OLE Symposium

MUSICAL

ELCHK Lutheran Secondary School

English Department

Other Learning Experience
Quality
Student focused
Flexibility
Student opportunities
Learning together
Coherence
Building on existing practices
Annual
Musical
Drama
English-rich Language Learning Environment

Providing students with

Providing a balanced curriculum

The Script

ACT I

ACT I SCENE 1

(Open, Black screen)

(Start nature sound effects)

(Cue Castle screen)

(Fade to black)

(Cue lion roar in the background, calling the animals to gather to Pride Rock for the Ceremony.)

[The Circle of life text]

FS: From the day we arrive on the planet
And blinking, step into the sun
There's more to see than can ever be seen
More to do than can ever be done

(Camera is panning and jumping to elephants, zebras, ants, birds, storks, etc, etc ...)

There's far too much to take in here
More to find than can ever be found
But the sun rolling high
In the sapphire sky
Keeps great and small on the endless round

(When the "The Circle of Life" is mentioned the long distance pan centers on Pride Rock where all the animals are gathering. Mufasa is on Pride Rock. Long camera arc to Mufasa and Zazu.)

It's the Circle of Life

Scene 4

LQ 4: Light → 7'
LQ 4 go

SQ 3: [(Pumbaa): (Hakuna Matata, it means no worries)]
SQ 3 go
:
SQ 3 fade out

Scene 5 — 5, 8 G 7, 9, 10 F

LQ 5: Light → 3' → 7'
LQ 5 go

Scene 6 — 7, 9, 10 G 5 F

LQ 6: Light → 3' → 7'
LQ 6 go

SQ 4: [(Simba): (Timon, she is Nala. Nala, Timon)]
:
SQ 4 fade out

Scene 7 — 5 G 8, 9, 10 F

LQ 7: Blue light
LQ 7 go

Scene 8 — 6, 8, 9, 10 Go 5F

LQ 8: Blue light & Red Light
LQ 8 go
(Red light flash)

SQ 5: (When Nala is going, SQ 5 go)
SQ 5 go
:
SQ 5 fade out

Smoke x 5s
When they are fighting,
All Mic F
7, 8 G

P.T.O

Leadership

Building students' capacities

Developing students' lifelong interest

Creating space and enhancing learning

Learning together

Learning together

Learning together

The Good Morrow

Developing interest in art

Designing

Setting

Pamphlet

ELCHK Lutheran Secondary School Presents
Annual Musical Drama 2010
An Appealing Heart
Date: 24th April 2010
Time: 7:30 p.m. – 9:00 p.m.
Venue: School Hall
ELCHK Lutheran Secondary School
English Department
There is many a lovely night;
It's always day, there is no night.

Stars
Chris
Cung
Kim
Boss
Ellen

Album

Staff
Make us delay and brush us with your light
that I may shine into a perfect day with delight.

Achieving the aims of a coherent NSS curriculum

HKDSE Elective Assessment Task Sheets

Drama

Group Interaction

Individual Presentation

SBA Elective Assessment Task

ELCHK Lutheran Secondary School
DSE Elective Assessment Task Sheet

Name of Teacher:	**Form Level/Class being assessed:**
Name of School:	**Number of Students being assessed:**

Name of Task: **Student Union is preparing for an annual musical. The objective of the drama is to raise students' awareness of the importance of perseverance, confidence, team spirit, and friendship**

Oral Text-type for the Assessment: ☐ **individual presentation** ☐ **interaction**

Communication Functions:

☐ describing ☐ reporting ☐ explaining
☐ discussing ☐ comparing ☐ others: _____

Audience—teacher plus:	**Targeted audience:**	**Role(s) of audience:**
☐ a student partner	☐ fellow students ☐ alumni	☐ giving non-verbal response only
☐ small group	☐ students from other classes ☐ parents	☐ questioning/commenting
☐ class	☐ teacher(s) ☐ others: _____	☐ free interaction
☐ more than one class	☐ guests	

Where on this continuum would you place the assessment task?

☐ spontaneous, informal dialogue, e.g. small group interaction	☐ interactive, planned yet dialogic, e.g. semi-formal group discussion	☐ individual long turn of planned, spoken text, e.g. news reporting, story telling	☐ individual long turn that is planned, cohesive, organized, formal, e.g. spoken report, a speech

Choice/task of the elective(s) used for the assessment:

☐ Drama ☐ Poems and Songs ☐ Short Stories ☐ Popular Culture
☐ Sports Communication ☐ Social Issues ☐ Debating ☐ Workplace Communication

Topic/text/materials/resources used for the assessment activities (i.e. websites, soundtracks, CDs, fiction):

Movie "High School Musical/Grease", worksheet for group discussion, peer observation form, self-assessment form for group interaction,

Description of activities leading to assessment	1. Ask students to think of their relationship with their friends. Do they feel that it is easy to get along with them? 2. Ask students whether team-spirit is important in the production of an activity (e.g. a play)? 3. Is the quality of confidence and perseverance important in overcoming difficulties? 4. Suggest typical characters that students have come across in their school life. 5. Scaffold the discussion for students through the use of a worksheet that lists a set of phrases such as "I think….", "This is because…" "I agree/disagree with…", "However….", "Firstly…", "Secondly…", "Thirdly…" 6. Discuss student-oriented assessment criteria for group interaction and individual presentation and how to use them for self and peer assessment.
Assessment activity 1 (Group Interaction)	7. Ask students to discuss in a group (of 3-4) the topic, theme and content of the annual musical.
Post Assessment activity 1	8. Assign another group (of 3-4) to be student assessors to sit near them to make notes while they are speaking. Each student assessor is responsible to give feedback to one of the students in the group. 9. Ask students to do self assessment of their performance during the group interaction. 10. Let the audience give feedback on interaction skills and ideas and organization to the student they assess.
Assessment activity 2 (Individual Presentation)	11. Students do an individual presentation on which story/film/opera should be selected as a prototype for the musical.
Post Assessment activity 2	12. Ask the student audience to assess the performance of the presenters using a peer-evaluation form. 13. Encourage the student assessors to give feedback to the presenters. 14. Student presenters are asked to watch their own videotaped presentations and write a reflective journal on the strengths and weaknesses of the presentations. 15. Teacher should give the presenters some suggestions on how to improve their presentation skills.

Video – The Good Morrow

Recognising achievement, providing motivation and opportunities

Though we cannot make our sun,

Stand Still, yet we will make him run.

- The Wizard of Oz -