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 bookNB: 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 bookNB: 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/>