

**LEVEL** 1 2 3 4 5

The King of the Mountain

THE LEARNING CONTEXT

This teacher's intended outcomes were for the students to:

- build a role
- rehearse in pairs the roles from the story
- rehearse in pairs a similar story from their own experience
- reflect on their role in the drama: Accepting a role within a story, alone or with others.

The students had been reading *I'm the King of the Mountain*, by Joy Cowley, as their Big Book of the week.

The teacher asked them to rehearse the roles of the different characters in the story. They did this as a whole group in blanket roles, and then they rehearsed the moments from the story in pairs.

The teacher then asked them to think about when they were confronted by some one who thought they were "king of the mountain". In pairs, the students rehearse these roles.

Teacher-student conversations

- Teacher: How do you think a lizard would move?
Julie: Like that. [she demonstrates]
Teacher: Have you got a word, do they run?
William: They step, they stomp.
Teacher: You think they stomp? OK.
Reece: They slither.
Teacher: Can you show lizard slithering along?

WHERE TO NEXT?

The teacher might take the role of someone who is unable to stand up to the king of the mountain. He could ask the students' advice as to what he should do next.

Alternatively the teacher might take the role of the parent of a bully and ask for advice as to what they should do for their child.

The teacher might finish the drama at this point but return to similar structures using the Big Book series for students to meet and interact with the roles inherent in each story.

CURRICULUM LINKS

The Arts in the New Zealand Curriculum

Achievement Objectives

Developing Practical Knowledge in Drama (PK)

Students will explore elements and techniques of drama.

Developing Ideas in Drama (DI)

Students will contribute ideas and participate in drama, using personal experiences and imagination.

Communicating and Interpreting in Drama (CI)

Students will share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas.

The Arts in the New Zealand Curriculum, page 40
www.tki.org.nz/r/arts/curriculum/statement/pg40_e.php

Te Whāriki

Strand 4: Communication – Mana Reo
Goal 2 – Children ... develop verbal communication skills for a range of purposes.

Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum, page 76

www.minedu.govt.nz/web/downloadable/dl3567_v1/WHA/RIKI.pdf (PDF, 454kb)

REFERENCES

- Cowley, Joy (1984). *I'm the King of the Mountain*. Ready to Read series. Wellington: Learning Media.
- Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*. Wellington: Learning Media.
- Ministry of Education (2000). *The Arts in the New Zealand Curriculum*. Wellington: Learning Media.

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WHAT THE WORK SHOWS: Students rehearse a simple role in a drama, where the teacher is exploring the techniques of voice and movement. He has read them *I'm the King of the Mountain* by Joy Cowley, and uses this as a pretext to focus on how to deal with bullies.

He models the vocal techniques and movement the students can use to develop the roles in the story. The students reflect on what they enjoyed about doing the drama.



Clip 1

The teacher tells the story and models different vocal techniques.



Clip 2

Progress Indicator

Working in Role

Accepts a role within a story, alone or with others (PK)

The students use the techniques of movement and voice to explore the roles in the story.



Clip 3

Progress Indicator

Using Dramatic Structures

Follows an intended story line in drama (PK)

The class thinks of words to describe how the lizard might move, and then in pairs they rehearse the lizard and the rooster meeting.



Clip 4

The teacher models another meeting in the story and focuses on the vocal techniques used. Students then rehearse this meeting in pairs.



Clip 5

Progress Indicator

Working in Role

Accepts a role within a story independently, with others (PK)

The teacher asks the students to consider similar moments in their own lives. The students have clearly had some anti-bullying teaching and they try this out in their dramas.



Clip 6

Progress Indicator

Responding to Drama

Identifies and discusses the way drama tells stories (CI, UC)

Susan identifies that she enjoyed playing the rooster because she got to have a loud voice, wear a comb on her head, and talk in a high-pitched voice.