

CLUB : EXPRESSION

GRADE : X

MONTH	UNITS	ACTIVITIES PLANNED	LEARNING OBJECTIVES	ASSESSMENT / RECAP
March April	Introduction What is theatre? Local drama style Modern drama style Melodramatic style	Discuss about different types of acting, script, books of interest wherein the students are slowly familiarized with what they have to perform.	<ul style="list-style-type: none">➤ To introduce the various forms of Drama.➤ Show videos on various forms of acting and genre of acting.	-
June	Monologue	The students will have to perform individually.	<ul style="list-style-type: none">• To build confidence and effective communication skills.• To develop the ability to deliver the act effectively.• To demonstrate their ability to adjust the emotions of their characters by performing their monologues.• To demonstrate their ability to relate to an unseen character by performing to partners <p>Rules</p> <ul style="list-style-type: none">➤ Time limit is 1-3 minutes to perform their act.➤ Offensive expressions are strictly prohibited.	
July	Drama (Shakespeare's Julius Caesar)	Students are to select the part they want to enact. They will then perform a short script in this style of "rolls" and "sides."	<ul style="list-style-type: none">• To participate in oral reading, focusing on choral-reading fluency and expression during their performances.• To explore the historically accurate way that scripts were distributed, rehearsed, and performed in Elizabethan times.	Assessment- I

			<ul style="list-style-type: none"> To help build confidence and effective communication skills. 	
Aug.	Art Integration-Characterization and monologue by Lencho, Postmaster or Tiger.	Students will prepare a monologue on any of the characters	<ul style="list-style-type: none"> To experience the relationship between story and theme and express effectively. To share insights gained while experiencing the dialogue delivery. To help build confidence and effective communication skills. Analyze how authors and playwrights reveal characterization in a literary text. 	Assessment - 2
	Dumb charades	<ul style="list-style-type: none"> Students will be divided into groups and asked to enact and challenge. 	<ul style="list-style-type: none"> To be able to express non-verbally and to extract the right vocabulary or verbal expression. To improve the acting ability, loosen up the body and have fun. <p>Develop the ability to enact a role effectively.</p>	
Sept.	Mono Act	The students will have to perform individually.	<ul style="list-style-type: none"> To help create a story line wherein one person effectively plays multiple roles. Build confidence and effective communication skills. <p>Rules</p> <ul style="list-style-type: none"> ➤ Time limit is 1-3 minutes to perform their act. ➤ Offensive expressions are strictly prohibited. 	- Assessment – 3
Oct	Mime (Group)	<ul style="list-style-type: none"> Students should select a theme, script it and present it. 	<ul style="list-style-type: none"> To perform a story using body movements and facial expressions only. As a recap to silent expression, students to plan an effective way to present their storyline. 	
Nov.	Street Theatre (Group)	Students should select a theme, script it and present it. (They will record their part and merge it if it is online, else they will present in the class)	<ul style="list-style-type: none"> ➤ Communicate and explore ideas using the elements of drama. ➤ To write an effective script. ➤ Develop confidence and the skills of co-operation through the making of drama. ➤ Develop the instinct for a make-believe play. ➤ To help build confidence and effective communication skills. 	

Dec.	Story telling Narrating a story (Can be of any author) or an incident	• Students to come forward and present the story narration.	<ul style="list-style-type: none">➤ To experience the relationship between story, theme and life experience.➤ To share insights gained while experiencing the Drama.➤ To help build confidence and effective communication skills.	Assessment - 4
------	---	---	--	----------------