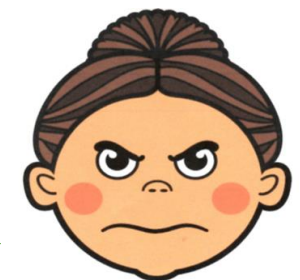




I am
scared.



I am
sad.



I am
angry.



I am
happy.



I am
surprised.



I am
disgusted.

TEACHER RESOURCE

Drama: Exploring Emotions

Prep to Year two

Drama

- Drama is based on human experiences and also draws attention to our motives, attitudes, experiences, our actions, and all the different ways we interact (Dinham, 2016).
- Drama is an important way in which children engage in “ meaning-making i.e. exploring and making sense of their world” (Dinham, 2016).
- Drama provides an opportunity to creatively express themselves (Dinham, 2016), as well as to explore and find themselves (Prants, 2019).
- The two masks associated with drama represent the traditional division between comedy and tragedy.



Australian Curriculum:

Learning Area Achievement Standards (ACARA, 2018):

By the end of Year 2, **students describe artworks they make** and those to which they respond. They consider where and why people make artworks.

Students use the **elements and processes of arts subjects to make and share artworks that represent ideas.**

Achievement Standard (ACARA, 2018):

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Links to the Australian Curriculum

Content Descriptions:

- Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))
 - taking part in purposeful dramatic play focusing on experiencing the roles and situations they create.
 - taking turns in offering and accepting ideas, and staying in role in short improvisations.

Australian Curriculum cont....

Content Descriptions:

- Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)
 - communicating verbally by using the voice to explore and show role and situation
 - communicating non-verbally by using facial expression and movement to explore and show role and situation
 - practising movement within a space to create the difference between their performance space and the audience space

What is Drama?

Drama comes from Greek words meaning “to do” or “to act” (Kids Britannica, 2019).

A drama, or play, is basically a story acted out.

And every play—whether it is serious or humorous, ancient or modern—tells its story through characters in situations that imitate human life.

Why Drama is important:

- Drama helps develop skills like creativity, enquiry, communication, empathy, self-confidence, cooperation, leadership and negotiation.
- Drama gives children opportunities to explore, discuss and deal with difficult issues and to express their emotions in a supportive environment.
- It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning.

(Farmer, 2019).

Drama in the Classroom

- It is vital for optimal creative learning that everyone feels comfortable and safe in the classroom.
- There also should be mutual respect between teachers and students, where collaboration is also an important factor for supporting children's creativity.

(Toivanen, Salomaa & Halkilahti, 2016)

Improvisation

- Improvisation involves the spontaneous interaction with an imagined situation.
 - develops student confidence
 - develops creativity
 - is the child's own work
 - allows children to have a bit of fun, relax, express themselves

(Prants, 2019)

Role Playing

- Role playing is improvisation in which children respond as if they are someone else in the 'as if' drama world.
 - develops student confidence
 - used to build empathy
 - gives understanding to someone else's point of view
 - gives a sense of others
 - used with bullying seminars
 - helps students cope with conflict

(Prants, 2019)

ROLE PLAY



The Importance of Warm-up Drama Activities

- Warm up activities using drama games help facilitate children's ability to learn in different ways as visual, auditory and kinaesthetic learners (Meighan, 2012).
- They help students to use their imagination and creativity.
- They help improve self-confidence, build trust and develop creativity.
- They can also have a profound effect on literacy development, academic success and social integration (Meighan, 2012).
- Drama games help children to explore creative drama, mime, movement and storytelling.
- Activities are fun, challenging and rewarding.
- They help students limber-up.



Advice about Introducing Drama Warm-up Games

- Start with a very simple game that the children already know, such as Simon Says. Once you have built a sense of trust and teamwork. Then you can introduce more complex, exploratory games (Meighan, 2012).
- Never ask the class to play a game that you would not play yourself.
- Beware of the language used and avoid term like play and game, instead use words like explore, challenge, focus and participate (Meighan, 2012).
- Be very clear with your instructions.
- Be enthusiastic.
- Give demonstrations whenever possible.
- Actively involve yourself in the game. Don't give instruction and then watch for the corner (Meighan, 2012).

Drama Warm Up Activities:

Simon Says: One player takes the role of "Simon" and issues instructions (usually physical actions such as "jump in the air" or "stick out your tongue") to the other players, which should only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which does include the phrase "Simon says". It is the ability to distinguish between genuine and fake commands, rather than physical ability, that usually matters in the game; in most cases, the action just needs to be attempted. Introduce emotional facial expressions, i.e. look angry, look surprised, look happy.

Mirror Mirror: In pairs students stand in two lines, facing each other, about a meter apart. One is the leader, the other, the "mirror." Moving only from the waist up, the leader begins to make simple gestures or movements. The "mirror" duplicates the leader's movements exactly—just as a mirror would. (Some students have trouble with the right-left shift. If the leader raises his right hand, the "mirror" should raise his left, just as the figure in a real mirror would (SDE, 2019).

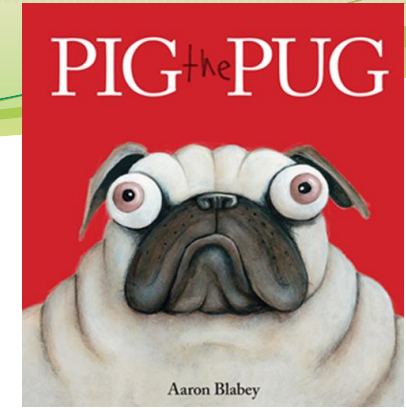
Ten second objects: Divide everyone into small groups (4-6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero. Usually every group will find a different way of forming the object. Examples could be: a car, a fried breakfast, a clock, a washing machine, a fire (Farmer, 2019). A useful technique which can be developed easily towards improvisation (Farmer, 2019).

Drama Warm up Activities:

- **Crossing the Circle:** Students stand in a circle and the leader gives everyone a number from 1 to 3. Then the leader tells all the 1s to exchange places by crossing the circle, then all the 2's to cross the circle and so on. When the students understand what they are doing, the leader calls out different ways for them to walk across the circle, i.e. like a toddler, an old man, a lion, a mouse, a ballerina, a rock star, superman etc (Meighan, 2012).
- **Waiter Plate:** Everybody stands in a circle. Give the following instructions:
 1. Hold an imaginary plate in your right hand like a waiter. Imagine what is on your plate, for example spaghetti, soup or a fried breakfast.
 2. Now begin to move your plate without spilling anything, for example put the plate over your head, under your right leg (Farmer, 2019).
- **Statues:** One person stands at the opposite end of a field of play from the other players. When this person has his/her back to the players, the players attempt to race across the field to tag this person. But, when they turn around to face the players, they must freeze in their position and hold the pose for as long as the person in looks at them. The person in can approach and investigate the players, but he/she must be careful, for when their back is turned to any players, they may move. If a Statue is caught moving while the person in faces them, then the player must return to the starting line (or be eliminated). The player who tags the in person in the next person in and the game starts again.
- **Tongue Twisters:** to warm up your lips and mouth. Remember, it's not just how fast you say them, but how clearly too (Farmer, 2019). How much wood could a woodchuck chuck, if a woodchuck could chuck wood?

Emotions:

- Through Drama children discover how emotions are expressed in a variety of different ways (including verbally and non-verbally ways).
- By Students understanding emotions and how they are portrayed, they are better equipped to recognise and respond to these emotions in others in daily life (Life Line, 2019).
- Students are able to experiment by portraying different emotions in a safe, supported and secure environment.



Pig the Pug by Aaron Blabey

- If possible try to get a copy of the book to read aloud to the class.
- If that is not possible below is a link to a reading of this book:

<https://www.youtube.com/watch?v=QoggVWS2e2E>

(Let's Read Stories, 30th June 2018).

Review of the book "Pig the Pug":

Pig is a selfish pug dog. Trevor the sausage dog, cops the brunt of his greed, especially over toys. When the ever-patient Trevor suggests 'sharing' the toys because it might be fun, Pig flips his wig and goes into a maniacal rant. Pig gets his comeuppance in the most glorious, amusing way. The Authors reference to pigs being unable to fly makes this picture book memorable.

Look at the Two Characters

Pig

- Not friendly
 - Mean
 - Greedy
 - Selfish
- Uncaring
- Self centred
 - Angry



Trevor

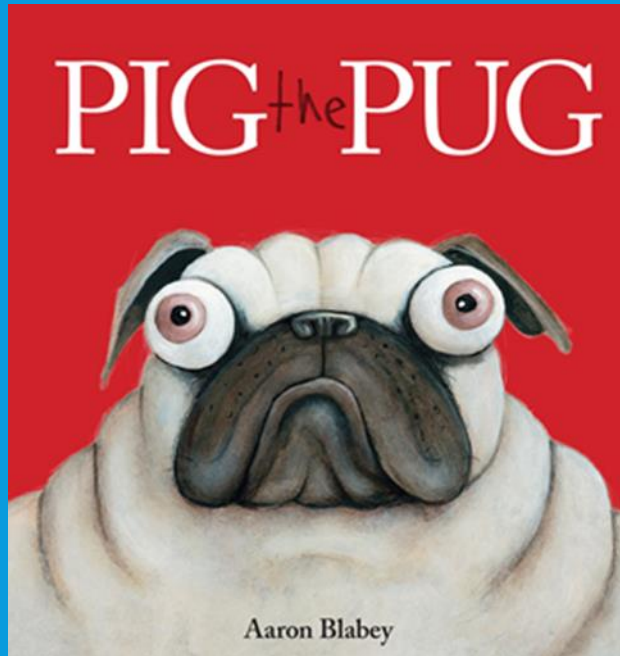
- Friendly
- Wanting to share
 - Generous
 - Kind
- Approachable
 - Caring
 - Calm



PIG THE PUG:

YOUR TEACHER WILL READ THIS BOOK TO YOU

EXERCISE 1:



The Characters Pig and Trevor are Very Different.

Match the correct character with their descriptions.
Connect by drawing a line.

Pig

greedy

friendly

selfish

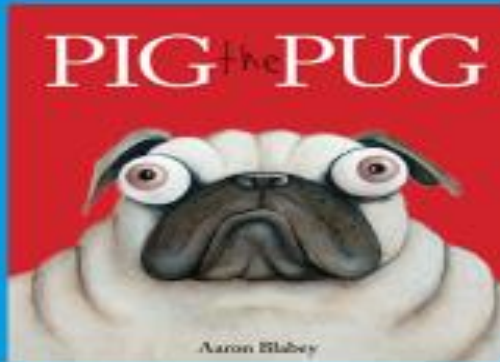
Trevor

wants to share

Focus on Pigs Emotions

- The Character Pig is wonderful for displaying emotions in an engaging way.
- Throughout the book Pig is happy, angry, surprised and sad.
- The next activities is for students to after they have a good understanding of the book, focus on the illustrations to discover Pigs emotions.

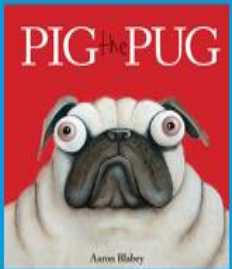
THE MANY FACES OF PIG THE PUG



Focusing on Pig's Emotions

LABEL PIG'S EMOTION

EXERCISE TWO:

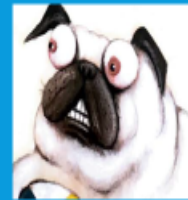


Pigs eyes are wide.
His mouth is turned down in the corners.



Pig is _____

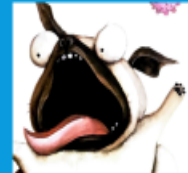
LABEL PIG'S EMOTION



Pigs teeth are clenched,
Or his mouth is wide open as if yelling.
Pigs Hands are up and waving.
Pigs eyes look large, and the pupil of his eyes
are just small dots.



Pig is _____



Focusing on Pig's Emotions:

LABEL PIG'S EMOTION



Pigs mouth corners are facing upwards.
Pigs tongue is relaxed in his open mouth.
His hand is up, but it is not waving.
His eyes are large and full.

Pig is _____

Decoding Facial Expressions:

The secrets to decoding facial expressions:
disgust, anger, sadness, happiness, fear, surprise, contempt

(we will not focus on contempt in our following work,
but will the other six)

<https://www.youtube.com/watch?v=B0ouAnmsO1Y>

Play through the above clip first, then play again this time with individual mirrors so students can start experimenting and visualising their own facial expressions. Stop after each emotion allowing students to experiment with their facial expressions.

Differentiation for Advanced Students

For students who have completed this activity early, allow them to start to explore Trevor's emotions through his facial expressions.



Facial Expressions –

When did/do I feel this way?

Gives real meaning to the emotion through personal experience.

FACIAL EXPRESSIONS: EXERCISE THREE: DISGUST:



I am
disgusted.

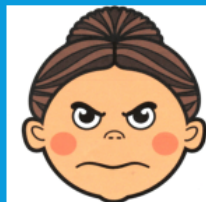
What Does Being Disgusted Look Like?

Think about your:

- eyes
- mouth
- eyebrows
- nose

When did/do you feel this way? _____

ANGRY:



I am
angry.

What Does Being Angry Look Like?

Think about your:

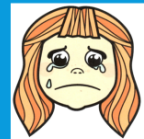
- eyes
- mouth
- eyebrows

When did/do you feel this way? _____

Facial Expressions – When did/do I feel this way?

Gives real meaning to the emotion through personal experience.

SAD:



I am
sad.

What Does Being Sad Look Like?

Think about your:

- eyes
- mouth
- eyebrows
- nose

When did/do you feel this way? _____

FEAR/SCARED:



I am
scared.

What Does Being Scared Look Like?

Think about your:

- eyes
- mouth
- eyebrows

When did/do you feel this way? _____

HAPPY:



I am
happy.

What Does Being Happy Look Like?

Think about your:

- eyes
- mouth
- eyebrows

When did/do you feel this way? _____

SURPRISED:



I am
surprised.

What Does Being Surprised Look Like?

Think about your:

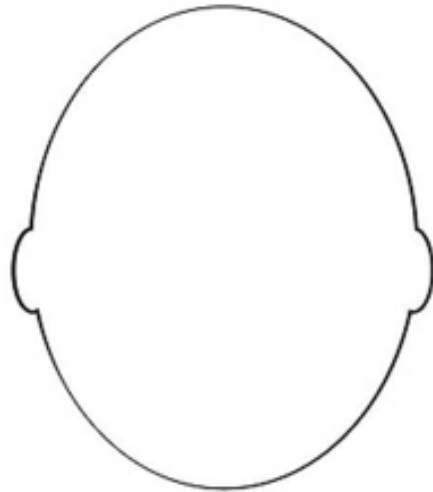
- eyes
- mouth
- eyebrows

When did/do you feel this way? _____

Draw a Face Showing One Emotion

DRAW A FACE SHOWING ONE EMOTION

EXERCISE FOUR:



What
emotion will
you choose?



What to Look for in this Activity

- Students have only chosen one emotion (not a combination of more than one).
- From their knowledge, (previous knowledge, the video and exploring pictures/illustrations) students are able to clearly draw an emotion on a blank face template that clearly highlight that emotion.
- Pay attention to the eyes, mouth and nose areas in particular.

Differentiation of Activity drawing an emotion on a blank Face Template:

Advanced students:

- Receive another blank face template and complete another emotion.

Students who require additional help:

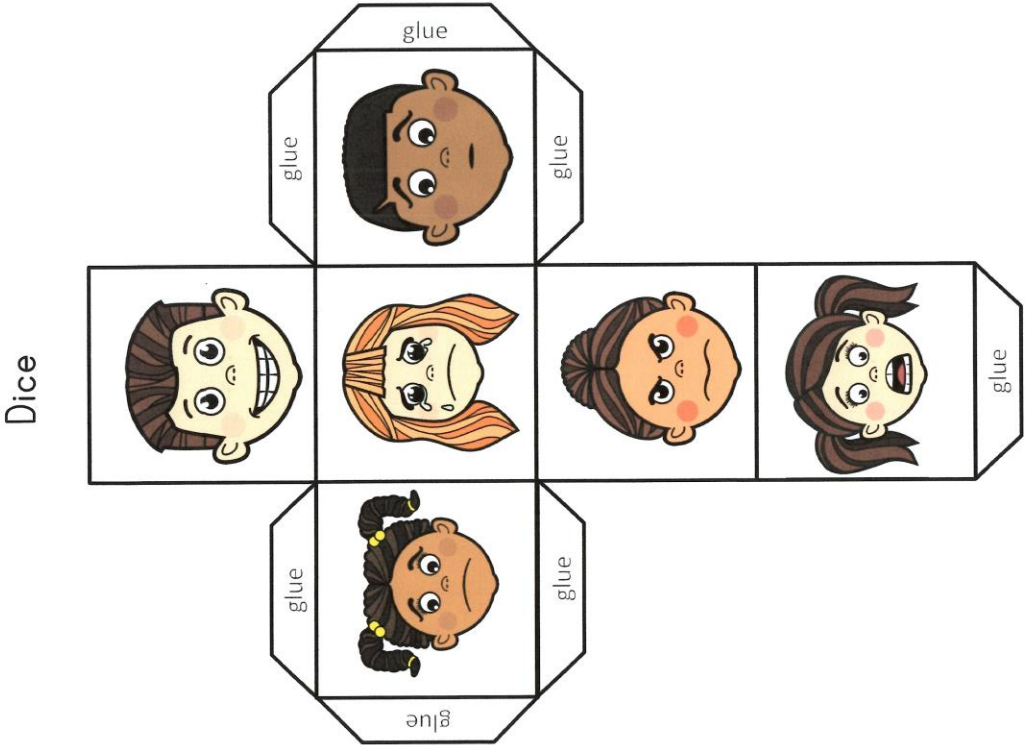
- Cut out different eyes, mouths and noses for students to select and paste onto their face template to show one emotion.

Resource of eyes, mouths, noses and blank face template:

<https://print-cut-paste-craft.com/printable-kids-activity-make-a-faceexploring-emotions/>

Emotions Dice:

Enlarge to fit A4 size and print on thick paper or fine cardboard.
Require one dice for every three or four students.



The Emotions dice Activity

FOCUSING ON OUR FACIAL EMOTIONS

EXERCISE FIVE:

Use the Emotions Dice to try out different emotions using our faces.



- Make groups of three or four.
- Collect an emotions dice.
- Taking turns, one person rolls the dice.
- All group members practice making that emotion with their faces.

Facial Expression Resources:

- Printable Kids Activity: Make a Face/ Exploring Emotions

By Gabry Jan 4 2014. Print Cut Paste Craft

<https://print-cut-paste-craft.com/printable-kids-activity-make-a-faceexploring-emotions/>

- Feelings Activities + Emotions Worksheets for Kids

<https://www.funwithmama.com/feelings-and-emotions-for-kids/>



Body Language

- Students to watch the short clip Called “For the Birds” produced by Disney and Pixar. One by one, a flock of small birds perches on a telephone wire. Sitting close together has problems enough, and then comes along a large dopey bird who tries to join them. The birds of a feather can't help but make fun of him. The flock of birds get their just deserts in the end.
- The wonderful thing about this clip is that the birds do not speak. The message is conveyed through facial expressions and body language.

Resource: For the Birds (Redinha, 2008).

<https://www.youtube.com/watch?v=WjoDEQqyTig>

Activity: For the Birds

Students are to watch the short clip once. The provide students with the questions to think about and play the clip again. Allow students to think, talk with a partner and then as a class share their thoughts and answers about the clip.

BODY LANGUAGE: EXERCISE SIX: THINK, PAIR, SHARE EXERCISE



For the Birds (Redinha, 2008).
<https://www.youtube.com/watch?v=WjoDEQqyTig>

- At the beginning, what were the little birds thinking and feeling about the big bird?
- What was the big bird thinking and feeling about the little birds?
- At the end, what were the little birds feeling, after they'd lost their feathers?
- We don't know what words they were saying in the video, so how do we know all those things about what they were thinking and feeling?

Combining Facial Expression and Body Language

BODY LANGUAGE AND MOVEMENT

EXERCISE SEVEN:

Match the Emotion with the Body Language.
Connect by drawing a line.

Angry

Sad

Surprised



BODY LANGUAGE AND MOVEMENT

Match the Emotion with the Body Language.
Connect by drawing a line.

Fear/Scared

Happy

Disgust



Movement

Introduce students to freeze frames and the impact of movement.

Freeze frames: can be made by individuals, small groups or even the whole group. A good way to explain a freeze frame (also known as still image) is that it is like pressing the pause button on a remote control, taking a photo or making a statue.

Freeze Frame activity play statues.

Movement: means where the actors move on the stage, what this communicates to the audience and the effect this has. For example moving quickly, lightly or slowly, swaying arms, arms and legs stiff.

Movement Activities

- Go noodle Mood Walk: Blazer Fresh
<https://www.facebook.com/watch/?v=647397545739648>

Refer to Drama Warm-up activities:

- Crossing the Circle
- Simon Says
- Waiter Plate
- Mirror Mirror

The Power of our Voice

We change our voices to tell others how we are feeling.

Tone: It's not about what you say, but rather the way that you say it, and the impression it makes on everyone who hears you.

Teaching Kids Tone of Voice:

<https://www.youtube.com/watch?v=lelhR69vLYU>

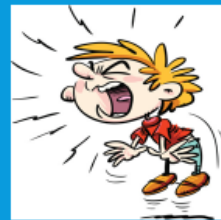
Voice Activity:

Students are to experiment with their voice saying the following phrases in different ways using different emotions:

1. Who did this?
2. What do you mean?
3. Help!
4. Why?
5. I can do this....

THE POWER OF OUR VOICE

EXERCISE EIGHT: EXPERIMENT WITH OUR VOICES



We can also show emotions through our voices.

Especially so when we are on the telephone i.e. we can not see the other person.

We use tone in our voices, which is used to express an emotion.

Make our voices sound like we are disgusted, angry, sad, happy, scared, or surprised.



Voki – Adding a Voice to a Character

- Voki is an educational tool that allows users to create their very own talking character. Voki characters can be customized to look like historical figures, cartoons, animals, and even yourself!

For example here is my version of Pig the Pug using Voki:

<http://tinyurl.com/yxmwyyz7>

Students are required to use Voki, design an avatar, and record a message to express one emotion.

- Go to the create a Voki button.
- Choose a Character, accessories, background, colour, and voice (students are required to use their own voice only in this exercise).



Putting it All Together: Assessment

Students are to act out **three** different emotions using their face, body, movement and voice. One emotion each day per student so this process will take three days.

1. Students are to say what emotion they will be acting.
2. Start in a freeze frame position.
3. Act the emotion with their face, body, movement and voice. Only one or two lines.
4. Finish in a freeze frame position.
5. Students must stay in character from the beginning of the first freeze frame to the end of the second freeze frame.
6. Use an iPad to record each student acting out each emotion as evidence.

PUTTING IT ALL TOGETHER

EXERCISE NINE:

Pick Three Different Emotions:

- Disgust
- Anger
- Sad
- Happy
- Fear/Scared
- Surprise

Think about how you can show those emotions in your:

- face
- body
- movement
- voice

Assessment:

Looking at each recording, assess the students ability to portray the three different emotions. Use the following checklist (next page) to assist you with your judgement and grading.

- Did they use their facial features, their body language, their movement and their voices in a convincing way to portray the emotion.
- Overall what was the effect of the students acting?
- Was the emotion believable?
- Did the student stay in character?

Assessment: What to look for checklist

Student Name:	Emotion:	
	Circle if used appropriately	Comments
Facial Expression:	Eyes Mouth	
Body Language	Stance Position	
Movement:	Pace Gestures	
Voice:	Tone Loudness Pace Pitch	
Overall Combination:		

Showing Emotions : Facial Expression

- Below are examples of a students clearly showing different emotions through their facial features.



Happy



Sad



Angry



Surprise



Scared/Fear

Prep to Year 2 standard elaborations — Australian Curriculum: Drama

Purpose	<p>The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:</p> <ul style="list-style-type: none"> making consistent and comparable judgments about the evidence of learning in a folio of student work developing task-specific standards for individual assessment tasks.
Structure	<p>The SEs are developed using the Australian Curriculum achievement standard. The Arts: Drama achievement standard describes the learning expected of students at each band for Australian Curriculum Arts, this assessment is focusing on making. Making is broken down into forming and performing. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.</p> <p>In Queensland the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix. The <u>discernible differences</u> or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.</p>

Prep to Year 2 Australian Curriculum: Drama achievement standard

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		The folio of a student's work has the following characteristics:				
Making	Forming	improvisation and making of dramatic play, with <u>skilful and effective</u> use of: <ul style="list-style-type: none"> role situation focus 	improvisation and making of dramatic play, with <u>effective</u> use of: <ul style="list-style-type: none"> role situation focus 	improvisation and making of dramatic play, with use of: <ul style="list-style-type: none"> role situation focus 	improvisation and making of dramatic play, with <u>guided</u> use of <u>aspects</u> of: <ul style="list-style-type: none"> role situation focus 	improvisation and making of dramatic play, with <u>directed</u> use of <u>aspects</u> of: <ul style="list-style-type: none"> role situation focus
	Performing	presentation of <u>cohesive</u> drama, with <u>skilful and effective</u> use of: <ul style="list-style-type: none"> role situation focus 	presentation of drama, with <u>effective</u> use of: <ul style="list-style-type: none"> role situation focus 	presentation of drama, with use of: <ul style="list-style-type: none"> role situation focus 	presentation of drama, with <u>guided</u> use of <u>aspects</u> of: <ul style="list-style-type: none"> role situation focus 	presentation of drama, with <u>directed</u> use of <u>aspects</u> of: <ul style="list-style-type: none"> role situation focus

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