

Lesson plan.
 Day:.....
 Period:.....
 Room:.....
 Group:.....

PROJECT TITLE:..ageing in the community.....LESSON NUMBER:..1.....

PRIOR CONTEXT
 This was my first lesson with the group.

OBJECTIVE
 To encourage pupils to think about different ages, and their characteristics.
 To use movement to characterise different age groups.

THE LESSON (!hr 40 mins.)	TIME
REGISTER After warm up..	5 mins
WARM UP Game. I bet I can make you forget your name.	10
INTRODUCTION Movement exercise. Groups of 4. In groups label members A,B,C,D. A does an action. Making a cup of tea, sewing on a button eating, brushing hair, etc... B makes the action larger than life, C makes the action huge, and D makes the action really small. (Can be done at set speeds also.) See how the group responds!	10
DEVELOPMENT OF THE LESSON	
• Read out “Seven Ages of Man”. Have it typed out and split into sections.	5
• Create 7 groups, each is given a section.	5
• Think about visual images.	5
• One frozen image that reflects the age.	5
• See and discuss.	10
• No voice. Create a mime/movement piece about your age.	10
• Rehearsals.	10
• Arrange the groups in the space. Show each group, consecutively, so it all runs as one piece.	10
• Ask questions about the effect of the movement, use of space, quality of movements, importance of focus and silence. What was effective, why?	10
• Groups to chose any of the 7 ages, and to rehearse a scene based around the suggestions in the verse for that age. Give examples.	5
• Collect ideas from the groups	10
• Rehearsals.	10
• Performances	10
HOMEWORK Set by class teacher.	
CONCLUSION Evaluation of the role plays. Explanation of future work, and the topic.	5/10
EXTENTION WORK Rope name game, to remind self of names.	

QUESTIONS TO ASK PUPILS:

What effect did our focus have? Effect of freeze frame. What else could we do with the drama?

PUPIL TARGETS

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PROJECT TITLE:..ageing in the community.....LESSON NUMBER:..2.....

PRIOR CONTEXT
 First lesson back after half term

OBJECTIVE
 To introduce the idea of an elderly relative not coping.
 To use role play and improvisation to explore the situation.

THE LESSON 11.15-12.05	TIME
REGISTER	11.15
INTRODUCTION Chairs in horseshoe. Set up chair. Get pupils to create Grandparent's house. What might we find? etc...	11.20 11.25
DEVELOPMENT OF THE LESSON	
• Ask for a volunteer. Is a teenager visiting Gran/dad. They are out. Mime find photo album, flick through. You hear someone come in. Freeze.	11.30
• Pair work. Copy the mime, then grandparent comes in, and you actually came to talk about her/him not coping well.	
• Aim: Focus during the mime, se feelings about photos. See how old grandparent is when they enter. Set up your rooms. Off you go.	11.40
• Rehearsals.	
• Stop action. Want them to give their drama a definite ending, e.g. Freeze.	11.45
See parts of performances.	
HOMEWORK Separate sheet..	
CONCLUSION	
Questions. Where might this drama go? What have we learnt?	11.55
EXTENTION WORK	
Frozen pictures of good endings.	

QUESTIONS TO ASK PUPILS:

What is the effect of finishing on a frozen picture? Specifics, e.g. movement, space, precision.
 How would it be a different piece of drama if grandparent was there when you arrived?

PUPIL TARGETS

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PROJECT TITLE:..ageing in the community.....LESSON NUMBER:..3

PRIOR CONTEXT:
 Subject just introduced.
 Pair work last lesson.
 Not much practical work last lesson.
 Seen "East"

OBJECTIVE
 To respond dramatically to another art form.
 To look deeper at the elderly relatives character, and the family situation.
 To think literally about old age.

THE LESSON 9.20 - 11.00 (1hr,40)	METHODOLOGY	TIME
REGISTER WARM UP: 4 volunteers. game: 'dying of'...4 volunteers must sit in 4 chairs and slowly die of various ailments. The rest of the group must guess what it is that they are dying of. Swap over the volunteers. (Hunger, thirst, loud music, old age etc...) INTRODUCTION Read verse on own, then listen to the music "When I'm 64"	physical game, mime based, character work, in the theme. To focus	9.20 9.30
DEVELOPMENT OF THE LESSON <ul style="list-style-type: none"> • Discussion of prominent images/lines that stuck out. Highlight. • What do we think it is about? Old person's point of view? • Pick one line, in groups, image of the line. Tell no-one • See the images, to the music, the rest of the group must guess the line. (Questions.) <ul style="list-style-type: none"> • What are the situations in the song. In your family groups, starting, and ending on a physical image, role play a situation from the song. (E.g. Cottage by the countryside, revisit it, flashback to when you bought it) <i>Aim: Use physical presence of characters, who you are, where you are,</i> <ul style="list-style-type: none"> • See the pieces, discussion. 	So that they are not stuck for ideas/meaning later in the lesson learn critical analysis, share work. More detailed work, structured Important to evaluate	9.40 9.45 9.50 9.55 10.00 10.10 10.30 10.40
Importance of questioning HOMEWORK Written up evaluation.		
CONCLUSION Questions: What does the way they are sitting, etc. Show...		

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What if... How would it be different if... What do you think may happen next? What has this work taught you?		11.00
EXTENTION WORK Thought tracking how the characters felt.		

PROJECT TITLE:..ageing in the community.....LESSON NUMBER:..4.....

PRIOR CONTEXT
 Need to give the situation a history and a context.
 Lesson first done on Remembrance day.

OBJECTIVE
 To understand the idea of a life with a rich history.
 This is to add depth to the drama. To use frozen pictures to think about body language.

THE LESSON 11.15-12.05	TIME
REGISTER	11.15
WARM UP Pass the keys. (See card.) Join in yourself. The circle must be close.	
Quick discussion as to how they decided who had the keys. Builds tension. Looks at body language, how do we look guilty/innocent?	11.20
Discussion.	
INTRODUCTION	
Stimulus: Poppies, on a cloth with an old photo.	
Discussion about what we read into the stimulus. Group to provide words that come to mind.	
Could do word association.	11.25
DEVELOPMENT OF THE LESSON	
• On the board, brainstorm important events in Gran/dad's life. Also brainstorm important historical changes during his life.	11.30
• In groups, one frozen image from history that grandparent would remember.. Add music.	11.35
• Half the group show at a time.	
• Discuss what was effective, why. Discuss levels. Aim: A variety of levels and concentration.	11.40
• Explain idea of a museum of waxwork figures. Each group to create a frozen image from gran/dad's own life. Give each group a space to work in. This is history, combined with an event from gran/dad's life.	11.45
• All freeze, as if statues. When teacher passes your group and signals, all move in slow motion, bring the image to life, slowly. End result is everyone all moving together.	11.55
HOMEWORK.	
CONCLUSION	
Discussion about levels, slow-motion and space.	12.05
EXTENTION WORK	
Thought tracking.	

QUESTIONS TO ASK PUPILS:

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PROJECT TITLE:..ageing in the community.....LESSON NUMBER:..6.....

PRIOR CONTEXT

OBJECTIVE
 Start to bring the past and the present together by using storytelling techniques.

THE LESSON 11.15-12.05	TIME
REGISTER After warm up..	11.15
WARM UP Pass the keys. One person blindfolded in the middle of a circle. Must guess who has the keys. The circle must be close. Or group storytelling exercise.	11.20
Quick discussion as to how they decided who had the keys. (tension and focus.)	
INTRODUCTION T.I.R. In Grandad’s house. Grandad is at the doctors. Look around. Find his St. George’s Cross. Freeze. Mime skills. This is similar to the exercise done a few weeks ago. This time the pupils will produce a more in-depth response. Sense of achievement!	11.25
Questions: Who am I? What have I found? What happens next? What can we add?	
DEVELOPMENT OF THE LESSON	
• What now. Grandad loves to tell stories. Wants to tell the story of how won medal. What if it were Gran? Nursing Certificate? Photos?	11.30
• In Pairs, re do the model. Add gran/dad to the scene. He tells the story to you of how he won medal, or got award.	11.35
• Re emphasise instructions.	11.40
• There must be a definite end to the drama. Pupils must freeze.	
• Rehearsals. Remind of freeze frame at the end.	11.45
• See a few performances.	11.55
HOMEWORK Set by class teacher.	
CONCLUSION	
• Talk about other conventions for re-telling stories. (Flashback, larger groups, actor/narrator.)	12.05
EXTENTION WORK	
Get one group to tell their story, and another to act it out. Actor/narrator.	

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QUESTIONS TO ASK PUPILS:

PUPIL TARGETS

PROJECT TITLE:..ageing in the community.....LESSON NUMBER:..8.....

PRIOR CONTEXT
 Last lesson before the documentary making takes place.
 Make sense of the symbol introduced.
 Keep up good focus

OBJECTIVE
 To further a narrative using various dramatic techniques.
 Pupils to develop skills in thought tracking and held frozen images.

THE LESSON 9.20 - 11.00	TIME
REGISTER	9.20
WARM UP Depending on the mood of the group. Voice and concentration “Cookie in the jar” OR In the manner of...Use the more advanced version of the game.	9.35
INTRODUCTION (3 volunteers and TIR) Model a family scene in the pub. What are they talking about? The rule is that they must go along with what TIR does Lead it to the point where all characters notice that there is a slight disturbance outside.	9.40
<ul style="list-style-type: none"> DEVELOPMENT OF THE LESSON Use 2 volunteers to model someone selling Grandad’s medal to a passer by. In groups create the first scene in the pub, noticing that Some kids are selling Grandad’s medal. At this stage in drama do not resolve the scene. I want to know how you are feeling. Who might be there in scene? Rehearsals. See some. Discussion. What could we tell about the way they were feeling? How show anger with body? Voice? Face? Take situation further. The .medal was stolen from Grandad’s house, which has been trashed. The next scene is at Grandad’s house. He is at hospital for checkups. How does this make you feel? I want to see reactions. Rehearse. See a few. What is thought tracking. Demonstrate thought tracking with one of the scenes. Use frozen images from the scene to re-do the scene in a different style, using thought tracking. Rehearsal. Performance. 	9.45 9.50 9.55 10.00 10.05 10.10 10.15I 10.30

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Grandad does not come back yet. As the characters in the flat freeze in an unhappy/dismayed pose. Voice over for grandad, to tell the story of when he was burgled. Characters on stage. FREEZE. Demo. Rehearse. 10 mins. Perform	10.35 10.45
HOMEWORK	
CONCLUSION Questions about where to take drama. How to put it together. Emotions	11.00
EXTENTION WORK Further evaluation. At this stage, the project could be rounded up, or the pupils could make a documentary about ageing.	

QUESTIONS TO ASK PUPILS:

What body language showed? What we liked, staging. Effect of dramatic techniques.

PUPIL TARGETS	aging in the community.....LESSON NUMBER:..8.....
PRIOR CONTEXT Last lesson before the documentary making takes place. Make sense of the symbol introduced. Keep up good focus	OBJECTIVE To further a narrative using various dramatic techniques. Pupils to develop skills in thought tracking and held frozen images.

THE LESSON 9.20 - 11.00	TIME
REGISTER	9.20
WARM UP Depending on the mood of the group. Voice and concentration “Cookie in the jar” or cup of coffee.	9.35
INTRODUCTION Interviews, voice work. Slow relaxed, pauses. On average news readers read 3 words per second. Test selves on the poems. Slowly. Sound faster on film anyway.	9.40
DEVELOPMENT OF THE LESSON	
<ul style="list-style-type: none"> Stress context, who is film for? Purpose, message? On behalf of... slant/angle (undercover journalism for example to expose...) group of students went to explore...(Blare witch project.) Ideas for the, photo gallery, artists work/ real people talking about that time.. Showed photos, got into stories. Twist at the end. Human story, (old lady who was a spy. One persons life, smuggled out of Germany, family .) News, news reader, pictures behind them , frozen pictures.? Presenter think about the small things that they do. Mannerisms. Work on opening, the resources for you... Stop every 15 mins see bits of them. 	9.50 10.50
HOMEWORK Set by class teacher.	
CONCLUSION After performances evaluate... can use what we suggest. Next week.	11.00
EXTENTION WORK	

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QUESTIONS TO ASK PUPILS:

What change? What powerful, What did we like. What if... Who was, where were?

PUPIL TARGETS