

YEAR 8 'TIME TRAVEL' SCHEME – 9/11

LESSON 10

Teacher's name:		Date:	Day:	Period:
Subject:	Year/Group:	No. on roll:	Boys:	Girls:

Learning objectives:

Learning Objective: Use non-naturalistic dramatic techniques creatively when making your performance piece.

Challenge: To use symbolism effectively within your piece to create a dramatic and atmospheric performance.

Context of the lesson: Last lesson of the 'Time Travel' scheme in which **pupils are focusing on developing characters different to themselves.** As well as learning about the historical and social context of the era they should focus on the key skills of the lesson; **today is the final lesson of this scheme and they will work on the challenging topic of 9/11 and create a non-naturalistic performance piece based on this.**

Pupils to enter the room and take a seat in the circle, have the learning objectives up on the board Explain learning objectives but not the theme of today's lesson; this will come after the starter activity. Music plays a big part of the lesson and they should use it to help them focus and create some creative and moving piece of Drama.

STARTER:

Students will start by walking round the room, teacher will call out a number and students must get into a group of that number with the people nearest them – no one must be left out, working as a team, so there may be one over the called out number. Next, teacher to call out an object to do with 9/11, e.g. plane.

Students must create the object using only themselves.

Other objects to create: Sky-line of skyscrapers
Statue of Liberty
People working in an office
People going through security at an airport
People sheltering from flying rubble

Ask if anyone has an idea what year and event we are travelling back to today?

ACTIVITY 1:

Introduce the topic for today by **showing the PowerPoint of 9/11 images whilst playing the song** (<http://tiny.cc/r4d911>) that they will be using in the performance. The song is an American band's response to the events of 9/11. The PowerPoint runs automatically, changing every 5 seconds. The first and final slides are blank.

Explain that we will be looking at the **events of 9/11 – needs to be handled with maturity and sensitivity** and that they should watch the following presentation silently and without distracting others. After presentation allow for a moment's quiet reflection

Discuss, what stood out for them, which images and why? What do they think of when they watch and listen? How did the song create the atmosphere?

Explain that they will be split up into small groups and each group will be given a section of the song.

They must create a short piece of drama to represent their section – it may not be role play, it could be more symbolic than that – explain/discuss symbolism here, push G&T to experiment with this.

These will then be put together with the music to create a whole class piece.

Discuss non-naturalistic dramatic techniques students may use – mime, freeze-frames, levels, space, symbolism, facial expression, body language, use of key words, slow motion, rewind, pause, etc.

They don't need to get too worried about trying to depict their set of lyrics exactly – maybe take a couple of words to inspire their piece or one of the images they saw that they think you could use with the music to create an effective piece. Play the song throughout the devising process to focus and inspire creativity

PLENARY: Performance and Evaluation.

Students will perform as a whole class, and then analyse and evaluate. What dramatic techniques were used? Were they effective? How and why? What was the overall mood of the piece? How was this achieved?

Time

RESOURCES NEEDED FOR LESSON:

9/11 Powerpoint (as supplied)

Revolution Cry song by Lifehouse (<http://tiny.cc/r4d911>)

