



The
**EVERTON
COLLECTION**
Schools & Learning

Topic: Devised theatre.	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 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 recognise/understand how to use the symbolic connotations of the Everton and Liverpool divide, to devise a short performance. 2. Students will understand how to define, recognise and apply the key dramatic techniques of an Essence Machine and Cross Cutting, in order to explore the implications of the split of Everton and Liverpool FC. 			
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 use the symbolic connotations of the Everton and Liverpool divide to devise a short performance, through the development of improvisational skills and the completion of their individual group performances. 2. Students will demonstrate their understanding of how to define, recognise and apply the key dramatic techniques of an Essence Machine and Cross Cutting, in order to explore the implications of the split of Everton and Liverpool FC, through the completion of their whole class performances. 			
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 (Prompts) and 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. ICT: Resources/PowerPoint. PSHE: Exploration of their imagination, Awareness of their audience, Work co-operatively, Act as a performer, Self/Peer Assessment. Citizenship: Exploration of their imagination, Awareness of their audience, Work co-operatively, Act as a performer, Self/Peer Assessment. History: Exploration of primary source material Thinking Skills: Making, Performing, Responding.			

Key Skills: Speaking, Listening, Reading.

Resources and materials required: (*What equipment will you need to carry out the activity?*)

Music.

PowerPoint.

Images. (Word association slide/placards, Red vs. Blue, facts. Wordle. Devising stimuli slide, Images of crowd, Cross – cutting and Essence machine slides.

Red and Blue shirts (Everton and Liverpool shirts)

Paper – A3.

Pens.

Balloons (Red and Blue).

Plenary questions.

Differentiation considered:

All pupils will be able to: -

1. Students will recognise/understand how to use the symbolic connotations of the Everton and Liverpool divide, to devise a short performance.
2. Students will understand how to define, recognise and apply the key dramatic techniques of an Essence Machine and Cross Cutting, in order to explore the implications of the split of Everton and Liverpool FC.

Most pupils will be able to: -

1. Students will recognise/understand how to use the symbolic connotations of the Everton and Liverpool divide, to devise a short performance. During the starter activity students will also be able to apply a range of dramatic skills learnt in previous drama lessons.
2. Students will understand how to define, recognise and apply the key dramatic techniques of an Essence Machine and Cross Cutting, in order to explore the implications of the split of Everton and Liverpool FC.

Some Pupils Will be able to : -

1. Students will recognise/understand how to use the symbolic connotations of the Everton and Liverpool divide, to devise a short performance. During the starter activity students will also be able to apply a range of dramatic skills learnt in previous drama lessons.
2. Students will understand how to define, recognise and apply the key dramatic techniques of an Essence Machine and Cross Cutting, in order to explore the implications of the split of Everton and Liverpool FC. Students will be able to mind map their own original ideas, without necessarily having to refer to examples, provided on the PowerPoint.

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 G & T students may also be asked to direct the cross cutting during the whole group performance.			

Introduction/Starter.

Introduction: -As students enter the room with 'You'll never walk alone/Z-CARS' playing in the background. The red and blue shirts of Everton and Liverpool football club are placed on chairs, back to back, with the arms of the shirts tied. If the specific shirts are unavailable, use a plain red and blue shirt.

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

Introduction: - PowerPoint: Introduce students to the theatrical style of devising, using the PowerPoint slides. 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: -

Invite students to sit in a circle around the PowerPoint and football shirts. Word association – (This is a game where by you invite students to reflect on specific words asking them to identify what particular words mean to them, what do they associate the word with. For example, you may choose to ask the students what the word divide means to them. Encourage students to think creatively, outside the box and to take risks). The purpose of this exercise is to encourage students to address topical issues that will be raised within the lesson, in a creative manner.) Introduce the divide placard words or the PowerPoint word association slide to the students. Provide students with a couple of minutes to absorb and reflect on the words presented to them. Invite a class discussion encouraging students to voice their opinions/feelings towards the words provided. Encourage students to lead the discussion.

Following this, refer students to the second PowerPoint slide and ask them the answer the question what does Blue and red mean to you? Once again, invite a student lead discussion.

Differentiation: Encourage a Pair Share (Students share their ideas with a partner, before to verbalising their ideas to the rest of the class.) Use of Direct Questioning, encourage all students to participate by asking students who do not have their hand up to answer. Encourage peer support. The placards provide students with the paired opposite words i.e. 'Love and Hate' for less able students, whereas the paired words are mixed up on the PowerPoint (G & T students)

Assessment: Monitor/ Make notes of student's responses.

Furthermore, student's attention should now be drawn to the football shirts provided on the seats. With the person next to them, invite students to spontaneously enter the performance space to create a Freeze Frame based on the meaning of the shirts to them. (Provided students with an allocated partner if they are being particularly uncooperative.

Differentiation: Encourage students not to speak prior to entering the performance space. Invite them to take risks and react to one another's actions. Invite Gifted and Talented (G & T) students to create a short improvisation based on their reaction to the two shirts – Encourage students to think creatively. Offer peer support where needed.

Assessment: Invite a class discussion following the completion of the exercise. Use of direct questioning. Encourage students to reflect on their own and other people's interpretations of the shirts. Ask the students what issues they believed they have explored.

Briefly introduce/revise the historical and cultural facts behind the Everton and Liverpool Divide explored last lesson. Invite students to reflect on the links between the Everton and Liverpool divide compared to the issues/topics/words explored in the starter activities – Encourage the students to make the links.

Differentiation: - Pair Share, model G & T students answers, Invite peer support, teacher intervention.

Assessment: - Record/ make a mental note of students responses.

Main Activity

Second Activity: -

Introduction

Inform students of the larger learning objective, in that today's lesson will focus on students developing their devising skills as this is a controlled assessment option offered for the GCSE practical drama exam. Briefly introduce the assessment areas of Devising, Acting, T.I.E, Physical Theatre, Costume, Improvisation and inform students that these will act as an individual focuses for the forth coming lessons. Invite students once again to revise the definition of devising – Invite a brief class discussion. Following this, Inform students that as part of their devised option they are encouraged to create their performance in response to a specific stimulus or theme. Students are informed that for the purpose of this lesson their performance focus will be on the theme of divide (Display PowerPoint Stimuli slide.)

Following this, inform students that they will be introduced to some specific dramatic techniques that they may wish to use in to aid their thematic approach, towards their devised performance.

PowerPoint: Begin by Introducing students to the concept of an Essence Machine. Invite students to reflect on what an Essence Machine is. Invite a brief class discussion. **(An Essence Machine invites students to devise a repetitive movement and sound sequence that is often integrated into a whole group performance. The sounds and movement are layered by each individual student to create a choreographed, whole group, topic inspired machine of noises/sound/movement/dialogue.)**

Essence Machine

Individual and whole group exercise.

Students are invited to find their own space in the theatre/drama space.

PowerPoint - Present to the students, the images of the crowd members. Invite students to reflect on the images and to offer their own interpretation of them. Point to members of the crowd and ask them to consider who this person is? Why are they there? Whom are they supporting? They are informed that they are a crowd at a football match but do not provide them with any further information. Ask the students to stand in a similar position to that of the people represented within the one of the pictures – Encourage students to form a whole group position. Following this, students are informed that their team has just scored a goal. Students have to devise a single repetitive movement with a gesture demonstrating what their character would do. Furthermore, students are then invited to provide their character with a sound or nuance to layer over their repetitive movement. Provide the students with a couple of minutes to rehearse their sequence. Following this, students are informed that they will perform their sequence as a whole group essence machine. Inform students that they will be instructed when to begin their sequence and that they will be instructed when to stop. Students understand that their sequences will be layered over one another, coming in at intermittent intervals. Devise a start and stop signal for the students, prior to starting the activity. Students then perform their sequences as a whole group, being invited to come into the performance at different times. You may also wish to devise a volume signal to vary the sounds levels of the essence machine.

Differentiation: Encourage G & T (Gifted and Talented) students to begin their sequences first – Model Examples. Offer examples and intervene where needed. Invite a brief class discussion to allow students to identify/suggest movements/sounds that they could use. Encourage less able students to use the examples provided.

Assessment: Intervention offered where needed, circulate and assist students where possible, monitor student's progress, encourage students to reflect on their learning and to peer and self assess the whole group performance.

Third Activity: -

Cross Cutting

Following this, introduce students to the concept of cross cutting. Invite students to reflect on their understanding of the term. (Cross Cutting is an editing technique used in film, theatre and/or drama to present action that is taking place at the same time, but in different settings. In theatre, We as practitioners may use cross cutting in theatre to cut away from one group of student's sequence/performance (who are normally signalled to freeze) to another groups work in the room.)

Divide the whole class into three groups. Inform one group that they are Liverpool supporters at a home game and that they are currently winning 1-0. Inform a second group that they are the Everton supporters at the same game and consequently they are losing 1-0. Inform the third group of students that they are a family watching the match, on T.V in the comfort of their own home. Inform students that they have 5 minutes to devise a short scene based on the given scenario. Encourage students to reflect on the skills that you will be expecting them to use in their performances through a brief class discussion. .

Differentiation: Model G & T students work where possible. Circulate and assist students where needed. (PowerPoint) Offer example ideas where required. Intervention.

Assessment: Intervention offered where needed, circulate and assist students where possible, monitor student's progress, encourage students to reflect on their learning , prompt creativity and avoid the temptation of providing students with ideas.

Performance

Students will be invited to perform their sequences as a whole class performance. The teacher will encouraged all students to perform their sequences, assess the content of the material and then ask the students to re-perform their sequences using cross-cutting. Devise a stop, start signal, and inform students that when they are signalled to stop they should adopt a freeze frame position. Attempt to emphasise the divide between the two clubs with the way in which you select the material to be performed. You may stop the students at any point, during their performance, to cross – cut to another group.

Differentiation: It may be plausible for you to encourage a G & T student to direct the cross cutting, taking on the role of a director. Model G & T students work where possible. Encourage students to offer feedback on the performance and to identify what skills they have learnt – Direct use of questioning.

Assessment: Teacher feedback provided, selective notes made on individual students, teacher assessment/feedback is offered, peer and self-assessment encouraged in the form of two stars and a wish. (Students identify two aspects of the performance that they liked and why, and then they also decide on one concept of the performance that they wish to improve on – Can be used for both peer and self-assessment.)

Activity Four

Devised Activity.

For their final activity, students are invited to place themselves in mixed ability groups of four/five. Inform the students that they will have 20 minutes to devise a short devised performance based on the theme of divide. Invite students to reflect on how they have already explored this theme, previously in the lesson and encourage students to offer topical suggestions. Write these on the white board/A 3 paper so students can refer to them throughout the course of the lesson.

Briefly invite students to reflect on what criteria/skills they believe they will be assessed against at the end of their performance. Write up any suggestions on the whiteboard/A3 piece of paper under the heading student centred criteria. Following this, inform the students that they must include the dramatic techniques of an Essence Machine and Cross Cutting, within their performance.

Differentiation: Model G & T students work where possible. Less able students may use the Everton and Liverpool divide as their topical starting point or examples suggested by the class. Encourage G & T students to devise their own ideas. (Example ideas given on the stimuli PowerPoint slide.) Print out the stimuli PowerPoint slide to enable students to write all ideas down. Circulate and assist student's, offering help and assistance where needed. Intervention.

Assessment: Assess student's abilities as you circulate around the classroom. If needed you could provisionally grade the students work at GCSE level. Provided individual groups with specific targets. Offer teacher assessment and encourage peer/self assessment throughout the rehearsal process.

Group Performances:

Select students perform their sequences to the class, followed by teacher/peer/self assessment.

Differentiation: Direct /target questioning, model G & T student's work, increase questioning wait time, to enable students to have time to compose their thoughts.

Assessment: Teacher/peer/self assessment is encouraged using the format of two stars and a wish. Encourage students to refer back to the student friendly criteria to enable them to reflect on the skills they have learnt. Ask the students if they felt that they had met the personal targets, set by the teacher, during rehearsals.

Plenary: -

Brief Question, 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 (Students 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. Invite students to reflect on the level of skills they believe are required to succeed in GCSE drama – Refer them back to the controlled assessment options.

Red and Blue Balloon Plenary: -

Students are invited to stand in a circle. Half the class are provided with red balloons and half the class are provided with blue balloons. Invite students to reflect on their own interpretation of the word Divide and allow them to identify how we have addressed this theme to create a devised piece of theatre. Following this, the teacher will set up a goal whereby students will be invited to attempt to kick the balloon into the goal. If the student fails to score the goal, the teacher pops the balloon for the student in question and they are then encouraged to answer the given question, placed inside the balloon. Questions in the balloon will ask the students to reflect on their learning. At the end of the activity, invite students to sit in a circle, to briefly summarise and conclude the learning that has taken place during the lesson.

Differentiation: G & T students are invited to model answers. Keen football players will be encouraged to take the position of the goalkeeper – Maybe allocate this role, to any students who often mis-behave in class, if it is one of their interests. Peer support/teacher intervention is offered where needed.

Assessment: Class Discussion: Lead a brief Q & A session, at the end of the activity, revisiting any questions that students seemed unclear of. Encourage students to summarise their learning and offer teacher input where required.

Class is dismissed.

Homework:

None set this lesson.

BLACK & WHITE

FAILURE & SUCCESS

LOVE & HATE

MALE AND FEMALE

MARMI TE

MARRIAGE & DIVORCE

NIGHTMARE & DREAMS

RED & BLUE

PLENARY QUESTIONS – DEVISING

**HAVE WE MET THE
LEARNING OBJECTIVES?
IF THE RESPONSE IS YES,
DESCRIBE HOW.**

**IDENTIFY THE SECTION
OF THE LESSON THAT
YOU ENJOYED THE MOST,
AND EXPLAIN WHY.**

**NAME ONE THING
THAT YOU HAVE
LEARNT DURING
TODAY'S LESSON.**

**HOW DO YOU INTEND TO
IMPROVE YOUR
PERFORMANCE DURING
NEXT WEEKS LESSON?**

**IDENTIFY ONE PART OF
THE LESSON THAT
REMAINS UNCLEAR TO
YOU.**

**HOW WELL DO YOU
THINK YOU HAVE
PERFORMED DURING
TODAY'S LESSON?**