**THOMAS TALLIS LESSON PLAN FORM**

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| **NAME OF TEACHER** | **Lindsey Shaw** |

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| Year group | Year 10 GCSE | Description of group  E.g. set no. mixed ability etc. | Mixed ability, range of predicted grades from A-D  Quite a Boy heavy class. | | Present / NOR |  |
| Subject Code | Drama | Support | G&T (Gabriela Johnson-Correia, Amina Scott-Dooman)  Lower ability or RAP concerns (Sky Al-Shaibi, Nagy Ellazim, Kieron Morgan, Connor Palanques)  Behaviour or Attendance issues: (Zoe Deaves, Yasmin Fry)  SEN: | |
| **Focus of the Observation**  General observation of teaching, differentiation of tasks and questioning for all learning abilities, progression across lesson through tasks. | | | | **Context**  ‘Saw it in the Papers’ Mock Unit One SOW. Students have been exploring the stimulus poem through both naturalistic and abstract methods. Continuing from previous lessons on Non-verbal communication, this time removing facial expressions (through Masks) and concentrating on body language and gesture. | | |
| **Learning Objective(s)**  To be able to successfully demonstrate how we can use our body language and physical gesture to portray a story to an audience.  To understand how we can use Masks to develop our skills of non-verbal communication as performers. | | | | **How will assessment inform learning?**  Verbal feedback and peer assessment from performances pieces will help class to develop their performance skills further in the final assessment devising task next week.  Written feedback from Evaluation of work performed in period 2 will inform their development of written standards in preparation for the Mock Controlled assessment in 2 weeks time. | | |
| **Description/explanation of how students will make progress in the lesson**  By end of the lesson  **All students will have…..**  Worked with the Trestle masks in pairs to explore the use of Non-Verbal communication skills without facial expressions, and all students will have worked in a group to create a Non-Verbal communication scene based on the stimulus poem using Trestle masks, body language and gesture to communicate their story to an audience.  **Most students will…**  Be able to identify HOW to communicate to an audience once verbal dialogue and facial expressions are taken away, and most will have demonstrated this physically through performance during group work.  **Some students will have progressed further and will ….**  Be able to identify ways in which physical theatre and abstract movement work can also be used to convey a story to an audience, alongside use of mask, body language and gesture. Some will have taken on the role of director and have been able to facilitate the coming together of their final performance pieces. Homework To write an evaluation of their own performance piece (WWW, EBI) discussing their use of Gesture, Body Language, Movement, Posture & Spacing.  To write an evaluation of AT LEAST one other group’s piece, (WWW, EBI) again discussing their use of Gesture, Body Language, Movement, Posture & Spacing. Starter (including reference to prior learning/understanding) Images of Masks on the SMARTboard as students enter. They are asked to find a chair with a Mask that they like the look of, and to sit down (NOT putting the mask on yet).  Student’s to take a look at the expression on their Masks face and to come up with THREE words that they would use to describe their Mask.  Students then asked to place their Chairs Opposite a partner in two lines.  They must communicate a message to their Partners. First time round, Using ONLY their voice. Second time they must use their voice and their Gesture to communicate a DIFFERENT message. Third time they must put their mask on and communicate a DIFFERENT message, this time with no words.  (10 mins max)  Class discussion after this:  Which of the three was harder for your partner to understand & why?  What skills were you using to communicate your message to your partner?  Was it harder for you as a PERFORMER to communicate any of your messages?  (5 mins Max)  Discussion on Verbal & Non-Verbal communication.  1 minute in pairs to come up with 3 different examples of Verbal & Non-Verbal communication. To narrow these three down into the ONE they think is the most important and why.  Establishing Activity (including modelling)  LS to briefly discuss Mask work and demonstrate their use.  LS to use LSA’s (RS and Bella) G&T students to demonstrate how a performer looks to an audience when they have their mask covering their facial expressions and using non-verbal communication only.  Student to place mask on and stand alone on stage. LS to ask them questions and the Performer to explain and respond to the questions using only their physicality. (Trestle theatre company Intro- to-mask-work technique)  Following students asked about what they can see as an audience when watching the performer-  Sky Al-Shaibi, Nagy Ellazim, Kieron Morgan, Connor Palanques  (10 Min Max)  Task:  In their pairs, A is the Mask and B is the Narrator. (LS to Model with LSA’s)  B will narrate a story about character A and A (mask) must act out what the Narrator is saying.  A must think about HOW they are going to show what the Narrator is saying using only their body language and gesture.  Then Swap over.  (8-10 mins)  Spotlight and see some of these. Feedback from class (Peer assess)  (5-8 mins) | | | | | | |

Developmental Phase (including group work and independent learning)

LS to Pair 2 Pairs together to make a Four for the development task.

Class are to choose a section of the story from the Stimulus Poem to create a piece of Non-Verbal theatre.

They must use the Masks in the performance, and use only their Non- Verbal skills of Gesture, Body language, Posture & movement.

LSA’s to move around the room group to group giving support. If LS identifies a weaker group during devising time, LSA’s to be assigned to direct that group.

*Extension Task for the most able students*

Higher ability students must also include AT LEAST one example of abstract performance in their piece (either chair duet, physical theatre or essence machine)

(20 minutes on timer)

Review/Plenary – Most of 2nd Hour.

Perform these in front of an audience and record them.

Verbal feedback and evaluation from class.

(25 mins-35 mins)

Start written evaluation – finish for homework.

(20 mins)

Plenary:

What Stuck with you today?

Post-It Notes on the ‘’What Stuck with you’’ Poster.

(5 mins)

Pack away, wipe masks and replace them, stack chairs and write homework in planners.