

# YEAR 8 'TIME TRAVEL' SCHEME – CAVE MEN

## LESSON 1

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

**Learning Objective:** To use your voice with varied expression to communicate meaning.  
**Challenge:** To react to other characters in your scene even when you do not have a line.

**Context of the lesson:** First 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 go back to the Stone Age and will try creating Cave men and women and experiment with their voice and expression creating their own language.**

Pupils to enter, leaving coats and bags in designated area and sit in the circle of chairs.

Give pupils an overview of the scheme of work and the aims for them as Drama students and their targets for future learning based on the levels they can be graded on.

**ICE BREAKER:**

'Would I lie to you?' Pupils will introduce themselves with their name and a 2 quotes about themselves one must be a lie, the other the truth. Pupils should try to be imaginative and try to trick us. As the first lesson with possibly new classmates who they haven't met properly before this should be a good getting to know each other activity.

**STARTER:**

**'Evolution of man – rewind...'**

Discuss the 'stages of man' as researched by Charles Darwin (see poster) who first came up with this theory that we evolved from primates, rather than the biblical notion that God created Adam and Eve as fully formed human beings as we are today.

Their task is to come up with a movement piece that uses mime/freeze-frames or both that will be performed to with music as a way of starting our scheme of work....we are time-travelling back to the Stone Age with Cave men and women.

They have 5 mins to come up with a performance piece. Teacher to some share ideas to inspire group work. Show the Devolution of man movement pieces and teacher to give feedback on the creativity and focus within the work shown.

Analyse the body language and movement style of the final pose – the ape. It is very different to how we hold ourselves today – pick examples from pupils work just shown...however the species we are looking at is slightly more developed than this – the caveman, but what will they use from the primate pose?

**ACTIVITY 1:**

Ask for a **volunteer who thinks they would be able to sustain role as a caveman as we hot-seat them** about their life-style, what they eat, spend their time doing, their relationships. They can be as imaginative and funny as they like here as most of what they know will be from TV/Films about The Stone Age.

**ACTIVITY 2:**

Taking away the use of the English Language as cave-men didn't speak the way we do today, however expression and tone may have been similar in order to communicate things to others. **Using only letters from the alphabet pupils are to work in pairs and experiment using their voice to communicate a message or dilemma without using proper words, just sounds.**

Time

**10 mins**

**12 mins**

**7 mins**

**10 mins**

## LESSON PLAN CONTINUED...

They should focus on volume, pauses, and combine facial expressions and body language to make it seem like a real conversation.

Spotlight some effective conversations as pupils try out ways of speaking in different contexts, e.g. asking for directions, selling a car, teaching a lesson.

### **MID PLENARY:**

Get pupils moving about to show their thoughts and achievements about their learning so far in the lesson; have some large statements printed up and placed on the floor in different spaces, use the traffic light colours if possible.

**RED:** I have experimented with my voice; I have changed my expression and volume using different sounds.

**ORANGE:** I have used my voice very well, my partner and I created some believable conversations just using our expression and tone.

**GREEN:** Not only have I used my voice really well, I have used my body language too to create characters and a believable situation in my role-play.

Read these out and ask pupils to stand by the statement they think is most fitting to them and their progress so far this lesson. Once pupils are in position and quiet, the teacher might question some about why they are there, asking for examples of good work they are proud of, maybe if they agree with the decision their partner has made about their progress.

Explain what the next task is while they are standing still, and then ask them to think to themselves for 30 secs about what they want to achieve in this last part of the lesson, what are their targets for progression, use the learning objectives to help them focus.

### **ACTIVITY 3:**

Whilst pupils are standing together group randomly into groups of 4 and ask them to find a space.

They have been using the alphabet to create sounds to communicate but for this task they must become real cavemen and women and try and imagine how they communicated and behaved. What sounds do they think they made? Grunts, squeals, snorts? It is up to **pupils to come up with their own gobbledegook language and put together a short scene showing the day in the life of a Stone Age tribe.**

They must choose an everyday activity from the list on the board (these must be written before or do so now) and bring it to life using the body language we explored in the evolution activity, behaving the way we talked about in the hot-seating activity and using voice as expressively as they can.

Examples: hunting, eating together, playing, arguing, exploring land, finding food etc.

Ask pupils to consider the learning objectives. Refresh what they are aiming to achieve in their performances today. They have just 6/7 mins to put their piece together.

### **PLENARY/PERFORMANCES:**

The last minutes of the lesson should be a carousel of the performances, **T-I-R as wildlife explorer who stumbles upon some cavemen** and women when filming - they have lived undiscovered for all these years....

Using narration stop and start the performances and at the end the teacher can give feedback.

**5  
mins**

**7  
mins**

**10  
mins**

**Differentiation for SEN:**

**Differentiation for Gifted and Talented/most able in the group:**

**Assessment for Learning:**

### **RESOURCES NEEDED FOR LESSON:**

Dramatic music for Evolution rewind activity (<http://tiny.cc/r4dfanfare> - just the music, not the pictures)

