



Music and Entertainment

Grade 8 Lesson 3

Storied Songs from Mauritius

Adapting Songs into Drama
Performances

Grade 9 Lesson 3



Competency

01

Communicate
ideas, feelings
and experiences
through drama
performance

02

Generate artistic
ideas and mount
artistic
performances
creatively

03

Perform artistic
work individually
and
collaboratively

Purpose of the activity

Enhance learners'
interpretation and
re-adaptation
skills

Enhance learners'
creativity through
drama/story
performance

Learning outcomes

1

Express intentions and emotions creatively through body language, voice and facial expression

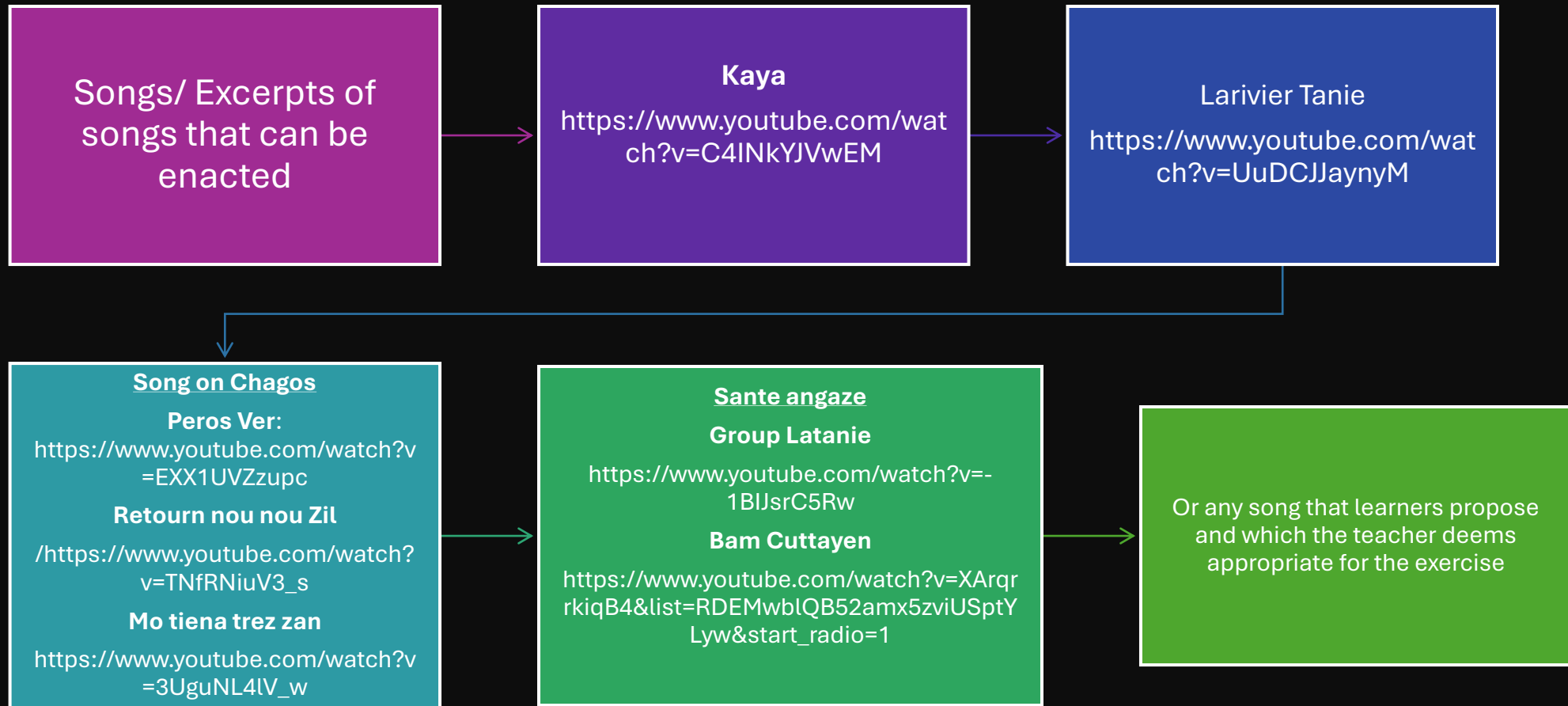
2

Organise scenes logically to form a short script that can be enacted

3

Creatively represent characters by adopting their age, manner and voice

Resources and material



Implementation Guidelines

- Learners are greeted
- Teacher invites learners to share songs which they like
- They are asked to elaborate briefly on the reasons why they like the song
- Their attention is drawn to the lyrics
- They are asked to sing part of the song (their favourite part or the chorus) to enhance their awareness of the text
- Teacher introduces the topic: Storied Songs
 - Phase1: Listen and convert/adapt lyrics into a story
 - Phase 2: Write a script
 - Phase 3: Perform the story/ part of the story





Activity 1 / Phase 1

- Learners are asked to form groups of 5
- They can choose which song they will work on but they need to seek validation from the teacher who will check the appropriateness and also the potential the song has to be explored as a story
- They listen to the song in groups
- They are supposed to propose a storyline inspired from the song
- They need to identify/imagine the theme, mood, characters, setting, main happening...

Activity 2/ Phase 2: Writing of script



Learners are required to draft a short story board illustrating the different scenes of the story.



Then they use the storyboard to write the script



The script needs to consist of narrative text and dialogue/ conversation among characters



Learners need to ensure that their story illustrates the song they originally chose.



They can adapt it to suit the story but it should still reflect the song

Assessment/ Phase 3: Perform the story



Each group will perform their story



They can either select one of two scenes or perform the whole story if time allows



The audience is required to share constructive comments after they watch each performance