

NAPARIMA COLLEGE SCHEME OF WORK TERM III YEAR: 2017 - 2018

SUBJECT: Drama CLASS: 1 N, A, P, S

TEACHER: J. Archer-Chan

Week #	Lesson Plan#	Topic	Objective	Teaching Strategy	Resources, Textbooks	Home-Work	Remarks
1	1	Review of last term's Exam paper	To help students review concepts taught and identify errors made.	Bring in student's exam papers and discuss each question	Last term's end of term exam papers		
2	2	Sense Memory	To encourage students to observe their environment more sensitively. To demonstrate an understanding of the reliance of one sense when another is impaired	Students will be given 30 seconds to identify items in a mystery box using their sense of touch.	Text Book page 9. One box with various objects; feather, wind ball,	Write in journals about the experience.	
2	2B	Theatre Spaces	To demonstrate the ability to identify, draw and describe simple theatre spaces – proscenium, thrust, arena, traverse.	Students will draw and collect pictures of these spaces in their journals.	Teacher's notes.		
3	3	Group Work (Trust)	To allow students to demonstrate trust in others and to demonstrate trustworthiness	Students will be sent in pairs on a blind walk about the school. One student would be blindfolded while the other calls the directions while walking behind them.	Blindfolds or ties.		

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4	4	Folklore – Characters from local myth and legend.	Students will describe characters from local myths and legends – Soucouyant, Douenne, La Diabliesse, Papa Bois, Mama Dlo, Anansi, Lagahoo Compare and contrast features of characters Identify social values emanating from characters	The teacher will a story involving a folk character.	Storytelling	In groups of 6 students would research and prepare a story to be performed about an assigned folk character.	
5	5	Coursework	Student would perform their stories on the folk character assigned to them	Students would critique the work of their classmates.	Mark Scheme	Entry into journals	
5	5	Theatre Personnel	Students will learn about the rolls of various theatre personnel		Definitions for Director, Stage Manager, Stage hands, Design Team etc.		
6	6	Stage Positions/Coordinates	Students will review effective stage positioning/coordinates	In groups move in the space from strong to weak positions & High to Low Status.	Notes on strong and weak positions in the theatre.	Review Vocabulary : Diagonal Entrance Exits Crosses Open and closed Full-back Profile Share Personnel	

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6 B	6B	Stage Positions/ Coordinates (Cont'd)	Students will demonstrate understanding status in relationships to positions on stage	In groups, create a short story that must include the use of entrances, exits, turns, diagonals, crosses, and masking Peers evaluate each other	Topic/Theme: "What is joke for you is death for Crapaud"	Course Work In groups of six (6) prepare a script and perform it for your class. Script / 10 Play / 10	
7	7	Stage Positions/ Coordinates (Cont'd)	Students would demonstrate proper rehearsal technique.	Scripts would be collected to mark. Students will be given the period to rehearse			
7B	7B	Course Work Performance	Students would perform their prepared performance pieces to be marked		Mark Scheme	Entry into journals	
8	8	Course Work Performance	Students would perform their prepared performance pieces to be marked			Entry into Journals	
8B	8B	Review	Students will demonstrate understanding of topics covered over the last year	Students, guided by the teacher would review work from over the last year and ask questions in preparation for exams	Journals	Journals to be submitted	