

Drama Project 8

Project theme: Chinese New Year Zodiac Race

Level: Primary 4

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

Drama skills/techniques adopted:

Voice Control, Intonation and Stress, Script Analysis and Puppet Show

Prior knowledge:

Students have learnt to:

1. talk about how some festivals are celebrated in Hong Kong
2. express some emotions using adjectives, e.g. happy, sad, angry, excited, bored ...

Learning objectives:

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

1. identify the stress and intonation used in sentences, and use different stress and intonation to express emotions and feelings
2. understand the elements and skills for puppet theatre
3. work with teammates
4. integrate the drama skills they learnt in their performance
5. prepare for the performance of a puppet show using their creativity



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)
Activity 1: Motivation 1. Teacher uses gesture to pretend a Santa as a lead-in and asks students to guess who he is.			C
 Activity 2: Voice Control Exercise 1. Teacher shows the Voice Control Poster and asks them to practice their voice intensity by vocalizing from one to five. 2. Teacher gives students different scenarios and asks students read 'Merry Christmas' 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 	Voice control poster (Appendix 1) Voice control scenarios PowerPoint (Appendix 2)	A
 Activity 3: Intonation and stress 1. Teacher plays different Christmas songs to elicit the feelings and emotions. e.g. Rudolph the Red Nose Reindeer → happy, sad, disappointed ... 2. YouTube clip: Songs – Rudolph the Red Nose Reindeer https://www.youtube.com/watch?v=dNFQePmAxEQ 3. Teacher gives students different scenarios in saying 'Merry Christmas!' in different emotions.	<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 meanings and feelings 	Scenario cards for saying 'Merry Christmas' in different emotions (Appendix 3)	B & C
Activity 4: Jigsaw Reading 1. Teacher initiates a discussion about how different cultures have adopted the idea of Christmas. 2. Teacher divides the class into three groups, A, B and C. Teacher gives text A to students in group A, text B to students in group B, and text C to students in group C. Teacher asks students to read the texts and try to remember the information. They can jot down some notes to help them remember. 3. Teacher takes away the texts.	<u>Reading skills</u> <ul style="list-style-type: none"> work out the meaning of an unknown word or expression by using content and knowledge of the world read written language in meaningful chunks scan a text to locate specific information by using strategies such as looking at headings and repeated phrases 	Christmas around the world reading A, B, C (Appendix 4)	B

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Teacher asks questions: How do they celebrate Christmas in ...? Regroup the students so that each new group has a student from group A, B and C in it. Teacher asks them to share the information they learnt from the texts.</p> <p>4. Teacher keeps the students in groups, and stages a little competition quiz to see what they remember from the text.</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently 		
<p>Activity 5: Conclusion</p> <p>1. Teacher summarises the learning covered in the lesson.</p>			

Lessons 3 – 4

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <p>1. Teacher revisits students' learning and the activities done which are related to drama elements in the previous lesson.</p> <p>Activity 2: Yes, Let's!</p> <p>1. Students form a circle, facing each other. One student calls out an activity in Chinese New Year for everyone to start miming, the rest of the group members shout out 'Yes, Let's!' and then they start doing the activity. Students keep doing the activity until someone calls out a new activity.</p> <p>Activity 4: Introducing the theme</p> <p>1. Teacher plays the video Story of the Chinese Zodiac. You tube clip: Video - Story of the Chinese Zodiac https://www.youtube.com/watch?v=Iw0adpGLIdk&t=42s</p> <p>2. Teacher asks questions about the clip to check students' understanding, and asks students to comment on the personalities of the animals and share their point of view.</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> use gestures and facial expressions to convey meaning and intention <p><u>Listening skills</u></p> <ul style="list-style-type: none"> locate specific information in spoken texts <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills critical thinking skills 		<p>E</p> <p>D & E</p> <p>B & E</p>
<p> Activity 5: Script Analysis</p> <p>1. Teacher introduces the script and briefly discusses the features of the script.</p> <p>2. Students in group of 4-5, read the script again and receive a worksheet.</p> <p>3. Teacher guides students to complete the story structure by going through the script and asking students guiding questions.</p> <p>4. Next, teacher leads students to focus on the characters' personality as well as their</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Play scripts <p><u>Reading skills</u></p> <ul style="list-style-type: none"> scan a text to locate specific information <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 	<p>Script (Appendix 5)</p> <p>Worksheet 1: Story Structure (Appendix 6)</p>	<p>B & D</p>

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>feelings expressed in the story.</p> <p>Activity 6: Consolidation</p> <ol style="list-style-type: none"> 1. Teacher summarises the learning covered in the lesson. 2. Assignment: Re-read the script at home 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • critical thinking skills <p><u>Communicative functions</u></p> <ul style="list-style-type: none"> • state opinions and feelings 		

Lessons 5 – 6


Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <ol style="list-style-type: none"> 1. Teacher revisits students' learning and the activities done which are related to drama elements in the previous lesson. 2. Teacher invites students to share their feelings or comments. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills 		E
<p>Activity 2: Introduction to puppetry</p> <ol style="list-style-type: none"> 1. Teacher introduces puppetry to students, with topics covered suggested as follows: <ul style="list-style-type: none"> ➤ What is puppetry? ➤ How is puppetry done? ➤ Who can do puppetry? ➤ Why should we try doing puppetry? ➤ Examples of puppetry 2. Teacher shows videos of puppetry to illustrate the concept and asks students if they have heard, seen, or done puppetry before. Puppet show: https://www.youtube.com/watch?v=oNE2tGibbWw 3. Students in groups of four or five discuss the following topics related to puppetry, drama and teamwork: <ul style="list-style-type: none"> ➤ How is puppetry different from drama? ➤ What makes puppetry so interesting? 4. Name some other roles in a puppet theatre other than puppeteer. <p>Activity 3: Acting like an animal by using puppets</p> <ol style="list-style-type: none"> 1. Teacher plays the song <i>Animal sounds song</i> to arouse students' awareness on the animals' sound. You tube clip: Song – Animal sounds song 	<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 • participate actively in an oral interaction <p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> • participate actively and work with others to complete a task, respecting their rights <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity 		D



DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>https://www.youtube.com/watch?v=t99ULJjCsaM</p> <p>2. Students form pairs and discuss different animals sound and movement. Teacher asks each group to act out the sound and movement of the animal using the puppets.</p>	<ul style="list-style-type: none"> cooperation skills 		
<p>Activity 4: Group work</p> <p>1. Students get in groups and assign different roles amongst themselves.</p> <p>2. Students discuss and prepare for the puppet show. They may amend the play script by using the drama skills they have learnt.</p> <p>3. Students practise for the performance and discuss the props for the puppet show if necessary.</p> <p>4. Teacher walks around and gives advice if necessary.</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Play scripts <p><u>Reading skills</u></p> <ul style="list-style-type: none"> scan a text to locate specific information <p><u>Generic skills</u></p> <ul style="list-style-type: none"> critical thinking skills collaboration skills creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently <p><u>Communicative functions</u></p> <ul style="list-style-type: none"> state opinions and feelings 	<p>Script (Appendix 5)</p> <p>Animal puppets</p>	<p>A, B & E</p>
<p>Activity 5: Conclusion</p> <p>1. Teacher summarises the learning covered in the lesson.</p> <p>2. Assignment: Students are asked to read through and memorise their parts of script for the puppet show.</p>			<p>B</p>

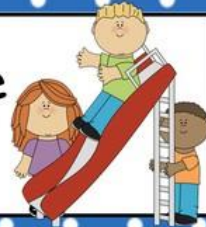
Lessons 7 – 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Motivation 1. Teacher revisits students' learning in the previous lessons.	<u>Generic skills</u> <ul style="list-style-type: none"> communication skills 		
Activity 2: Preparation 1. Students prepare the props for the puppet show. 2. Groups are given 20 minutes to prepare for the performance. 3. During the preparation, teacher walks around to check their props to ensure that they are all safe. Teacher may give advice if necessary.	<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 collaboration skills creativity problem-solving skills 		A , B, D & E
 Activity 3: Puppet show 1. Groups take turns to perform in front of class 2. The rest of class do peer assessment. 3. After the performance, teacher comments on students' performance.	<u>Generic skills</u> <ul style="list-style-type: none"> critical thinking skills collaboration skills creativity <u>Values and attitudes</u> <ul style="list-style-type: none"> develop confident in using English through working on their own and in groups, making judgments independently, etc. participate actively and work with others to complete a task, respecting their rights 	Self-evaluation Worksheet (Appendix 7) Peer Assessment Form (Appendix 8)	A , B, D & E
Activity 4: Conclusion 1. Teacher summarises the learning covered in the whole project.	<u>Generic skills</u> <ul style="list-style-type: none"> critical thinking skills 		

VOICE levels

4

Outside
Voice



3

Strong
Speaker
Voice



2

Table Talk
Voice



1

Whisper
Voice



0

Silent
Voice



Appendix 2

Say 'Merry Christmas'
in different voice levels

To your sleeping baby brother



To your classmate in the classroom



To your teacher in the staff room



To your Grandma and Grandpa



In church



Appendix 3

You got an empty gift box at Christmas.



You got a gift that you really like at Christmas.



You got a gift that you don't want at Christmas.



You got a lot of gifts at Christmas.





A Christmas in England

In England, families often celebrate Christmas together, so they can watch each other open their presents!

Children believe that Santa Claus leaves presents in stockings or pillow-cases. These are normally hung up by the fire or by the children's beds on Christmas Eve. Children sometimes leave out mince pies and brandy for Santa Claus to eat and drink when he visits them.

Children write letters to Santa Claus listing their requests, but sometimes instead of putting them in the post, the letters are tossed into the fireplace. The draught carries the letters up the chimney and Santa Claus reads the smoke.

In England, the main Christmas Meal is usually eaten at lunchtime or early afternoon on Christmas Day. It's normally roast turkey, roast vegetable. One vegetable that is often eaten at Christmas in England are brussel sprouts.

England is also famous for Christmas Cake. It's traditionally a rich fruit cake covered with marzipan and icing – and often top with Christmas themed decorations like a spring of holly.

The dinner table is decorated with a Christmas Cracker for each person and sometimes flowers and candles.

Glossary

stockings



fireplace



mince pie



brandy



brussel sprouts



marzipan





B Christmas in Australia

In Australia, Christmas comes in towards the beginning of the summer holidays!

Australians hang **wreaths** on their front doors and sometimes join the Christmas carol singing on Christmas Eve. People also decorate their houses and gardens with Christmas Trees and Christmas lights.

Australians also decorate their houses with bunches of **'Christmas Bush'**, a native Australian tree with small green leaves and cream colored flowers.

When he gets to Australia, Santa gives the **reindeer** a rest and uses kangaroos or 'six **white boomers**'. He also changes his clothes for less 'hot' ones!

Most families try to be home together for Christmas and the main meal is normally eaten at lunch time. Most people now have a Christmas dinner, or a barbecue with seafood such as prawns and **lobsters** along with the 'traditional English' food. On Christmas Eve, fish-markets are often full of people queuing to buy their fresh seafood for Christmas day.

Australians often have Christmas Crackers at Christmas meal times.



Glossary

wreath



Christmas Bush



reindeer



white boomer



lobster





C Christmas in Japan

In Japan, Christmas is known as more of a time to spread happiness rather than a religious celebration. Christmas Eve is often celebrated more than Christmas Day. Christmas Eve is thought of as a romantic day, in which couples spend together and exchange presents. Young couples like to go for walks to look at the Christmas lights and have a romantic meal in a restaurant.

Fried chicken is often eaten on Christmas day. It is the busiest time of year for restaurants such as KFC and people can place orders at their local fast food restaurant in advance!

The traditional Japanese Christmas food is Christmas cake, a sponge cake decorated with strawberries and whipped cream.



Parties are often held for children, with games and dancing. Japanese Christmas Cake is a sponge cake decorated with trees, flowers and a figure of Santa Claus.

Glossary

Religious



exchange presents



romantic



Appendix 5

Chinese New Year Zodiac Race Script

Characters: Narrator, Jade Emperor, Rat, Dog, Boar, Tiger, Monkey, Cat, Snake, Goat, Horse, Rabbit, Ox and Dragon

SCENE 1

Jade Emperor on stage

Narrator *Once upon a time, there was kind leader named the Jade Emperor who ruled all of China. He thought he needed to find a way of keeping track of each year so he decided to make a zodiac.*

Jade Emperor I want to use animals to show what each year should be but which animals should I choose? There are just too many animals?

A-HA I've got it! (Excitedly)

I will have all the animals take part in a swimming race. Whoever comes first will be the first year, second the second year and so on.

Narrator *Later that day, thirteen animals gathered by the river to take part in the swimming race but the Emperor only needed twelve. The animals started talking amongst themselves.*

Rabbit, Tiger, Horse on stage

Rabbit I can't wait for the race! (Excitedly)

Tiger I am going to win. (Happily)

Horse PFFFFFFF, No way, I am going to win. (Confidently)

Cat, Mouse, Ox on stage

Narrator *The cat was worried about the race because it cannot swim.*

Cat I can't swim. How can I cross the river? (Nervously)

Mouse Don't worry. The ox is very nice. We can ask him to take us across.

Cat & Mouse We can't swim can we please jump on your back and carry us back?

Ox Sure! I would love to help you both. (Friendly)

SCENE 2

Jade Emperor, Ox, Cat, Mouse on stage

Narrator *BANG! The race was on! (Excitedly) The ox was out in front and swimming really hard.*

Ox I - am - going - to - win, I - am - so - close. (Tiredly)

Narrator *Soon there was a loud SPLASH. The ox turned around and saw the rat had pushed the cat into the river.*

Cat How could you do this? (Sadly)

Mouse Sorry but I just want to win! I won!

Appendix 5

Jade Emperor Mouse, you win but it wasn't nice. (Angrily) Ox you were really kind and helpful so you are in second place.

Tiger, Rabbit on stage

Tiger Finally I can cross the finish line. I am so tired. (Tiredly)

Rabbit YAY YAY YAY I am the forth to finish. I am so happy. YIPPY (he bounced across)

Jade Emperor, Dragon on stage

Narrator *The dragon soon flew down and finished fifth.*

Jade Emperor Why are you coming so late? You could have easily flew across and won the race with ease.

Dragon The other animals were tired and hot with the sun so I wanted to fly around and make some nice breezes to cool them down.

Jade Emperor You are so kind and friendly. (said with a smile)

Horse, Snake on stage

Narrator *The snake and the horse were battling it out in the water.*

Horse Oh my god a snake it is so long and scary. EEEEEEEK

Snake That is just what I was looking for. I am going to beat you Horse. Hahahaha!

Goat, Monkey, Rooster on stage

Narrator *The Emperor looked out on the river and saw a small boat carrying the goat, monkey and rooster across the river.*

Goat I just don't want to get wet. I look too good to get wet. (Proudly)

Monkey (Monkey Sounds) This is so easy. (Monkey Sounds)

Rooster Cock-a-doodle-do I am so lucky to finish this race so easily. Cock-a-doodle-do!

Jade Emperor, Dog, Pig on stage

Jade Emperor Yes, more animals are coming. This zodiac is turning out nicely. Look out there in the river what are they?

Dog Woof Woof. Swimming in this water has made me really dirty. It was nice to stop and have a bath to get cleaned up.

Boar/Pig (Yawning) Maybe I shouldn't have had that nap in the middle of the race. I would have come in first.

SCENE 3

Jade Emperor, Cat on stage

Jade Emperor I now have all of my animals to show what the years will be. The race was the best idea ever. What about the cat?

Cat That mouse pushed me off and made me lose the race. I am not part of the Zodiac. That rat is not nice and I will never be friends with them ever again! (Angrily)

Narrator *And that is the story of the Chinese New Year Zodiac Race.*

Characters:

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Settings:

Where and When?

Place: _____

Time: _____

Story:

The Chinese New Year Zodiac Race

Plot:

When happens in the story?

Beginning - _____

Middle - _____

End _ _____

Problem:

Describe the problem in the story.

Solution:

Describe how the problem is solved.

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 8

Peer Evaluation for Drama Performance

Performing Group _____

Feedback from Group _____

Circle the scores and write some comments in the table.

Criteria	Score			Comments
				
1. Language				
➤ Fluency and pronunciation	1	2	3	
➤ Stress and intonation	1	2	3	
➤ Volume	1	2	3	
➤ Movement, facial expressions and gestures	1	2	3	
2. Performance				
➤ Enjoyable	1	2	3	
➤ Appropriate use of props	1	2	3	
➤ Creativity	1	2	3	
3. Collaboration				
➤ Team work	1	2	3	

Overall, I think the performance was

If the group has a chance to perform again, I would suggest that they