

# Lesson Plans Based On The 2019 Erasmus+ Teacher Training Course

## Drama in Education & Professional Acting Technique for Educators

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### Lesson Plan 1

#### English through Drama and Art by Jodie Whitehurst and Gabriella Baka

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**Level:** Intermediate

**Age:** Teenage to adult

**Resources:** Painting - 'The Cheat with the Ace of Diamonds' by George de la Tour, playing cards, headbands, blue tack

**Language focus:** status, comparative, superlative, imperatives/commands, adjectives of feelings and character traits

**Time:** 90 minutes

1. Show a couple of pics that show people of different status, e.g. king and servant. Elicit from students what they notice about the relationship, e.g. power, different /status.
2. Everyone to embody idea of high and low status. E.g. show the highest status you can. Can anyone go higher? Line people up and get them to place themselves between others according to status
3. Use large pack of cards. Show King as highest, ace as lowest. Hold up king and get them to create a high status walk, and then ace for low status crawl. Then call out card numbers or character cards and students quickly change the status as shown by their walk.
4. Card status game- students wear a card attached to a headband (unseen by them) and we give them a setting of a medieval feast. Brainstorm for what kind of people might be at a medieval party and what language might be used. They need to interact with others at the party, responding to the status of others (as indicated by card) using gibberish (or L1) and observing how they are responded to by others, drawing conclusions about their own status and character.
5. Explain that we will now work with a painting involving a pack of cards and people of different status.

6. Project painting onto the interactive whiteboard or screen. Get students to come to the painting and voluntarily make descriptive sentences using "I see", "I like", "I wonder" (or ask people to speak if not contributing).
7. As a whole class brainstorm for the *who*, *what* and *where*, basic relationships and the meaningful common knowledge. Also, think about the status of the characters.
8. Give out a list of character/ personality adjectives and feeling adjectives. Break students into small groups to create a character profile for one of the characters, including additional information about him/ her and how he/she feels about the other characters and what is his/her aim in the scene.
9. Each group shares the profile with class and any inconsistencies in the story are ironed out.
10. Get students to look again at the painting really observing small details.
11. Take one person from each character group to create new groups and get them to create a tableau of the painting as they see it. Get them to try to embody the personality and feelings and aim of the character as outlined in their profiles.
12. Each group shows the tableau to class and teacher gets them to do thought tracking.
13. Ask students to improvise a scene from the starting point of the photo. In a modified version of forum theatre, students are invited to call freeze and replace (or advise) the character to help them achieve their aim.
14. Reflection on particular outcome and get students to create a tableau of a final outcome.

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## Lesson Plan 2

### Teaching Fruit and Vegetables and Parts of the Body through Art by Zsuzsanna Nehéz-Posony, Sanna Sova and Anita Gaál-Szabó

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**Age group:** 6-8 years

**Level:** Beginner

**Time:** 45 minutes

**Topic:** Fruit and vegetables, parts of the body

**Grammar/Structure:** Can I have a/n ...?

**Cross curricular links:** Art, Drama

**Source of material:** Marion Augustin: *Colour Your Own Masterpiece* (Rizzoli International Publications Inc, 2016)

Step	Activity	Objective, skills	Classroom organisation	Equipment	Time
1	a) Ss walk around, T calls out names of fruits and vegetables. Ss imitate eating them. b) Ss go to the walls and pick a picture each, say the word out loud and imitate eating. c) "Magic paintbrush" – T: Draw a ... with your ...! Ss use their legs, arms, etc as a pen, drawing items of fruit and vegetables.	Warming up, revising and consolidating previously known vocabulary	Whole class	Pictures of fruit and vegetables on the walls	5'
2	Ss sit down and say further types of fruit and vegetables they can think of.	Extending vocabulary	Frontal	-	1'
3	Ss draw a face on a black paper using only fruits and vegetables	Motivating by using art and craft	Individual	Black paper, crayons	5'

4	T sticks the drawings on the wall/board and arranges an exhibition. Ss stand up, walk around and pick 3 pieces. T: <i>What can you see? What do you like?</i> Ss: <i>I can see ..., I like ...</i>	Speaking	Whole class	Board, blue tack	10'
5	T projects a piece of art ( <i>Summer</i> by Archimboldo from the book <i>Colour Your Own Masterpiece</i> by Marion Augustin) on the board T: <i>What can you see?, How many ... can you see?</i> Ss answer the questions.	Consolidating vocabulary and practising the structure Revising numbers	Frontal	IWB or projector + whiteboard	5'
6	T models a dialogue with a S: - Can I have a ... ? - Yes, here you are. - Thank you. Ss make similar dialogues using the items in the picture. They mingle and do it with further Ss.	Speaking	Pair work	IWB or projector + whiteboard	5'
7	T gives out character cards (dogs, cats etc.) and asks Ss to act and speak according to their character. Ss perform their dialogues in front of the class.	Speaking	Pair work	IWB or projector + whiteboard	10'
8	T sums up and gives out homework: each S gets a colouring page version of the painting. They should colour the items they already know in English. Ss say farewell sentences: <i>I like ...</i> to T and other Ss.				4'