



The
**EVERTON
COLLECTION**
Schools & Learning

Topic: Acting Lesson	Class:KS3/4 No. Of Pupils: 30	Room: Large space	Time: 1 hour
National Curriculum Focus: Speaking and Listening: - - Work purposefully in groups, negotiating and building on the contributions of others to complete tasks. -To use a range of dramatic approaches to explore ideas, texts and issues in improvised and scripted work. -To select different dramatic techniques to convey action, character, atmosphere and tension, and justify choices.			
Learning Objectives: What pupils will learn: <ol style="list-style-type: none"> 1. Students will understand how to identify and apply key Brechtian theatrical theories to practical drama. 2. Students will understand how to recognise and apply the skills required in approaching a published poem in order to transfer it into a performance. 			
Learning Outcomes: What pupils will produce/do/how learning will be demonstrated: <ol style="list-style-type: none"> 1. Students will demonstrate their understanding of how to identify and apply key Brechtian theatrical theories to practical drama. They will achieve this through their participation in and completion of the Brecht inspired starter activity and through the application of Brechtian techniques, such as placards, chorus, multi-role, montage/episodic scenes, music and the Verfremdungseffekt to their performance of the given poem. 2. Students will demonstrate their understanding of how to recognise and apply the skills required to approach a published poem in order to transfer it into a performance through the participation in the class discussion, construction of the student friendly criteria and also through the Brechtian theories applied to the performance of the poem. 			
Assessment Through: Informal observation, interaction with the class, teacher intervention, group discussions, whole group performance, directed questioning, open questioning, question and answer sessions, peer and self assessment, student centred criteria.			
Cross-curricular links /themes: <i>Including Numeracy, Literacy, History, ICT, PSHE, Citizenship, thinking skills, Key skills, other (If appropriate).</i> Literacy: Understanding the definition of the skills and how to apply them to performance. Reading, analysing and dissecting the given poem, Speaking (Through participation in class discussions and all practical activities. History: Learning about Brecht's theatrical theories, recapping the history of the divide of Everton and Liverpool FC. ICT: Resources/PowerPoint. PSHE: Exploration of their imagination, Awareness of their audience, Work co-operatively, Act as a performer, Self/Peer Assessment.			

<p>Citizenship: Exploration of their imagination, Awareness of their audience, Work co-operatively, Act as a performer, Self/Peer Assessment.</p> <p>History: Exploration of primary source material</p> <p>Thinking Skills: Making, Performing, Responding.</p> <p>Key Skills: Speaking, Listening, Reading.</p>
<p>Resources and materials required: (<i>What equipment will you need to carry out the activity?</i>)</p> <p>PowerPoint.</p> <p>Images (Football ground images/crowd images and the information on Brecht/ Intro to some of his techniques).</p> <p>Football Chant.</p> <p>Poem.</p> <p>Plenary 'Pairs' cards.</p>
<p>Differentiation considered:</p>
<p>All pupils will be able to: -</p> <ol style="list-style-type: none"> 1. Students will understand how to identify and apply key Brechtian theatrical theories to practical drama. 2. Students will understand how to recognise and apply the skills required in approaching a published poem in order to transfer it into a performance.
<p>Most pupils will be able to: -</p> <ol style="list-style-type: none"> 1. Students will understand how to identify and apply key Brechtian theatrical theories to practical drama. <u>Students will be able to apply all Brechtian techniques explored in the starter activity and others identified by the teacher, to their practical drama.</u> 2. Students will understand how to recognise and apply the skills required in approaching a published poem in order to transfer it into a performance.
<p>Some pupils will be able to : -</p> <ol style="list-style-type: none"> 1. Students will understand how to identify and apply key Brechtian theatrical theories to practical drama. <u>Students will be able to apply all Brechtian techniques explored in the starter activity and others identified by the teacher, to their practical drama.</u> 2. Students will understand how to recognise and apply the skills required in approaching a published poem in order to transfer it into a performance. <u>Students will be able to apply their own original, Brecht inspired ideas to their performance of the poem.</u>

Differentiation Grid

Cloze Procedure	Group Work √	VAK √	Use of Target Questions √	Progressive difficulty √
Completely Different Task or Worksheet	Intervention √	Work Format	Individual Work √	Self-Supported Study
Open-ended Task √	Extra Homework for G&T	Table Writing or Writing Frames	ICT Access	Outcome √
Increasing Levels of Difficulty √	Classroom Assistant	Peer Support/ Collaboration √	Resources √	Directed questions √
Extension	Other			

Introduction/Starter Activity.

Register class: - PowerPoint: - Introduce learning objectives and the topic of today's lesson.

Introduction: - PowerPoint: Inform students that the lesson will focus on the GCSE Acting assessment option in this lesson. Inform students that they will develop the skills required to approach written text – In this instance a poem. Introduce students to Brecht's Theatrical style of theatre using the PowerPoint slides. Briefly introduce some of Brecht's key dramatic theories. (Please see PowerPoint for definitions). Invite a class discussion and Q & A (Question and Answer) session.

Differentiation: Pair share, use of direct questioning – no hands up rule.

Assessment: Assess student's responses to the given questions. Note down any students that raise particular concerns, in your diary/planner.

First Activity: - Following this, students are asked to stand in a circle. Ask the class to briefly recap what they have learnt, in prior lessons, about the Everton and Liverpool Divide. Following this, inform students that you want them to imagine that they are now at a football match. The circle is divided into two with one section of the circle being labelled as Everton fans and the second half of the circle being labelled as Liverpool fans. Inform the students that they will now perform a chant, traditionally used by both football clubs, in unison/as a chorus, in their two groups. Introduce students to the format of call and response (A technique whereby one group/person talks, chants, sings, followed by an encouraged response from an opposing group/person, and thus the pattern continues).

PowerPoint – Invite the students to refer to the chant placed on the PowerPoint. Teach each individual group the chant. Following this, prior to encouraging the group to perform the chant in the format of the Call and Response, encourage the students to adopt the physicality of their choice of the many roles/people/characters that attend a football match. Refer students to the PowerPoint for example images/ ideas to probe their imagination. Also invite suggestions from the group. Provide students with a count-down of 3-1 in order to prepare them for getting into their freeze physicality of their character. Following this, invite the class to bring their characters to life through the delivery of their chant. Provide students with conduction signs i.e. directions as to when they should speak, volume increase/decrease signals and a stopping signal.

Differentiation: Example photos/ images are placed on the PowerPoint. Direct Questioning, encourage all students to participate by asking those students who don't have not offered any input. Model G & T student's example football match characters and physicalisations. Encourage peer support.

Assessment: Monitor student's responses to the given activities throughout the course of the lesson.

Second Activity: - Introduce students to the technique of multi-role and exaggerated gesture. Using the images still provided on the PowerPoint inform students that you want them to create a stance and a physicality for one character that may be present at a football match. Inform them that their chosen character supports the team they have already been allocated in the previous activity – Invite students to revise example characters/people that may be present at a football match.

Examples may include a mascot, the manager of the team, coaches, paramedics, the referee, the ball boys, camera men, photographers, stewards, reporters, celebrities, footballers wives/girlfriends etc. (Examples placed on PowerPoint)

Following this, provide them with a count- down of 3-1 and ask them to form the physicality of their character. Following this, layer the freeze with movement by asking the students to create a single exaggerated gesture/movement that they can repeat for their character. (Invite examples from students) Furthermore then invite the students to layer their characterisation with a single line that their character might say. (Once again invite examples) Provide students with a count-down of 3-1 and invite students to perform all three parts to their characterisation as a whole class.

Repeat this exercise again with the class, asking them to create another contrasting character, using the same techniques. Encourage students to alter their posture, i.e. if their first character remained quite upright, encourage them to consider their next character to be of one with a completely different stance. Encourage them to consider a character of different sex to their first, social position, their position in the football industry etc. Ask the students to label their two characters A and B. Inform the class that you are going to call out the letter of the character you want them to become. Alternate the letters, encourage all students to remain focussed and to perform with energy during the whole group performance.

Succeeding this, ask students to identify the way in which they can alter smoothly between one character and the next. Invite a class discussion. Introduce students to the idea of placing a turn in between their character change. Provide students with an example. This may involve your first character changing from putting on a scarf into turning around to change into the second character who is putting on a tie. Provide students with a couple of minutes to discover ways in which they can transform from one character to the next.

Differentiation: Images/ example characters are placed on the PowerPoint. Model G & T students work throughout the course of the activity. Teacher models examples. Encourage a class discussion/pupil participation. Use of direct questioning, Peer support should be offered. Less able students may wish to work in pairs. Teacher Intervention/help is offered.

Assessment: Monitor student's responses throughout the task. Use of direct questioning, Offer teacher/peer support where needed.

Whole Group Performance: Following this exercise, invite students to create a whole group performance. The performance will be structured whereby, they will begin with one side of the circle performing their chant, followed by one of their supporters walking down the centre of the circle (between the two sides) whilst performing their multi-role/exaggerated gesture character sequence. Inform students that they must show both of their characters, with a clear transition placed between the two. Repeat by inviting the opposing team to respond with their chant, followed by one of their characters walking down the centre of the circle and performing their multi-role character sequence. Repeat until all students have had the opportunity to perform.

Differentiation: Highlight/Model G & T students work. Less able/confident students may wish to perform in pairs.

Assessment: Invite peer/self assessment Teacher feedback is offered. Students are encouraged to identify the skills they have used to create the whole group performance.

Main Activity

Third Activity

Use of the Poem: - Introduce and read Paul Cookson's poem, The Everton Collection to the group. Inform the students that their task will involve them performing the poem in groups, using the skills already explored in the lesson and any other Brechtian techniques identified. (You may decide to give each group one/two sections of the poem to perform, if you are under time constraints.) Invite a class discussion inviting students to reflect on/identify the skills already explored in the lesson that they may wish to include in the performance. **(Inform students that this list will act as their assessment criteria).** Encourage students also to identify other vital dramatic/acting skills, explored in previous lessons that they must ensure to apply in their performances of the poem. Write all examples given onto A3 paper – This should remain accessible to the students throughout the rest of the lesson. Divide students into mixed ability groups of 4/5 and Inform student's that they have 20 minutes to create their performance.

Differentiation: Students are divided into mixed ability groups of 4/5. Some students may focus on key stanzas of the poem. More able students may decide to focus on the whole poem – Inform G & T students that they may decide to select key lines from the poem to perform. Encourage G & T (Gifted and Talented) students to use a variety of Brechtian techniques identified/explored in the lesson. Encourage less able students to use those techniques only practically explored in the lesson. Model G & T students work. Direct questioning. Circulate and assist students where needed. Intervention is offered.

Assessment: The teacher circulates around the class, making a note of individual student's progress, in your planner. Provide each group with personal targets as you circulate around the class.

Performance: - Select/All students will then be invited to perform their Brechtian style poems. Encourage students to self/peer assess the performance using the structure of two stars and a wish. (Two Stars = Students providing two positive comments. One Wish = Identifying one aspect of the performance they believe their fellow peers can improve on.) Invite students also to reflect on how they reflected on/improved/met the group targets set by the teacher.

Differentiation: - Refer students back to the assessment criteria identified on the A3 paper to aid their responses. Model G & T student's responses. Offer peer support where needed.

Assessment: Peer/self and teacher assessment – Two Stars and Wish feedback format. Students are asked to reflect on/evaluate how well they believe they have met the assessment criteria identified earlier and the group targets set by the teacher.

Plenary/Conclusion.

Plenary: - Brief question and answer session – Allows students the time to reflect on the main activities completed, encouraging self -assessment. Assess the students learning, and tick off the learning objectives.

Differentiation: Pair share (Student's have a couple of minutes to reflect on what they have learnt, in pairs and are then invited to share these reflections with the group) and encourage peer support where needed.

Assessment: Record student's responses/level of responses in your planner/ mark book/register.

Card Game – Pairs - Plenary: - Students are invited to spread out in the drama space and to find their own personal part of the room. Inform the students that they will receive one card each that must be placed face downwards in their hands. Inform students that they are going to play a game of 'pairs' whereby they are encouraged to circulate around the class and find the matching pair to their card. Students will have to find the person in the room that has the matching question or answer to the one on their card. Each pair of cards also shares the same matching image to help the students further. Questions, on the cards will encourage students to reflect on the learning that has taken place throughout the lesson. Provide students with a couple of minutes to reflect on their questions and answers in pairs. Following this, invite selected pairs of students to share their questions and answers with the rest of the group.

Differentiation: Pair share, G & T student's questions and answers are modelled, Peer support/teacher intervention is offered where needed, encourage less able students to participate. The layout/style of the activity will enable less able students to find out answers to questions, through the use of the paired images, whilst G & T students will be able to work out the question/answer before finding their matching pair.

Assessment: Class Discussion: Lead a brief Q & A session, at the end of the activity, revisiting any questions that students seemed unclear of. Summarise students learning and highlight their achievements both in their group work and as individuals.

Class is dismissed.

Homework:
None set this lesson.

THE EVERTON COLLECTION
A Poem written by Paul Cookson.

A city joined by football
A city halved in two
One half paint it red
The other royal blue
Where football's like religion
Giving life direction
The People's Club, the People's Choice
The Everton Collection

The seasons and campaigns
The sorrow and the glory
A time line of our lives and loves
This history our story
Our memories all gathered here
Ready for reflection
The People's Club, the People's Choice
The Everton Collection

The programmes and the tickets
The football field of dreams
The rattles, scarves and posters
The goals of Dixie Dean
Alan Ball's white football boots
Awaiting our inspection
The People's Club, the People's Choice
The Everton Collection

The heroes of our yesterdays
The hopes of years to come
Always the same message
Nil Satis Nis Optimum
The map of where we've been before
Each dawn and new direction
The People's Club, the People's Choice
The Everton Collection

The Record Office, H.L.F.
Along with David France
And Charitable Trust have given us this chance

So we all know our history
Making this connection
The People's Club, the People's Choice
The Everton Collection
A grand old team that we support
The school of science thrives
The good that springs from Goodison
That touches all our lives
Close to heart and close to soul
Infinite affection
The People's Club, the People's Choice
The Everton Collection

We believe in Everton
We believe what's true
We believe that Merseyside
Bleeds the colour blue
Believe in Everlution
Natural selection
The People's Club, the People's Choice
The Everton Collection

Paul Cookson
Poet in Residence - The Everton Collection

Trading Card - Dixie Dean - Played for Everton between 1925 and 1938. He made 433 appearances and scored 383 goals.



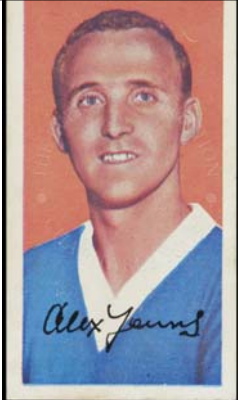
Name one thing you love and one thing you hate about football.

Trading Card - Dixie Dean - Played for Everton between 1925 and 1938. He made 433 appearances and scored 383 goals.



Examples may include:
I love football because... the atmosphere at a live match is amazing; the players are an inspiration etc.
I hate football because... It takes over the television, footballers are paid too much etc.

Trading Card - Alex Young - Played for Everton between 1960 and 1968. He made 272 appearances and scored 89 goals.



What are some of the negative social issues that football encourages?

Trading Card - Alex Young - Played for Everton between 1960 and 1968. He made 272 appearances and scored 89 goals.



Example answers may include, a divided community, prejudiced attacks/hate crimes on supporters of the opposing team, negative attitude etc.

Trading Card - Gary Lineker - Gary Lineker played for Everton between 1985 and 1986. He made 57 appearances and scored 40 goals.



What is this an image of?



Trading Card - Gary Lineker - Gary Lineker played for Everton between 1985 and 1986. He made 57 appearances and scored 40 goals.



A FOOTBALL RATTLE



Name two new facts you have learnt about the Everton/Liverpool Divide.



Examples may include, understanding how the two football clubs used to come under the collective name of Everton, names of key figures involved in the 'split', understanding how Everton have ended up playing at Goodison Park. Etc.

Cigarette card - Dixie Dean- Played for Everton between 1925 and 1938. He made 433 appearances and scored 383 goals.



Name two new skills you have learnt, in today's lesson.

Cigarette card - Dixie Dean- Played for Everton between 1925 and 1938. He made 433 appearances and scored 383 goals.



Examples may include, understanding how to use transitions, voice, movement, gesture to depict character etc.

Cigarette card - Jackie Coulter – Jackie Coulter played for Everton between 1934 and 1937. He made 58 appearances and scored 24 goals.



Name three dramatic approaches that you find particularly helpful during your explorative practical work.

Cigarette card - Jackie Coulter – Jackie Coulter played for Everton between 1934 and 1937. He made 58 appearances and scored 24 goals.



Examples may include use of Thought-Tracking, Soundscapes, Role Play, etc.

Cigarette card - J. G. Coleman - J.G. Coleman played for Everton between 1907 and 1909. He made 71 appearances and scored 30 goals.



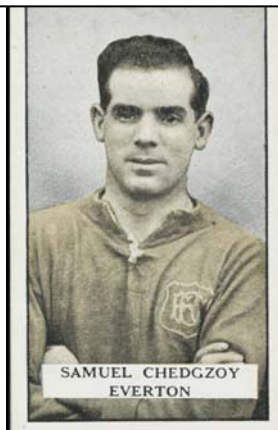
Before the 'split', which football club played at Anfield?

Cigarette card - J. G. Coleman - J.G. Coleman played for Everton between 1907 and 1909. He made 71 appearances and scored 30 goals.



Everton F.C.

Cigarette card - Samuel Chedgzoj - Samuel Chedgzoj played for Everton between 1910 and 1926. He made 300 appearances and scored 36 goals.



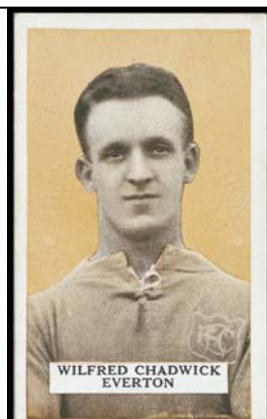
In what year did the 'divide' of Everton F.C. Board occur?

Cigarette card - Samuel Chedgzoj - Samuel Chedgzoj played for Everton between 1910 and 1926. He made 300 appearances and scored 36 goals.



1892.

Cigarette card - Wilfred Chadwick - Wilfred Chadwick played for Everton between 1922 and 1925. He made 109 appearances and scored 55 goals.



What colour would you traditionally associate with Everton FC?

Cigarette card - Wilfred Chadwick - Wilfred Chadwick played for Everton between 1922 and 1925. He made 109 appearances and scored 55 goals.



BLUE.

Cigarette card - Tony Weldon - Tony Weldon played for Everton between 1927 and 1930. He made 74 appearances and scored 13 goals.



What colour would you traditionally associate with Liverpool FC?

Cigarette card - Tony Weldon - Tony Weldon played for Everton between 1927 and 1930. He made 74 appearances and scored 13 goals.



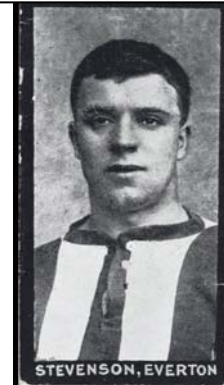
RED.

Cigarette card - W. Stevenson - J. W. Stevenson played for Everton between 1907 and 1913. He made 125 appearances.



What symbol was placed on the Everton medals, designed in the late 19th Century?

Cigarette card - W. Stevenson - J. W. Stevenson played for Everton between 1907 and 1913. He made 125 appearances.



The Liver Bird.

Cigarette card - Cliff Britton - Cliff Britton played for Everton between 1930 and 1945. He made 242 appearances and scored 3 goals.



What was the Liver Bird traditionally a symbol of?

Cigarette card - Cliff Britton - Cliff Britton played for Everton between 1930 and 1945. He made 242 appearances and scored 3 goals.



THE CITY OF LIVERPOOL.

Cigarette Card – G. Brewster - G Brewster played for Everton between 1920 and 1922. He made 68 appearances and scored 4 goals.



Which team currently plays at Goodison Park?

Cigarette Card – G. Brewster - G Brewster played for Everton between 1920 and 1922. He made 68 appearances and scored 4 goals.



EVERTON FC.

Cigarette card - George Harrison - George Harrison played for Everton between 1913 and 1923. He made 190 appearances and scored 17 goals.



Which team currently plays at Anfield?

Cigarette card - George Harrison - George Harrison played for Everton between 1913 and 1923. He made 190 appearances and scored 17 goals.



LIVERPOOL FC.

Cigarette card - H. J. Hardy – H. J. Hardy played for Everton between 1925 and 1928. He made 45 appearances.



Who was John Houlding?

Cigarette card - H. J. Hardy – H. J. Hardy played for Everton between 1925 and 1928. He made 45 appearances.



The Anfield Split led to the Everton committee breaking into two opposing groups, one led by **John Houlding** and the other by George Mahon. Houlding had been president of Everton since 1881. Following many financial disputes over the rent, that Houlding expected Everton to pay, in order to use Anfield, Houlding was removed from the presidency.

Cigarette card - Alfred Harland - Alfred Harland played for Everton between 1922 and 1925. He made 70 appearances.



Who is George Mahon?

Cigarette card - Alfred Harland - Alfred Harland played for Everton between 1922 and 1925. He made 70 appearances.



The Anfield Split led to the Everton committee breaking into two opposing groups, one led by John Houlding and the other by George Mahon. Following many financial disputes over Anfield, Mahon suggested the team move to Goodison Road grounds and Mahon was eventually voted in as Vice-President of Everton.

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