**Pre-Activities Grade 6: Shaun the Sheep**

In the weeks leading up to the movie:

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| **Grade** | **Curriculum Expectations** | **Activity** |
| **6** | **Language: *Writing***  **1.**1 identify the topic, purpose, and audience for a variety of writing forms  **1.2** generate ideas about a potential topicand identify those most appropriate forthe purpose  **Language: *Media Literacy***  **1.3** evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts  **1.4** explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts  **2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience  **Language: *Oral Communication***  **2.2** demonstrate an increasingly sophisticated understanding of appropriatespeaking behaviour in a variety of situations, including paired sharing,dialogue, and small- and large-groupdiscussions  **2.3** communicate orally in a clear, coherentmanner, using appropriate organizingstrategies and formats to link andsequence ideas and information  **2.4** use appropriate words and phrasesfrom the full range of their vocabularyincluding inclusive and non-discriminatory language, and stylistic devicesappropriate to the purpose and context,to communicate their meaning accuratelyand engage the interest of their intended audience  **2.7** use a variety of appropriate visual aids,(e.g., video images, maps, posters, charts,costumes)to support or enhance oralpresentations  **The Arts: *Drama***  **B1.1** engage actively in drama exploration androle play, with a focus on identifying and examining a range of issues, themes, and ideas  from a variety of fiction and non-fiction sources and diverse communities, times, and places  **B1.2** demonstrate an understanding of the elementof role by selectively using other elements(e.g., time and place; relationship; tension)tobuild belief in a role and establish its dramaticcontext  **B1.3** plan and shape the direction of the drama orrole play by introducing new perspectives andideas, both in and out of role  **B1.4** communicate feelings, thoughts, and ideas toa specific audience, using audio, visual, and/ortechnological aids to strengthen the impact onthe viewer | **Activity 1: Drama Warm Ups** adapted from Child Drama  \*try a variety of simple Drama games, the instructions for some examples are in the **Drama Activities** document, charades is also a very effective Drama activity  \*one of the best ones to start with especially if your students are nervous/unsure of Drama activities is the **Emotion Walk** in the **Drama Activity** document  \*All of these activities involve only body movement—they do not involve talking—after doing any of these activities discuss what it was that students used to portray what they were doing—why is body language and movement just as effective as talking?  \*Get some students to act out specific emotions (give volunteers an emotion such as anger, excitement, being scared, etc)—have students guess what emotion they are portraying which will seem simple, but how is it we can tell even though they are not saying anything? Really break down the body language, if someone is scared their body will be tight, constricted, as if they are trying to stay away from what’s scaring them, what are their facial expressions?  \*As students become more comfortable they will be more expressive in their body language  \*Try these activities more than once  **Activity 2: Paper Masks**  **\***Once students have become fairly comfortable with the above activities try a couple improvisation games in the **Improv Activities** document may be helpful to have students become more comfortable with improvisation  **\*** Once students are comfortable with these try out the **Paper Masks** activity with them—this will take them one step further, really challenging them to perform without words and testing out their improvisation skills  **Activity 3: Pre Movie Discussion**  1. Discuss with students that they will be going to see an animated movie about a sheep but during the film not a single character actually talks. There are noises but no actual words. Discuss whether they have ever seen another movie where there is absolutely no talking.  2. Discuss the pre movie questions as a class or get students to fill out their own responses to them:  a) What problems could a film with no talking pose?  b) Do you think the movie will be as effective with no talking?  c) What methods do you think the characters will use to still show the viewer  what is happening in the film?  d) How did we portray actions in Drama when we were not able to talk? Was it still effective? Could the viewer still tell what was going on?  e) What do you wonder about the movie? |