

YEAR 8 'TIME TRAVEL' SCHEME – THE TITANIC (2) LESSON 8

Teacher's name:	Date:	Day:	Period:
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Subject:	Year/Group:	No. on roll:	Boys:	Girls:
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Learning objectives:	<p>Learning Objective: To use team work and focus to put together your performance piece.</p> <p>Challenge: Learn to develop tension within your performance piece using cross-cutting effectively</p>
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Context of the lesson: Eighth 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 they will use the monologues they wrote last lesson to create a meaningful and tense performance piece using cross cutting.**

<p>STARTER: 'Captain Simon Says' Warm-up game</p> <p>ACTIVITY ONE: Go through learning objectives and expectations this lesson, remind pupils their performances will be videoed today for assessment purposes. Model the staging idea for their performance piece using volunteers: Set up 4 chairs each facing an audience the same way. Place 4 characters on them and ask them to start to speak, maybe what were they doing when the iceberg hit...they can use their monologues or spontaneously improvise. They should not relate to each other – just look ahead to the audience. Teacher to control the characters speaking by tapping them on the shoulder to start and stop. They aim is to build tension within the piece – by cross –cutting quickly sometimes, slowly at others perhaps. In their groups of 4 they will need to plan who speaks when in order to make it is meaningful and dramatic as possible. How will they know? Practice? Pauses? Heads down? They should also consider what they do when their character is not speaking...ask for some ideas? They will need to listen to each other and use team work to pull off an effective performance piece. Did any group members think of a piece of music they might use to enhance the atmosphere in their piece? If not they can think about this as part of the rehearsal process. They will approx 30 minutes to put together and rehearse their piece. Teacher to go round checking/watching extracts and asking pupils map their progress within their performance to the learning objectives.</p> <p>PLENARY/PERFORMANCE: Have the video camera charged and ready to record pupils work. Set up 4 chairs in a performance space and have the audience positioned directly in front of this. Each group is to perform their piece. Comments and peer-assessment from other groups as to the effective use of cross-cutting, the imagination used to create and sustain characterisation and how tense and dramatic the performance was should be encouraged. These evaluative comments should be recorded as well for evidence. Teacher to sum up.</p> <p>RESOURCES NEEDED FOR LESSON: Monologues and character profiles from last week. Video camera</p>	<p>Time</p> <p>5/7 mins</p> <p>25/30 mins</p> <p>25 mins</p>
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