

Drama Project 1

Project theme: Memorable Experiences

Level: Primary 6

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

Drama skills/techniques adopted:

Role on the Wall, Still Image, Thought Tracking, Interview, Teacher-in-role, Role-play, Big Machine and Writing-in-role

Prior knowledge:

Students have learnt to:

1. read and analyze the story elements of Charlie and the Chocolate Factory written by Roald Dahl
2. express different feelings using different stress and intonations
3. apply different reading strategies to help them gain a better understanding of the story

Learning objectives:

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

1. have a better understanding of the drama conventions such as Role-play, Still Image and Thought Tracking
2. perform the drama conventions within the framework of the characters and storyline of Charlie and the Chocolate Factory
3. understand characters' thoughts, motivations and feelings
4. understand the roles and responsibilities of a team member and the importance of teamwork
5. be confident in presentation, role-play and drama performance

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

Lesson 1

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Introduction to the drama project</p> <ol style="list-style-type: none"> 1. Teacher tells students that they are going to do some drama activities after reading the story <i>Charlie and the Chocolate Factory</i> in this project. Before this drama project, students should have read and studied the story already. 2. Teacher recaps on the story with students quickly. Teacher tells students <i>Willy Wonka is a very successful chocolatier who owns the largest chocolate factory in history. Years have gone by and now he is getting older with no one running his factory. Therefore, he sent out five golden tickets for a factory tour to find his successor.</i> <p>Activity 2: Role on the Wall</p> <ol style="list-style-type: none"> 1. Teacher distributes the Role on the Wall worksheet and explains the elements of the characters analysis. Teacher says to students <i>Write words or phrases describing Charlie Bucket on the inside or outside of the outline. You can include facts such as physical appearance, age, gender, location around the outline. Ideas such as likes/dislikes, relationships with family, opinions, motivations, secrets and dreams can also be included inside the outline.</i> 2. In groups, students brainstorm and create a Role on the Wall for Charlie Bucket. 3. The groups will share their answers with the class. 	<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"> • critical thinking skills • communication skills • problem solving skills • creativity 	<p>Role on the Wall Worksheet (Appendix 1)</p>	<p>A,B,C,D</p>



DC = Drama Conventions

Lessons 2 – 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Design your golden ticket</p> <ol style="list-style-type: none"> 1. Teacher asks students to design their golden tickets on the worksheet. 2. Teacher invites them to share their design with their classmates. <p>Activity 2: Still Image (Practice)</p> <ol style="list-style-type: none"> 1. In groups, students will act out the scene in which Charlie found the golden ticket in the second bar of chocolate. He then went home and told his family. 2. Teacher reminds students that there should be multiple characters when performing. Students can also create a setting for the performance. 3. Teacher gives students some time to practice their Still Images. <p>Still Image (Action)</p> <ol style="list-style-type: none"> 1. Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. 2. 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. 3. Audience will discuss the activities and feelings of the characters and setting. <p>Activity 3: Thought Tracking</p> <ol style="list-style-type: none"> 1. Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. 2. Teacher can ask the following questions: <ul style="list-style-type: none"> ➤ Who are you? ➤ What are you doing? ➤ How are you feeling? Why? 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • critical thinking skills • creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently 	<p>Golden Ticket Worksheet (Appendix 3)</p>	<p>C,D</p>



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>3. For example, <i>I am Charlie Bucket. I am showing the golden ticket to my grandparents. I am very happy because I found the fifth golden ticket. / I am Grandpa Joe. I am hugging Charlie now. I am happy because we can visit Willy Wonka's chocolate factory!</i></p> <p>4. Teacher initiates a short discussion on the good points and areas of improvement of the groups' performance.</p>			

Lessons 4 – 5



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Golden Ticket Interview</p> <p>1. Teacher tells students about the task. The TV station is going to interview the four children who got the golden tickets (Augustus, Veruca, Violet and Mike).</p> <p>2. Teacher may play the video clip to the class and do a quick recap on their personalities. Characters of the ticket winners: https://www.youtube.com/watch?v=zslNn8Cd0-A</p> <p>3. Teacher says to students <i>With your partner, one of you will pretend to be a television reporter and the other will pretend to be Augustus/ Veruca/ Violet or Mike. It is the reporter's job to ask appropriate and interesting questions that the television viewers (classmates) will be interested in hearing. It is the interviewee's job to take on the role of the character and answer the questions like the character would.</i></p>	<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>Interview Worksheet (Appendix 2)</p>	<p>A,B,C,D,E</p>

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Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>4. Teacher asks students to write down their questions and answers on the worksheet first. Practice reading aloud with their partners and some of them will perform for the class.</p> <p>Activity 2: Teacher-in-role and Monarch game (Role-play)</p> <ol style="list-style-type: none">1. Teacher clears a space in front of the class and place one chair for the monarch (Mr Willy Wonka)'s throne. Place one chair next to it.2. Teacher puts on a hat or a bow tie to get in the role of Willy Wonka. Teacher tells students that he is trying to find a suitable person to be his successor. Five students will come out and pretend to be the five children from the story. They will try to convince Mr Wonka to pick him/her to be the successor.3. To make the game fun, the teacher will try to take on the role of a fickle monarch, quickly impressed and bored, easily offended or angered. Once students are familiar with the game, the teacher can invite students to be the monarch.4. Players will take turns to convince the monarch that he/she is capable to be the successor. They can say 'I am suitable because...' They will show their talents to convince the monarch to let him/her sit on the chair.5. If someone better comes along, the monarch will throw the person sitting down out of the chair (in a fun and gentle way).6. The game ends when the monarch has chosen the successor.		Realia (A hat or a bow tie)	

DC = Drama Conventions

Lessons 6 – 8

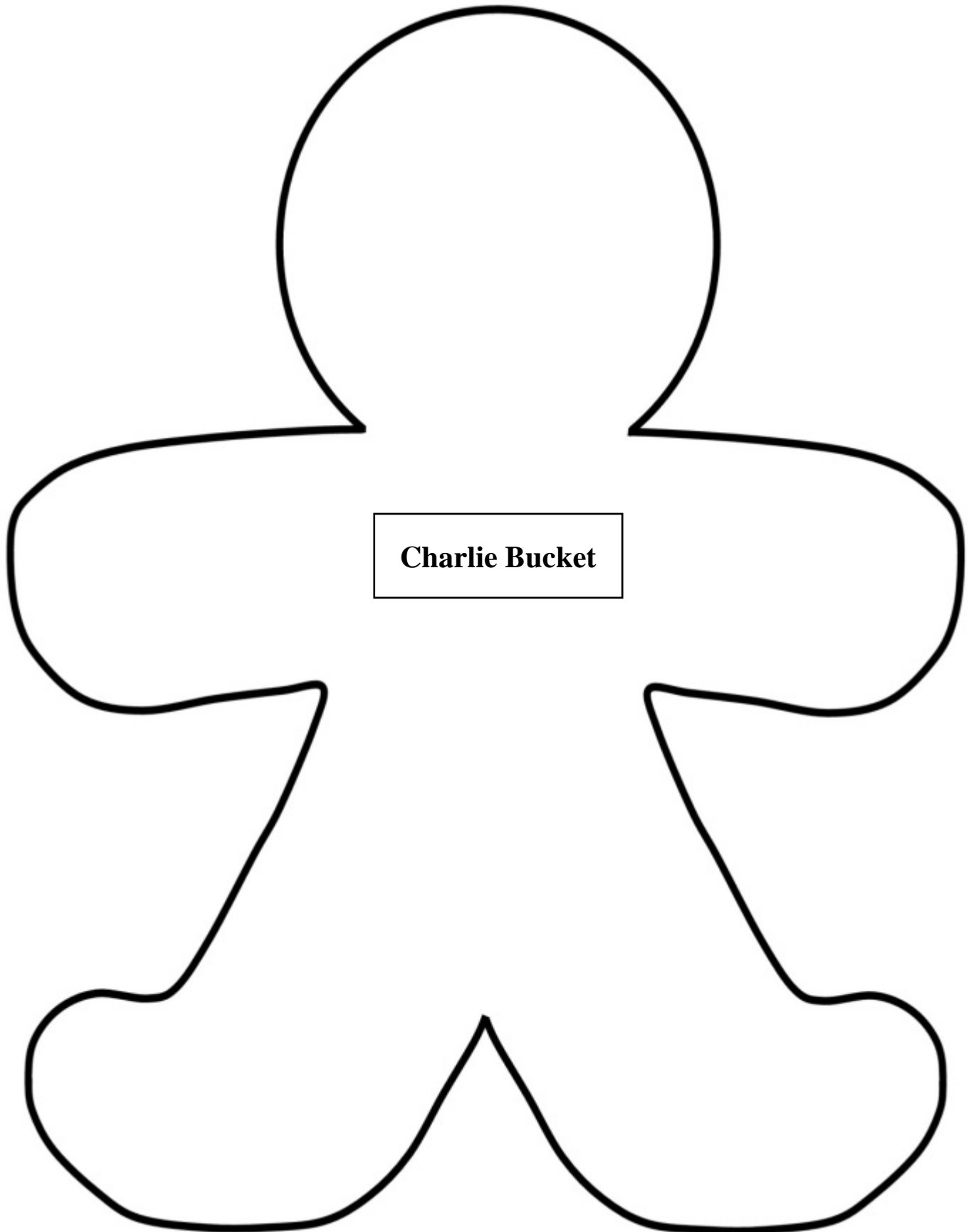
Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Big Machine</p> <p>1. Teacher asks students to work in groups of 5 or 6.</p> <p>2. Teacher asks students to work together to create an incredible candy machine using sound and movement. One person in the group can be the ‘machine operator’. Teacher tells students <i>Each part should connect to the next. They should have interesting sounds as well. The final part of the machine should produce a new candy.</i></p> <p>3. Students discuss and decide on a type of machine and then everyone creates the new candy together.</p> <p>4. Teacher carries out reflection time with students.</p> <ul style="list-style-type: none"> ➤ What did you imagine the machine you created was? ➤ What was your part in making it? ➤ How could we make the machine better? 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • problem-solving skills • critical thinking skills • creativity 		<p>C,D & E</p>
<p>Activity 2: Writing-in-role</p> <p>1. Teacher tells students <i>You are Charlie and now you are the owner of the factory. You will design a poster to advertise the new candy.</i></p> <p>2. Teacher uses the Poster Sample to introduce the poster features to the class.</p> <p>3. After finishing the poster, students will present their product to the class.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity <p><u>Writing skills</u></p> <ul style="list-style-type: none"> • Text type: Poster, Persuasive Text 	<p>Poster Sample (Appendix 4)</p> <p>Writing Worksheet (Appendix 5)</p>	
<p>Activity 3: Reflection</p> <p>1. Teacher asks students to do a reflection on the drama project. They will write their ideas on the reflection sheet.</p>		<p>2 Stars and A Wish Worksheet (Appendix 6)</p>	

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Appendix 1

Role on the Wall Worksheet

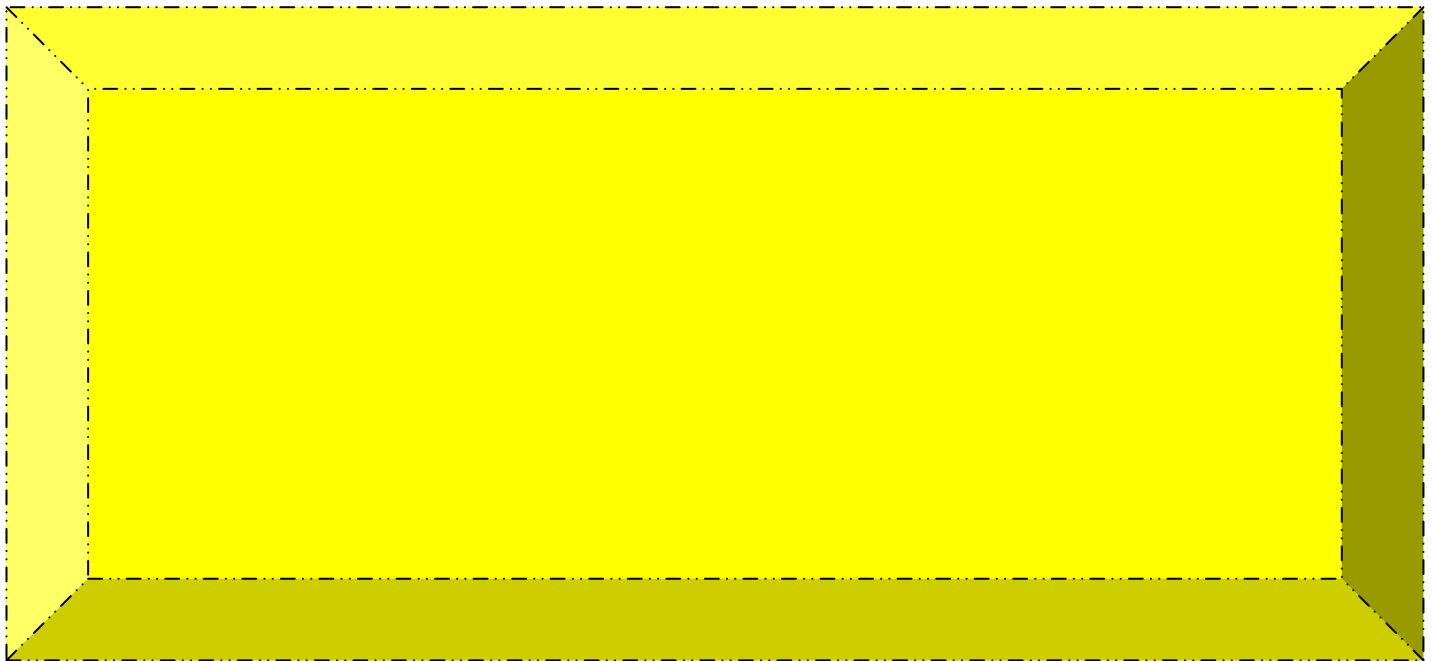
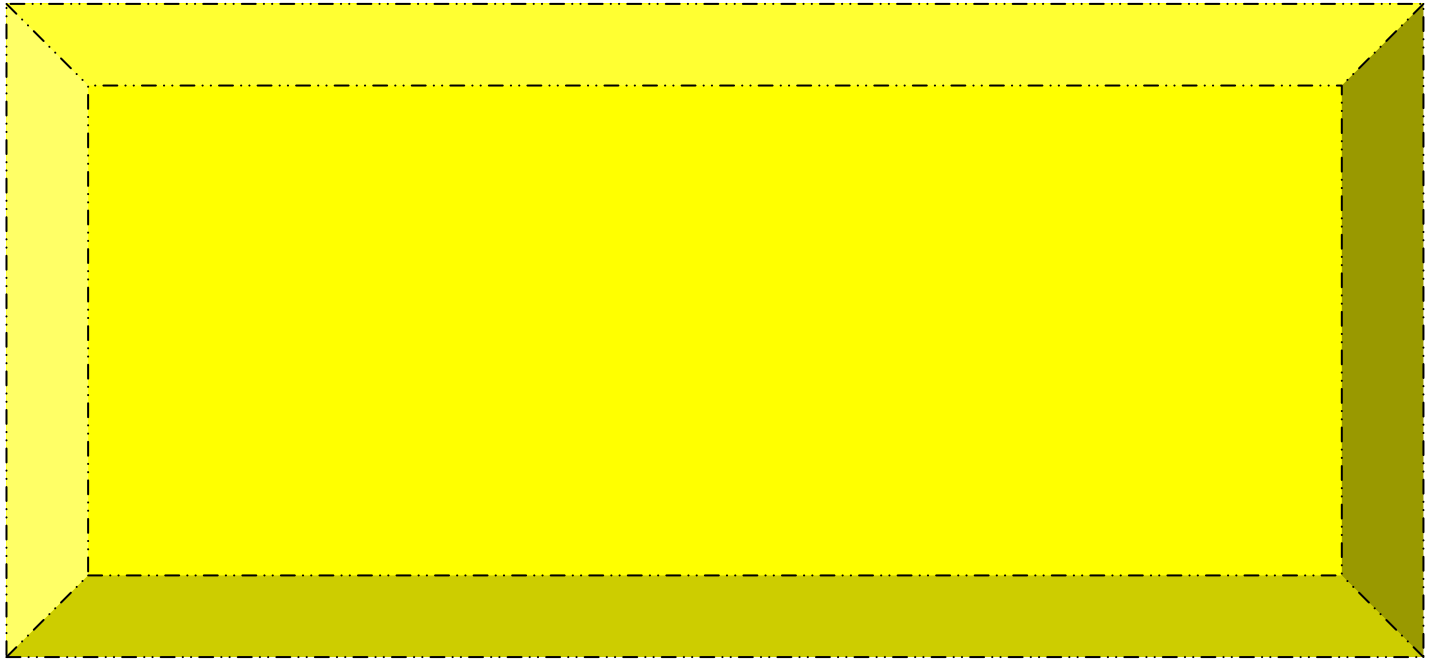
Add details about the characters outside or inside the outline. You can add facial expressions or costumes if you wish.



Appendix 3

Golden Ticket Worksheet

Design your golden ticket in the spaces below.



WONKA®

An eye catching layout

3-COURSE DINNER GUM



Colourful photos or pictures

Short sentences and phrases

Don't let hunger happen to you!

**Tomato Soup, Roast Beef
with Baked Potato &
Blueberry Pie flavour**

A catchy slogan

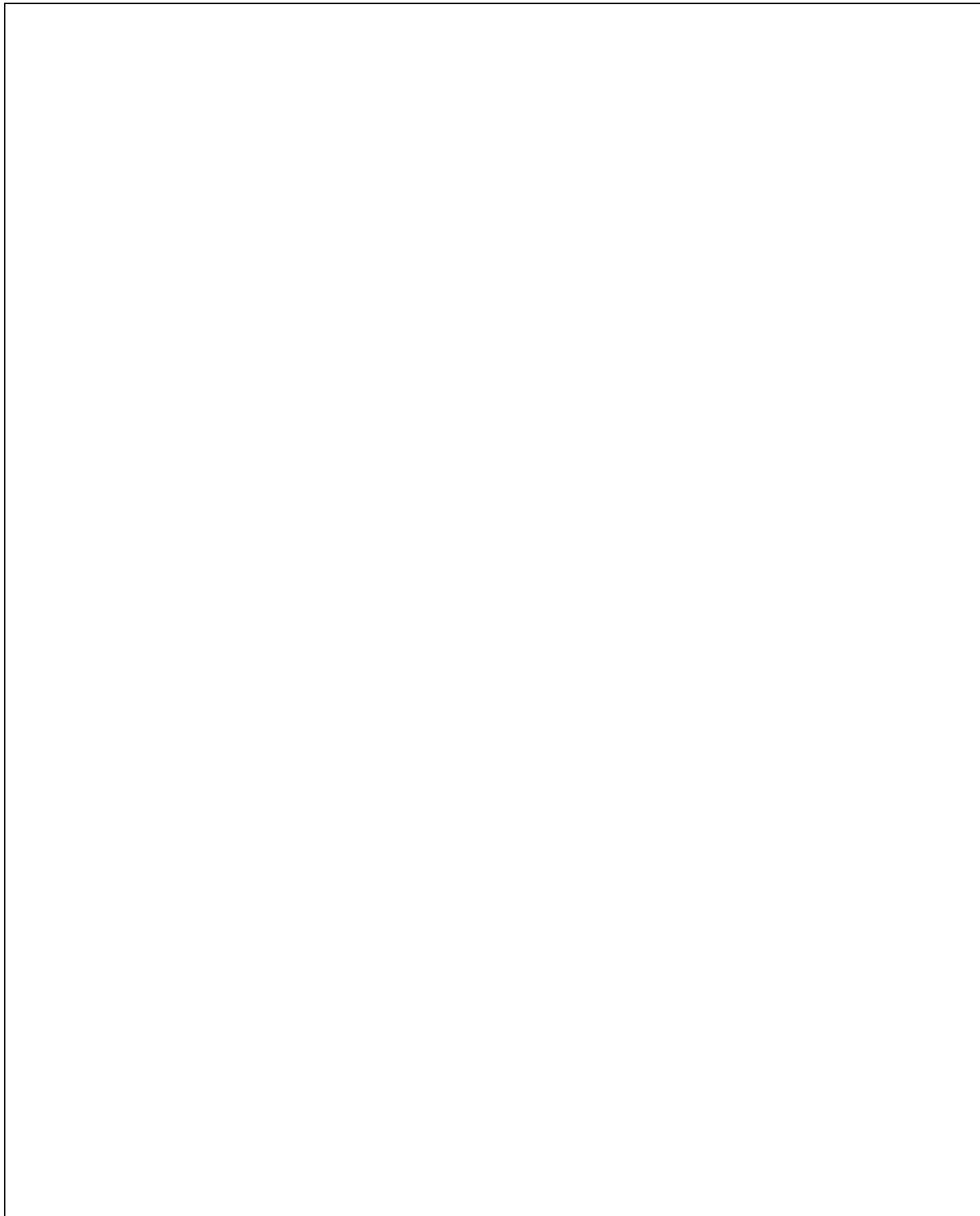
Something to offer

*ON SALE
TRY NOW!*

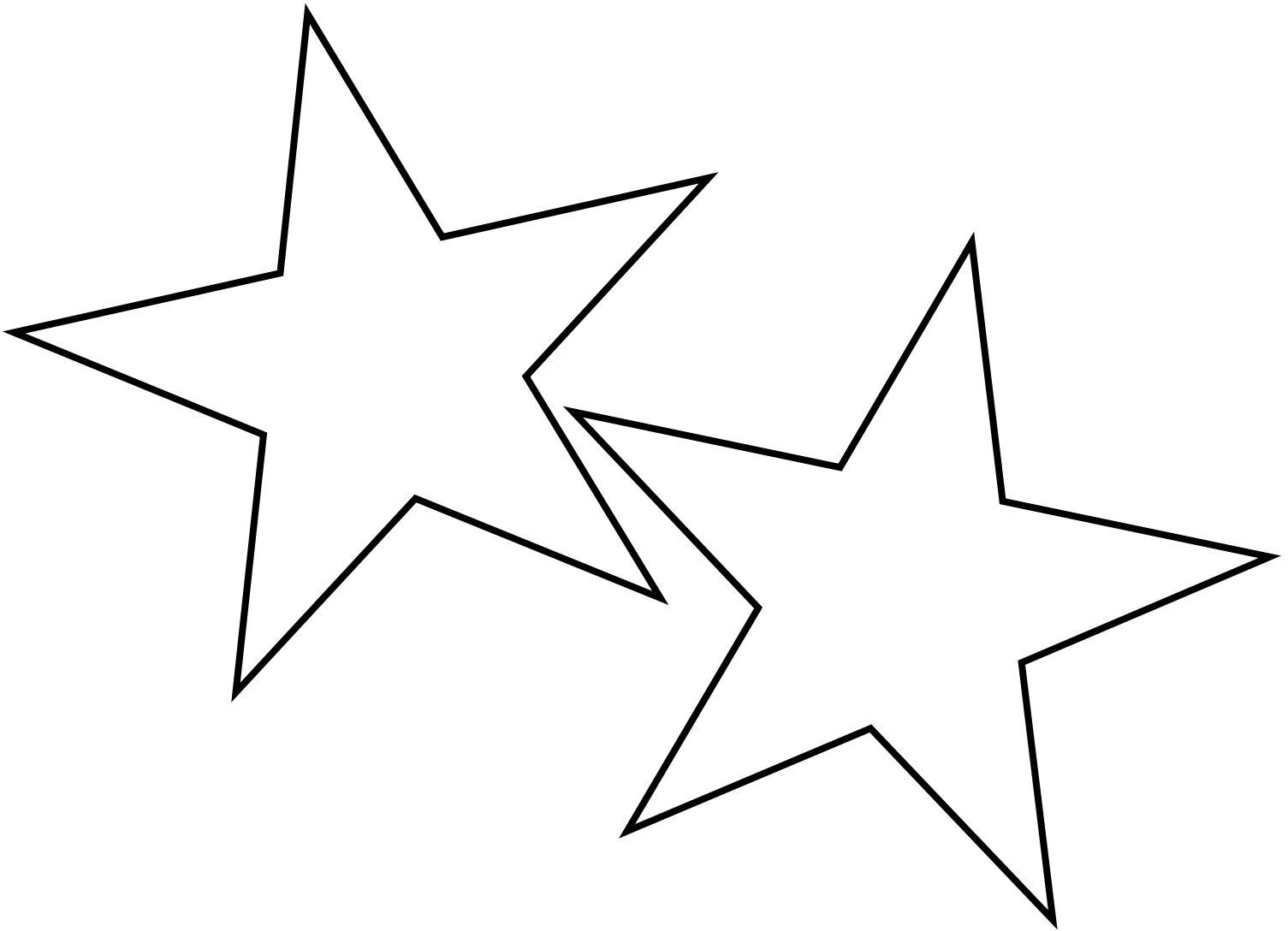
Appendix 5

Writing Worksheet

You are Charlie. You have created a new candy for the factory. Design a poster for the new candy. Include some pictures and descriptions on your poster.

A large, empty rectangular box with a thin black border, intended for the student to draw and design a poster for their new candy. The box occupies most of the page below the instructions.

Two things I learnt in this drama project:



One thing I would like to improve:
