Subject: Drama

2 Week Independent Learning plan

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Teacher: Mrs Teasdale

Year: 8 Topic/theme: Teechers by John Godber

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| Lesson | What you need to take from this lesson | Resource to use or hyperlink | Suggested task |
| 1 | When you create a character you need to consider their backstory in order to make them realistic and convincing to an audience. | Role on the wall template  <https://dramaresource.com/role-on-the-wall/> | Create a **role on the wall** for the main characters: Mr Nixon, Mrs Parry, Mr Basford, Salty, Gail, Hobby (the pupil narrators). Include details form the play and other details that you invent. For example, likes, dislikes, sisters/brothers, age, middle name, favourite book? |
| 2 | Teechers is a play written for three actors but they play a range of diverse roles. The use of narration and direct address breaks down “the fourth wall” and means that audience feel part of the play. | Drama book  NB: Script can be handwritten or typed | Write a multi role script that includes the following:  • An introduction which uses first person narration “We’re going to take you to (name of school) where (include name and year of pupil) is about to start.”  *Don’t use real names or famous fictional names names eg Hogwarts or Harry Potter.*  • A monologue (one person talking directly to the audience) where the pupil explains how they are feeling, why they have had to move school and their hopes and fears.  • Conversations between pupils and pupils.  • Conversations between pupils and teachers.  • Conversations between teachers.  • Use of first person and third person narration. |
| 3 | Monologues can have several purposes in a performance. For example, they can provide an audience with further information about the character, or they can develop the narrative/plot by including details that have not been seen on stage. | Drama book  NB: Monologue can be handwritten or typed. | Write a **monologue** (one person talking to the audience, explaining what has happened and how they feel about it) for one each of the main characters: Mr Nixon, Mrs Parry, Mr Basford, Salty, Gail, Hobby (the pupil narrators). Explain what has happened so far and what they feel about events, characters. Include detailed backstory to develop the character. |
| 4 | Costumes tell the audience when and where the play is set. A character’s costume can reveal a great deal of information to an audience: age, status, personality, economic wealth. Costumes can also be symbolic. | You could create a mood board to record your ideas. You can use digital/printed images or your own drawings. | **Design and annotate** costumes for the main characters Mr Nixon, Mrs Parry, Mr Basford, Salty, Gail, Hobby (the pupil narrators). Include notes about the **texture, fabric** and **style** of the costume. |
| 5 | The set design transforms the performance space into another world which characters will inhabit to tell the story to an audience. The set :   * gives a visual key about themes in the play * reflects concept and style as well as the time of day, location, season and historical period. * establishes the mood and atmosphere of the production | You can use digital/printed images or your own drawings.  You could create scale models of your designs (a model box) | **Design and annotate** a set design for the play, include different sets for all of the different locations in the play: Mr Nixon’s Drama room, the staff room, Mrs Parry’s office, Mr Basford’s classroom, the playground etc. |

Don’t forget you can access the school drives and resources form the school website: <https://www.waseleyhills.worcs.sch.uk/>