YEAI	R 8 `TIME TR	AVEL' SCHEME -	- THE TUDC	)RS (2)	LESSC	)N 4		
Teacher's name:			Date:	Day:	Period:			
Subject:		Year/Group:	No. on roll:	Boys:	Girls:			
Learning objectives:	<ul> <li>Bearning Objective: To create effective comedy timing with well paced lines, audience interaction and good rapport with the other actors.</li> <li>Challenge: Learn to sustain role throughout your scenes bringing to life the Tudor characters effectively.</li> </ul>							
<b><u>Context of the lesson</u></b> : Fourth lesson of the 'Time Travel' scheme in which <b>pupils are focusing on developing</b> <b>characters different to themselves.</b> As well as learning about the historical and social context of the era they								
should f	ocus on the key skills	of the lesson; today they ar on using effective comedy	e performing the					
Have the that pup Pupils a	e room set out with ea oils might need. re to enter and find the	ch group's plans from last les	sson, with some item e there is no time to	waste today. Re	gister to be	Time		
done as pupils are finding their places. They should bring any costumes and props they have brought for the performance.								
STARTER: Recap of last lesson, the whole class read through, the selecting of their scenes and the challenge of creating effective comic timing. Go through the learning objectives and create a need to work hard and fast as they have little time to bring to life their scenes. They do not have a lot of time to get changed and discuss costumes. The main emphasis should be on the rehearsing of the scenes; although they are not long, they do need to be rehearsed so they know where they are standing and what moves they make, if any, and the comic timing needs to be practising.								
Ask pupils to turn to each in their group and they have 1 minute to come up with a game plan for the lesson, what are they going to do in their 20 minute rehearsal time? They must time-manage effectively.								
<b>REHEARSAL TIME:</b> In their groups they have 25 mins to practice their scene/s. Teacher to go round and help groups if needed. Discourage time spent messing with costumes, they can change quickly and then get on with the staging of their scene/s.						mins		
<b>MID-PLENARY:</b> Half-way through this rehearsal period ask groups to get together as they did in the starter (almost like a rugby scrum E.g grouped as one, heads down etc to discuss their work.					3 mins			
the <b>lear</b> groups t of their	ning objectives. Tea to discuss their though rehearsal time afte	es, the game plan needs to b icher to ask the following que ts on these. They should also r this summary session. ked well as a team so far? Is	estions and allow a s come up with a f	hort time period ocus for the rei	for the <b>mainder</b>			
<b>Q.</b> Do ye anymore		night get some laughs from t	the audience? Can yo	ou work in the co	mic-timing			
	<b>Q.</b> Have you run through the whole scene without stopping? Does everyone stay in role throughout? Can you help anyone with this if they are struggling, encourage, build confidence, everyone stay focused							
<b>Q.</b> What	Q. What do you want to work on for the remainder of your rehearsal time?							
	<b>RSAL TIME:</b> e to rehearse.							

THE TUDORS 'final performance' LESSON PLAN CONTINUED							
FINAL PERFORMANCES: All groups should be in costumes, have the staging set up as they want and be now ready to show their scenes.							
Remind pupils of the etiquette of a good audience member and have the video camera set up to record the performances.							
Ask for comments after each performance in the style of '2 smiles and a wish', anyone can choose to volunteer an evaluative comment.							
PLENARY:							
Using the same questions from the mid plenary ask random pupils to answer a question then have a show of hands to indicate whether they agree or disagree with the answer.							
Differentiation for SEN:	Differentiation for Gifted and Talented/m able in the group:	iost					
Cast in smaller roles. Place in final groups that have G&T pupils to support and inspire.	Cast in the larger roles. Give task to lead with the organisation of the find performance piece.	inal					
Assessment for Learning: Pupils will be given many opportunities to self-assess their learning, 'scrum-sessions' will be used to set and evaluate targets within their groups. Final plenary using '2 smiles and a wish' will allow peer-assessment to provide praise and constructive criticism.							
RESOURCES NEEDED FOR LESSON: Plans and spare scripts from last lesson. Emergency costumes and props for those without if dept has access.							
Video camcorder to record performances. 'Greensleeves' sourced from youtube to play before and after performances <u>http://tiny.cc/r4dtudor</u>							