

## **Lesson 8**

### **Get in**

**5min**

Pupil reads aims off of the board,

### **1) Activity 1**

**5min**

Each group has to create a freeze frame about what they have been doing over the past eight weeks. They should be in their improvisation groups, so that they begin to work together. It doesn't matter if people have to pretend to be other people.

### **2) Activity 2**

**5min**

Class decide what each freeze frame is, and from what lesson! They then have to do their freeze frames as a sequence in order.

### **3) Activity 3**

**10min**

Class return to face the board (get diaries). Teacher reads out section C8 of past exam paper. The class copy it down. They are given a couple of minutes to write some ideas, about what they could write about using this scheme of work. Pupils discuss. Each paper is 1 hour and thirty minutes you have to answer two questions, so that's 45minutes per question.

Consider the aim - co-operation etc. Need to use these terms. How was the ideas developed? Mention the scheme of work as a whole, saying how we investigated the topic to create the final performance. Consider Bob Dylan song / How it represents the mood and style of Jim Carrol / Consider how we interpreted the images in the song, did a freeze frame, placed the character of Jim Carrol into the improvisation, a spontaneous improvisation, a polished improvisation. How we first met Jim Carrrol - on video / How we investigated the attitudes of young people towards the use of drugs..... Teacher progresses through the scheme of work, whilst the class contributes and makes notes.

Question B is an evaluation question: You've got to analyse your work and its effectiveness / Target audiences / use of aim, using new terms learnt Juxtapositioning.

### **4) Activity 4**

**40min**

Class is given the rest of the lesson to continue their improvisations, their work has to start with a freeze frame and end with a freeze frame. As freeze frames they have to express a change in one of the characters. This can be achieved through the use of space, characterisation, the different relationships - character interaction, status, and changing opinion.

### **5) Assessment and Get out**

**5min**

Next Lesson will be performing these, so that you can evaluate them the lesson after.