



Topic: Improvisation

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:

- 1. Students will understand the skills needed to be successful at spontaneous improvisation.**
- 2. Students will understand how to create a polished improvisation from stimulus.**
- 3. Students will learn about and explore the idea of 'divide' and what it means to them.**

Learning Outcomes:

What pupils will produce/do/how learning will be demonstrated:

- 1. Students will demonstrate their understanding of how to create an improvisation, through participation in a whole group spontaneous improvisation activity and the completion of the small group activity.**
- 2. Students will demonstrate their understanding of how to create and apply their own improvised performance, using drama skills they already know such as narration, movement, chorus, role play and tableau. Students will also demonstrate their understanding of the task through the application of peer, self and teacher assessment.**

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: *Including Numeracy, Literacy, ICT, History, PSHE, Citizenship, thinking skills, Key skills, other. (if appropriate.)*

Literacy: Understanding the definition of skills and how to apply it to performance. Reading/speaking extracts of speech.

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.

Thinking Skills: Making, Performing, Responding.

Key Skills: Speaking, Listening, Reading.

History: Use of original source material

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

PowerPoint

Stimulus- object, picture, music

Museum Guide Token Costume (if wanted)

Classical Music

Score Card
Differentiation considered:
All pupils will be able to: - <ol style="list-style-type: none"> 1. Students will understand how to create a short improvisation from stimulus 2. Students will understand how to create and apply their ideas in performance using at least one appropriate dramatic technique.
Most pupils will be able to: - <ol style="list-style-type: none"> 1. Students will understand how to create a short improvisation from stimulus and evaluate the key skills needed for spontaneous improvisation i.e. creative thinkers, confidence, quick thinking, the ability to perform unrehearsed... 2. Students will understand how to create and apply their ideas in performance using more than one appropriate dramatic technique.
Some Pupils Will be able to: - <ol style="list-style-type: none"> 1. Students will understand how to create an improvisation from stimulus and evaluate the effectiveness of key skills needed for spontaneous improvisation i.e. creative thinkers, confidence, quick thinking, the ability to perform unrehearsed... and suggest areas for improvement. 2. Students will understand how to create and apply their ideas in performance using 2 or more appropriate dramatic techniques.

Differentiation Grid

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

Starter/Introduction:

As pupils enter the room the space is set up with tables that have objects on them (see resource pack for details) there are 'Ssssshhh' signs around the room and classical music playing...

- Teacher in Role (TIR) as a Museum Tour Guide welcomes pupils into the classroom and takes register. (As if it was a list of who's attending the tour!)
- Teacher reminds the class of the expectations e.g. No Talking, Walk Single file, do NOT touch the displays etc.
- TIR explains: "Good Afternoon and welcome to the very first (and last) tour of the "Everton Collection" you are very privileged to be attending today and I hope you enjoy what you will see..."
- TIR takes the class around the 'museum' showing them football boots, a whistle, pictures, trading cards, programs etc and makes up interesting facts about them e.g. the whistle blown at the final in 1966 when Wayne Rooney's great uncle Norbert streaked across the pitch...
- TIR explains that these items have been in the museum for many, many years and that she would love them to bring the items back to life using something she saw on the television once...called...err....umm....improvisation!
- TIR explains that she doesn't actually know what it is and asks pupils to explain...

Key Questions:

1. What is improvisation?
2. What types of improvisation are there?
3. What skills do you need to be good at improvisation?
4. Do theatre companies use improvisation to devise performance? Why?

Assessment: TIR uses guided and directed questions to track pupil progress so far and to plan for whom she will target during the next activity.

Main Activities:

- Teacher comes out of role and explains that she has a few improvisation exercises that they are going to try using the objects.
- Teacher introduces - **Spontaneous improvisation**

Task 1

Teacher places in a performance space, an object. The pupil walks onto the stage and begins to improvise using the object. The other pupils must think creatively about what they could imagine the object to be, how it could be used and why, at any time they can FREEZE the action, they must get up, swap with the other pupil and change the object.

Differentiation: Teacher chooses a range of pupils to take part in the improvisation tasks and encourages peer support.

Task 2

Teacher chooses one pupil and gives them a scenario for their object they must begin to improvise the scene, as the scene progresses the teacher taps different pupils on the shoulder, they must then get up and join the scene but change the action! This will eventually mean that (if the teacher decides) every pupil will be on stage taking part in a whole group performance and the action will have changed many, many times!

- Teacher explains to pupils that they can use a whole range of stimulus to improvise from it might be an object, piece of costume, music or even a piece of text.

Differentiation: Teacher encourages G+T pupils to pick 'harder' stimulus such as text.

- Teacher asks pupils to get into groups of 5 and explains that she is going to shout out words and they must make a freeze frame for each one, she will give them 10 seconds then they must freeze: *Family, crowd, kick, win, lose, divide...*

- Teacher explains that their freeze frame for 'divide' will be the very start of their improvised performance and explains that she will bring each group a different stimulus to create polished improvisation from.

Differentiation: teacher encourages pupils and in particular G+T pupils to incorporate other drama skills they know e.g. freeze frame

- Teacher gives pupils 15 minutes to create their performance.

Assessment: teacher walks around the space helping groups and offering advice and feedback. Teacher should make mental notes and notes in planner to help inform future assessment/report planning.

Differentiation: Teacher goes around the room to support any students with difficulties and stretch G+T pupils.

- Teacher stops pupils and gets them to form an audience space

Plenary/Conclusion:

- Teacher explains to pupils that they are now going to watch each of the performances and explains that she has created a 'score card' (see resources) which has 3 things that they are looking for to evaluate and a blank space for them to write their own criteria on. N.B. *Make sure each pupil has enough to evaluate each group.*

Differentiation: teacher to encourage pupils to set personal targets, nothing can be too big or too small; this encourages personalised learning and ensures all pupils have a sense of achievement.

- Teacher leads performances and feedbacks from the pupils

Key questions

- How did each group interpret the idea of 'divide' differently?
- Why do you think this was?
- Which stimulus did you think was most effective? Why?
- If you were going to expand this performance further what would you do?
- Do you think improvisation is an effective way to create theatre?

Assessment: teacher uses guided and directed questions to track pupil progress so far and to plan for whom she will target during the next activity.

- Teacher asks the pupils to get into their performance groups and to receive their 'score cards' and think of 2 ways in which they could improve their performance from the feedback they received.
- Teacher gets group to feedback.

Resources

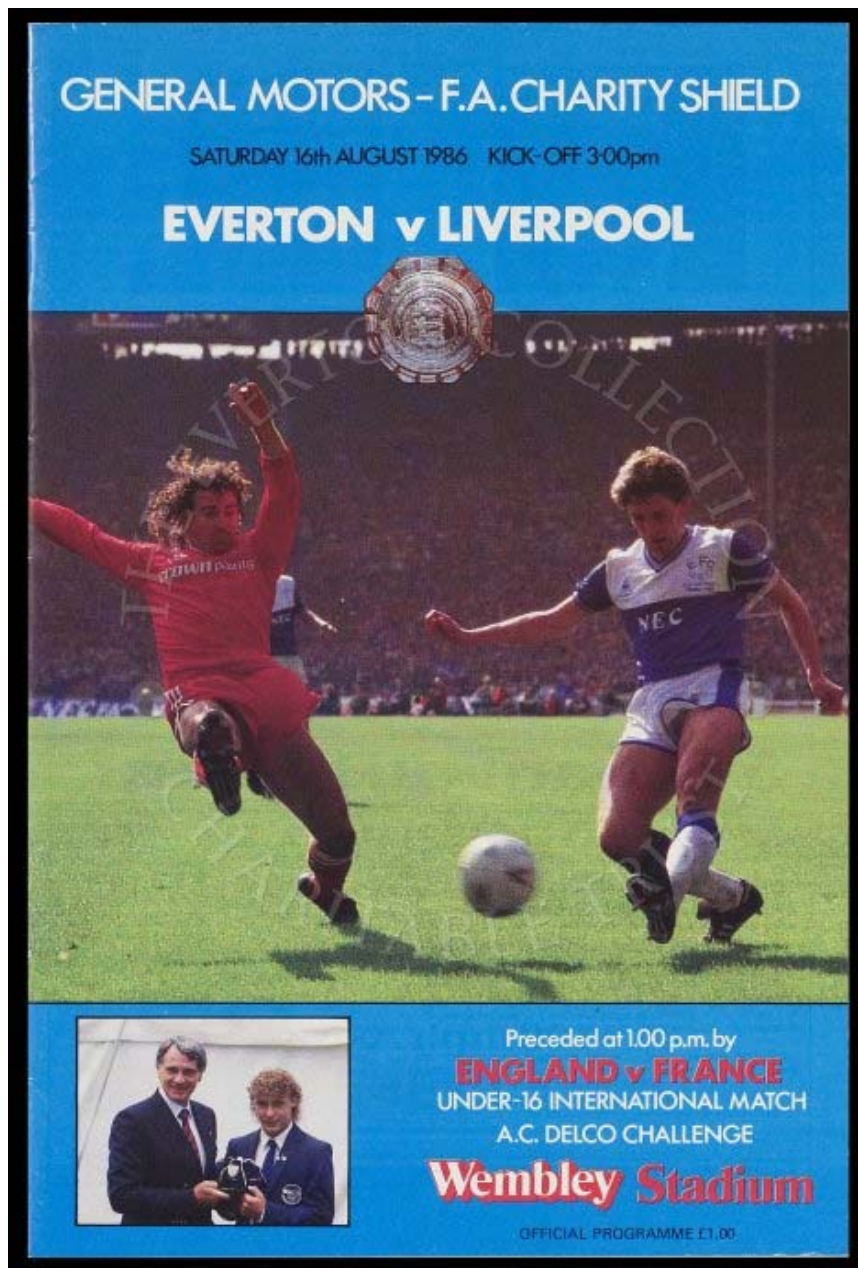
These images are to be used for the starter and main activities described in this resource. If you are a school in Liverpool you may also book a 'Treasure Chest' from the Everton Collection that contains replica archive objects for use during this lesson.

If you would like to book a Treasure Chest please contact the Creative Learning Officer

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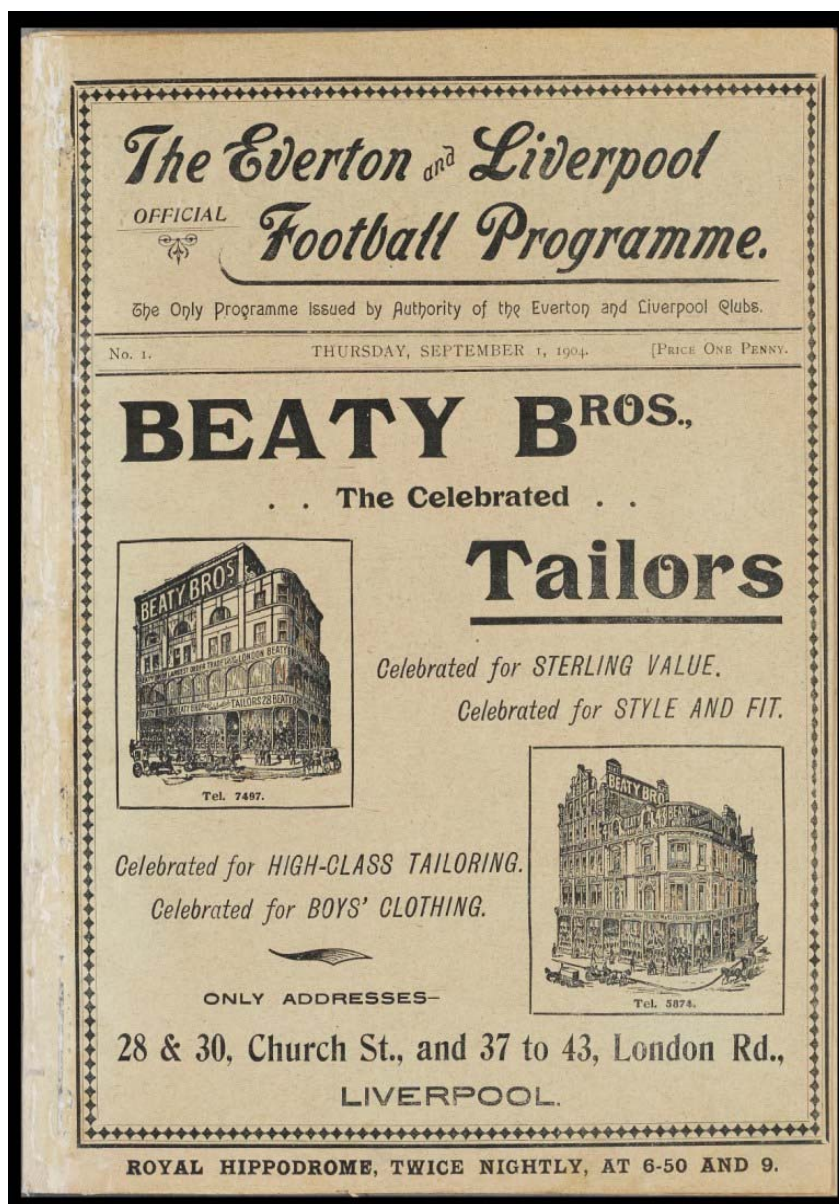
F.A. Charity Shield Final, 1986, Everton v Liverpool



Everton F.C. Home Shirt, 1989-1991, 796EFC/34/1/1/6



Football, 1933 F.A. Cup Final, 796EFC/34/5/2



Everton and Liverpool F.C. Joint Programme, 1904, 796EFC/6/19/1.
Everton and Liverpool shared a match day programme for 30 years.



League Championship
Medal, awarded to Everton
F.C., 1891. 796EFC/37/2/1



George Mahon, (1853 – 1908)





Map of Liverpool, 1898, showing Everton and Liverpool's stadiums.

Programme, Milk Cup Final Replay, 1984, Everton v Liverpool, 796EFC/8/2/11



Liverpool and Everton fans in Liverpool.



Everton F.C. rosette, 1984. Many football fans in Liverpool made their own rosettes to celebrate their team.

796EFC/50/2/6

