creativity**;
- I can **assess** my own and others' performance.

In groups, you will decide on one festival.

You will need to do **one Still Image** about the festival.

One important moment of the festival



You will have **10 mins** to think about how to act out the Still Image.

Then you will take turns to come out and perform.

Your classmates will guess what you are doing!



Appendix 3

Thought Tracking

If you are watching:

- Describe the details in the Still Image.
- Who are in the Still Image?
- Where are they?
- What are they doing?
- In your opinion, how do the characters feel?

If you are in the Still Image:

- What are you thinking?
- How do you feel?

Big Machine

- Each group will create a “machine” related to festivals.
- Think of a repeating sound and action of a the theme.



Big Machine

- You will be given 5 minutes to come up with your machine.
- You may start now!



Appendix 4

SOUNDSCAPES

LEARNING OBJECTIVES

- ✘ I can use my voice, body and everyday objects to **create a soundscape**;
- ✘ I can work **independently** and with **others**;
- ✘ I can develop **creativity**;
- ✘ I can **assess** my own and others' performance.

FIVE SENSES

- ✘ Why do we use our senses?
- ✘ Which of your senses do you use most often?



SOUNDS

- ✘ Sounds are important to let us know the things happening around us.
- ✘ Now close your eyes...
- ✘ <https://www.youtube.com/watch?v=RWC81JAKMKO>



AFTER HEARING THE SOUNDS

- ✘ What sounds do you hear?
- ✘ What pictures do you have in mind?
- ✘ How do the sounds make you feel?



LANDSCAPE

- ✘ A landscape is made up of all of the different landforms, trees, houses, yards, and roads.



Appendix 4

SOUNDSCAPE

- ✘ A soundscape is made up of all of the different sounds that help to **create a sense of place**.
- ✘ We can use our **voices, bodies, everyday objects and musical instruments** to create a soundscape.
- ✘ It enhances the **mood** of drama performance.



EXAMPLES OF SOUNDSCAPES

- ✘ <https://www.youtube.com/watch?v=VOU5gAFV9v8>
- ✘ <https://www.youtube.com/watch?v=6-hzoBUac9U>
- ✘ <https://www.youtube.com/watch?v=vBoHQByhi7w>

WHAT ARE THE SOUNDS YOU MIGHT HEAR IN A RAINFOREST?

- ✘ Think-pair-share, write your ideas on the board.



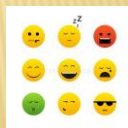
BUILDING A SOUNDSCAPE IN CLASS

- ✘ What can you do to mimic the sounds in the rainforest?



DISCUSSION

- ✘ *What types of sounds did we use?*
- ✘ *Why were the sounds helpful to create a rainforest?*
- ✘ *How did it make the audience feel?*
- ✘ *What else can be done to create a better atmosphere?*



ASSIGNMENT

- ✘ Get into groups of four or five.
- ✘ Each group receives one activity card.
- ✘ Prepare the soundscape after class and you will perform in the next lesson.

Appendix 5**Soundscape Worksheet**

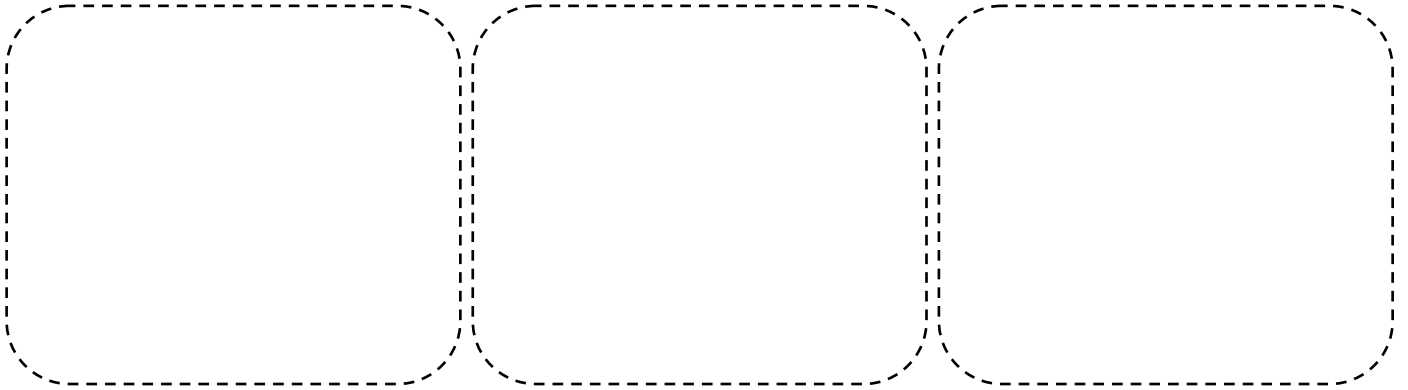
List all the sounds you hear in a rainforest in Column 1. Write down how you can produce the sounds in Column 2.

(1) What sounds can you hear in a rainforest at night?	(2) What can you use to mimic the sounds? (Voices, whistles, bodies, footsteps, musical instruments and everyday objects)
A. Natural sounds	
Water sounds (rain/river/stream, etc.)	
Air sounds (wind/thunder, etc.)	
Plants sounds (trees/leaves, etc.)	
Ground sounds	
B. Animal sounds	
Bird sounds	
Insects sounds (bees/mosquitoes, etc.)	
Fish sounds	
Other animal sounds (frogs/lizards, etc.)	

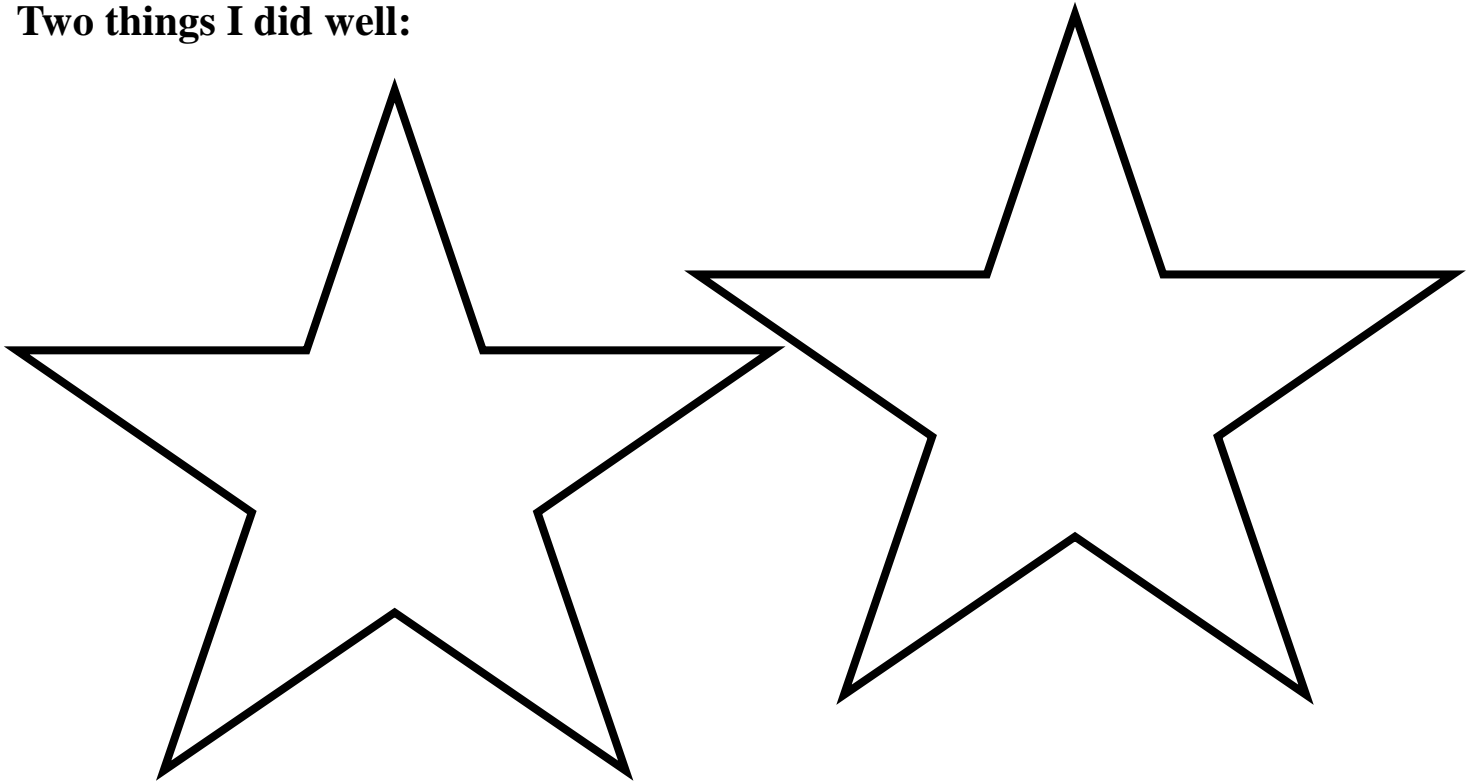
Appendix 6**Activity Cards - Creating a soundscape**

<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the beach</p>	<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">In the school playground</p>
<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the cinema</p>	<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">On a roller coaster</p>
<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the MTR station</p>	<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the supermarket</p>

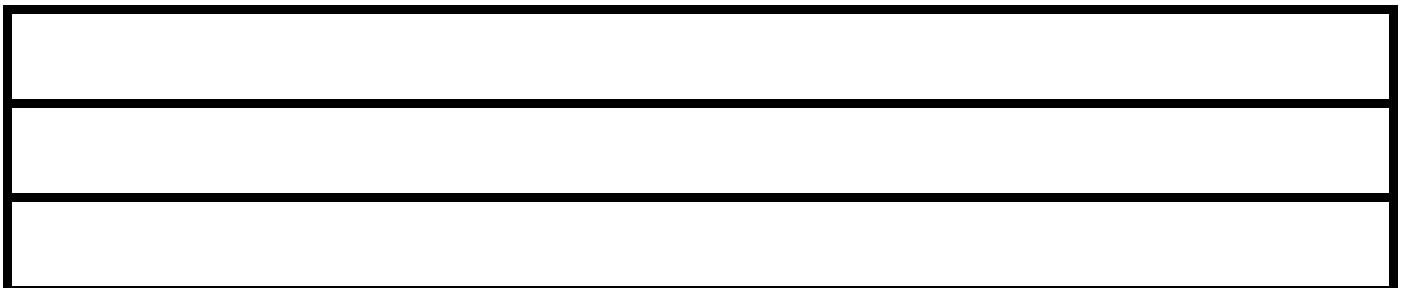
Three things I learned:

Three dashed rounded rectangular boxes arranged horizontally, intended for writing three things learned.

Two things I did well:



One thing I must do to improve:

Three horizontal rectangular boxes stacked vertically, intended for writing one thing to improve.

Appendix 8




VOCAL EXPRESSION

Stress and intonation

Stress, rhythm and intonation


Intonation
The pitch of a speaker's voice goes up or down as they speak.

Stress
The sounds we emphasize in words or sentences. We usually stress most important words in the sentence.



Intonation

- Intonation carries emotions and intentions.
- Falling
- Fall at the end of statements → certainty
- That's my house.
- Rising
- Rise at the end of questions or statements → doubt
- Are you coming with us?



Class practice: Say these lines.

- Can you guess why? *No, I can't.*
- Can you all do that? *Yes, we can.*
- Which festival is your favorite? *I like this one because I like dancing and singing.*
- Did you enjoy finding out about the festival? *Yes, we really did!*

Listening exercise

- This will be fun!
- Everybody is dancing! Let's go and join in!
- Is it really made of straw?
- Be careful! Don't get burnt!
- Oh children, what lovely reports you've made.

excited curious happy


shy worried



Listening exercise (Answers)

- This will be fun! *excited*
- Everybody is dancing! Let's go and join in! *happy*
- Is it really made of straw? *curious*
- Be careful! Don't get burnt! *worried*
- Oh children, what lovely reports you've made. *excited*

happy



Appendix 8

Stress

- Emphasis are given to the most important words.
- Stressed words - Louder, longer, higher pitch



Listening exercise

- Clarence, stop! Let's look at the map first!
- Come on, let's go and have a look.
- Is it really made of straw?

Listening exercise (Answers)

- Clarence, stop! Let's look at the map first! (You are too fast! We need to decide where to go first.)
- Come on, let's go and have a look. (Hurry up, let's join the activities.)
- Is it really made of straw? (Perhaps it is not made of straw.)

Appendix 9

Festival Fun written by Lydia Cave **Reader's Theatre Script**

Characters: Miss Clare, Narrator 1 and 2, Little clouds: Clarence, Celia and Celine

SCENE 1

In the classroom during recess

- Miss Clare Students. After school today I want you to go home and pack a map and some food in a small bag. Can you guess why?
- Little clouds (All shook their heads) No, Miss Clare.
- Miss Clare Because I want you to fly off and find out about festivals around the world. Afterwards I want you to decide which festivals are your favourites. Then you can make beautiful reports. Can you all do that?
- Little clouds (All cheered) Oh yes, Miss Clare! We can't wait for the trips!
- Clarence, Celia
and Celine (All laughed) We'll be festival detectives! This will be fun!
- Narrator 1 *After school, the three friends went home and packed their bags. Then they flew off. Clarence always wanted to race and he sped off quickly.*
- Clarence Let's race! See who will be the fastest!
- Celia (Shouted) Clarence, stop! Let's look at the map first!
- Celine (shouted) Let's look at the festival list too. Then we can decide where to go!
- Clarence (Skidding to a halt) OK...
- Celine (Suggested excitedly) Let's find out about some unusual festivals in the world!

SCENE 2

In the sky

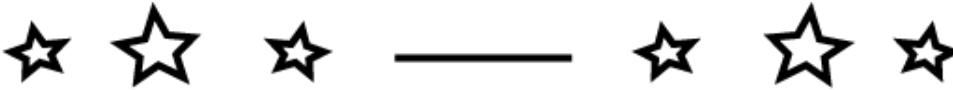
- Narrator *The clouds thought for a while and then flew off. Their first stop of their journey was Brazil, to see the carnival in Rio de Janeiro.*
- Celia Oh, look at the parade! What marvelous costumes!
- Clarence Wow! Everybody's dancing! Let's go and join in.
- Narrator 2 *The clouds swooped down to join the crowds of people. They asked a lot of questions.*
- Celine (Dancing happily) This is fun! Everybody is so good at dancing!
- Narrator 1 *They enjoyed taking photos and loved listening to the music. They danced until there were too tired to dance anymore... And then they fell asleep in a corner.*

Appendix 9

SCENE 3

In Tai Hang, Hong Kong

- Narrator 1 *The next day they flew to Hong Kong to see the Mid-Autumn Festival Fire Dragon.*
- Celine *There it is, in Tai Hang, on the Hong Kong Island!*
- Narrator 2 *There were crowds of people watching. Some people were pushing incense sticks into the dragon's back.*
- Celia *Come on, let's go and have a look!*
- Narrator 1 *The incense sticks glowed in the dark as the dragon started to dance along the street. It looked very fierce. The clouds flew down to find out more!*
- Clarence *Wow, this is fun! I would love to dance the Fire Dragon!*
- Celine *Is it really made of straws? The ones that we use to drink? (Trying to touch the Fire Dragon)*
- Celia *(Stopping Celine) Be careful! Don't get burnt! They are incense!*
- Narrator 2 *Once they had enough photos and notes, they flew to the next place.*



Features of Script

Text type: Script

Layout

➤ The scene heading (optional)

e.g. Scene 1: Miss Clare's mission

➤ Set the scene

When and where the scene takes place, e.g. In the classroom during recess.

➤ Action:

Describe the action (including body movement, gestures, responses, tone, facial expression, etc.) of the character to show what he/she is doing/going to do before the conversation starts.

e.g. (Skidding to a halt)

☺ Put the action in brackets.

☺ Use present tense.

☺ The action may relate to the dialogues that followed.

Language

Drama includes rich language features. The following language features are common in drama.

➤ Exclamation

☺ e.g. Ha ha! Oh! Boo! Come on! hee-hee-hee! Ah! Yeah!

➤ Contraction

☺ e.g. We're / Don't you / Don't be / I'm / I can't / etc.

➤ Direct expression of feeling and frequent use of exclamation marks

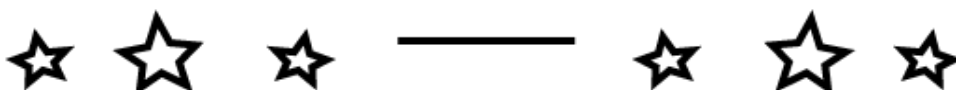
☺ e.g. Don't be scared! I can't wait to scare Ms Lai in my ghost costume!

➤ Giving suggestions

☺ e.g. Let's.... / How about...? / etc.

➤ Seeking / Waiting for opinions agreement

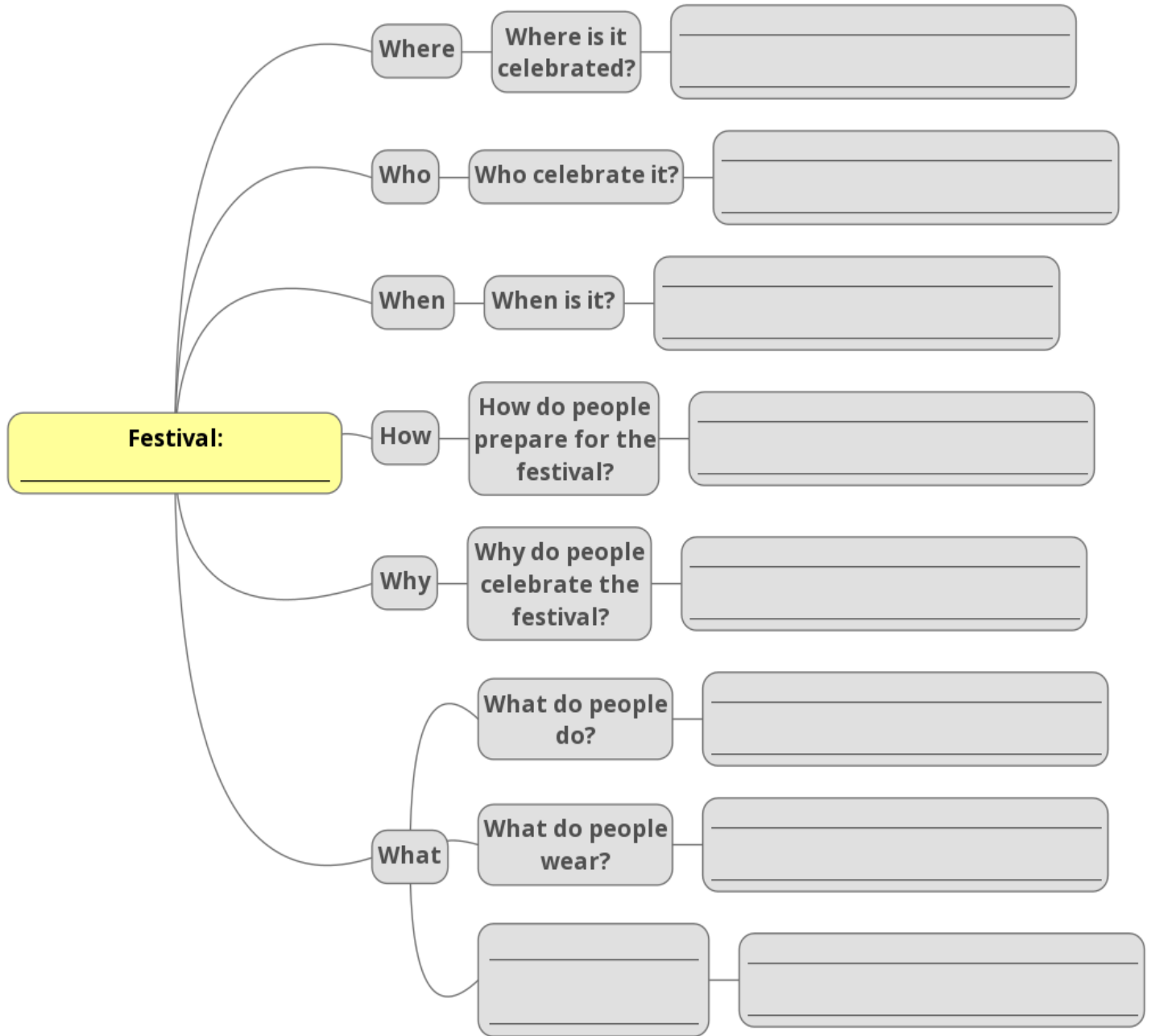
☺ e.g. We'll be festival detectives! This will be fun!



Appendix 11

5W1H Mind Map

Complete the 5W1H mind map for the new festival.



Write down your answers and share with your classmates.



1. What have you done well in the performance?






















2. What can be done to improve your performance?

3. What have your group done well in the performance?

4. What can be done in your group to improve the performance?

Appendix 14**Peer Evaluation for Drama Performance****Performing Group** _____ **Feedback from Group** _____

Colour the faces and write some comments in the table.

Criteria	Score			Comments/ suggestions for improvement
				
1. Presentation techniques				
➤ Speak clearly				
➤ Appropriate use of voice levels				
➤ Appropriate use of stress and intonation				
➤ Appropriate use of facial expressions				
➤ Appropriate use of gestures				
2. Participation				
➤ All members worked together				

Appendix 15**Teacher Feedback for Drama Performance**
Performing Group _____ **Feedback from Group** _____

Criteria	Score			Comments/ suggestions for improvement
	1	2	3	
1. Presentation techniques <ul style="list-style-type: none"> ➤ Speak clearly ➤ Appropriate use of voice levels ➤ Appropriate use of stress and intonation ➤ Appropriate use of facial expressions ➤ Appropriate use of gestures 	1	2	3	
2. Participation <ul style="list-style-type: none"> ➤ All members worked together 	1	2	3	
3. Soundscape <ul style="list-style-type: none"> ➤ Mimic the objects or situations accurately ➤ Creative use of everyday objects and bodies 	1	2	3	
4. Script / Story <ul style="list-style-type: none"> ➤ Structure ➤ Content ➤ Coherence ➤ Creativity 	1	2	3	