



The  
**EVERTON  
COLLECTION**  
Schools & Learning

<b>Topic: Theatre In Education.</b>	<b>Class:KS3/4 No. Of Pupils: 30</b>	<b>Room: Large space</b>	<b>Time: 1 hour</b>
<b>National Curriculum Focus:</b> <b>Speaking and Listening: -</b> - 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.			
<b>Learning Objectives:</b> What pupils will learn: <ol style="list-style-type: none"> <li><b>1. Students will understand how to identify and apply the skills required producing a Theatre in Education performance.</b></li> <li><b>2. Students will understand how to use a stimulus and/or a brief (as means of differentiation) to aid their creative process in creating a Theatre in Education performance.</b></li> <li><b>3. Students will understand how to peer and self assess their final T.I.E performances.</b></li> </ol>			
<b>Learning Outcomes:</b> What pupils will produce/do/how learning will be demonstrated: <ol style="list-style-type: none"> <li><b>1. Students will demonstrate their understanding of how to identify and apply the skills required to produce a Theatre in Education performance, through the explorative rehearsal tasks completed and the student's final performance. Students will also demonstrate their understanding of the skills explored during the lesson through participation in and completion of the plenary tasks.</b></li> <li><b>2. Students will demonstrate their understanding of how to use a stimulus, and/or a brief to aid their creative process, in creating a Theatre in Education Performance, through their participation in and completion stimulus based, rehearsal process and through the demonstration of their final performance.</b></li> <li><b>3. Students will demonstrate their understanding of how to peer and self assess their T.I.E performances through the completion of the negotiated assessment grid and participation in the self/peer assessment activities.</b></li> </ol>			
<b>Assessment Through:</b> 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.			
<b>Cross-curricular links /themes:</b> <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 written stimulus i.e. (Newspaper articles, song words, poetry, prompt cards, topic briefs, research. Speaking (Through participation in class discussions and all practical activities.			

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?*)

PowerPoint.

Research question papers.

Negotiated assessment grid.

Stimuli – Mood board on PowerPoint.

Idea – PowerPoint sheet

Project Brief.

Paper – A3.

Pens.

Stepping Stone Plenary.

Stepping Stone Questions.

**Differentiation considered:**

**All pupils will be able to: -**

1. Students will understand how to identify and apply the skills required to produce a Theatre in Education performance.
2. Students will understand how to use a stimulus and/or a brief (as means of differentiation) to aid their creative process, in creating a Theatre in Education performance.
3. Students will understand how to peer and self assess their final T.I.E performances.

**Most pupils will be able to: -**

1. Students will understand how to identify and apply the skills required to produce a Theatre in Education performance.
1. Students will understand how to use a stimulus and/or a brief (as means of differentiation) to aid their creative process, in creating a Theatre in Education performance. More able pupils will be able to begin their TIE performances, focussing primarily on the project brief alone, without having to refer greatly to the brief.
2. Students will understand how to peer and self assess their final T.I.E performances.

**Some Pupils Will be able to : -**

2. Students will understand how to identify and apply the skills required to produce a Theatre in Education performance.
3. Students will understand how to use a stimulus and/or a brief (as means of differentiation) to aid their creative process, in creating a Theatre in Education performance. More able pupils will be able to begin their TIE performances, focussing primarily on the project brief alone, without having to refer greatly to the brief.
4. Students will understand how to peer and self assess their final T.I.E performances. Students will also be able to make reference to and apply the student-devised criteria, to close the gap between their current working at level and their desired working goal.

### **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			

### Starter/Introduction:

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

**Introduction:** - PowerPoint: Introduce students to the theatrical style of T.I.E using the PowerPoint slide. 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:** - (Computer access required for students) Following this, students are divided into mixed ability groups of 2/3 and the teacher provides them with a question paper. Following this, inform students that they will then be expected to sit down in their groups, at the given computers. Students are provided with a brief introduction to the Everton collection and are then informed that they must access their site at <http://www.evertoncollection.org.uk/home>. Inform students that they must then access the exhibition page. Following this, students are informed that the exhibition page will provide them with access to all the information/research on the Everton collection, and they are then encouraged to read through, to answer the given questions, on the given question sheet. Inform students that they will receive a penalty question if they are the first to answer all the questions. This penalty question, if answered correctly, will provide them with bonus points. **Inform students that they have ten minutes to complete the entire exercise.** On completion of the exercise lead a brief class discussion, to go over the answers collated.

*Differentiation: Direct Questioning, encourage all students to participate by asking students those students who do not have their hand up to answer. Answers delivered should be presented by a different group member, each time that particular group offers a suggestion. Encourage peer support. G & T students will have the penalty question to answer.*

*Assessment: Collect in answer papers to assess the students learning. Direct questioning. Monitor student's responses and inform the class that when delivery an answer, each group member should have the opportunity to share their ideas/offer answers.*

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## Main Activity

**Second Activity:** - Succeeding this, invite a class discussion, centred on encouraging students to devise their own success criteria, for producing their own T.I.E performance. Encourage students to identify the dramatic skills that they should apply to their performance i.e. (Use of voice, tone, volume, pitch, characterisation, gestures, movement, physical posture). GCSE Students should also begin to identify the importance/development of their improvisational and devised skills. Write all suggestions on the white board/ An accessible enlarged piece of paper. Furthermore, each individual group is provided with a negotiated assessment grid. Inform the students that they are expected to identify four areas of the success criteria to place in the first column of the grid. Inform students that they will then be peer, self and teacher assessed against these throughout the course of the lesson. (These assessments will be recorded on the grid in the allocated columns and will be placed on the floor next to the students working space, so the teacher may access them without disturbing the student's practical, creative flow.)

Following this, the student's attention is drawn towards the given stimulus (mood board on the PowerPoint that you may wish to print out) and project briefs laid out on individual chairs in the centre of the room. Inform students that they will begin the development process of their T.I.E performance material using one of the resources, of their choice, selected from the options named above. Also, ensure students understand the definition of a moral and encourage them to incorporate one into their performance. Students will then be provided with twenty minutes to devise their T.I.E sequence.

*Differentiation: Encourage G & T (Gifted and Talented) students to begin their rehearsal process using only the mood board. Encourage less able students to use the brief and the mood board, to aid them with the task. Students may use more than one of the given materials as a starting point. Model G & T students work. Direct questioning. Intervention where needed. Provide students with a copy of the T.I.E PowerPoint Idea sheet, to scribe all their ideas.*

*Assessment: The teacher circulates around the class, making a note of individual student's progress, in your planner. Also, make reflective comments in the teacher assessment column, of the negotiated assessment grid, for each group and encourage students to reflect on these throughout the rehearsal process.*

**Performance:** - Select/All students will then be invited to perform their T.I.E material. Encourage students to self assess their performances against their own selected criteria and the comments made in the teacher assessment column, on the negotiated assessment grid. Provide students with a couple of minutes to self assess their own performances in the column provided. Peer assessment will also be encouraged in the form 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.) Provide students with the time to record the peer assessment offered to them, by their fellow peers.

*Differentiation: - Refer students back to their own negotiated assessment criteria and the criteria devised at the beginning of the lesson, prior to performing. This will allow them to consciously apply these skills.*

*Assessment: Peer/self and teacher assessment – Negotiated assessment Grid and Two Stars and Wish feedback format.*

<p><b>Plenary/Conclusion:</b></p> <p><b>Plenary:</b> - 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.</p> <p><i>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.</i></p> <p><i>Assessment: Record student's responses/level of responses in your planner/ mark book/register.</i></p> <p><b>Stepping Stone Plenary:</b> - Students are invited to stand in a circle. The class are divided into two mixed ability groups of fifteen (Rough estimate, depending on how many students you have in the lesson). The 14 numbered stepping-stones are placed down on the floor in the format of hopscotch. Students line up one behind each other. One student is allocated the role of referee and they are encouraged to deliver questions to the opposing team, using the plenary question sheet. Each member of the team is encouraged to stand on the given hopscotch number, corresponding with that of the question number, when it is their turn to answer a question. If they get the answer wrong, they move to the back of the queue. If they get the answers correct, they remain positioned on the hopscotch number. The questions asked will focus on revising the student's subject knowledge, new skills learnt in the lesson and answering questions based on T.I.E. Students are informed that the exercise is a race and the first group to fill all their hopscotch numbers will be crowned the world cup winners.</p> <p><i>Differentiation: G &amp; T students are invited to take on the role of the referee. Peer support/teacher intervention is offered where needed.</i></p> <p><i>Assessment: Class Discussion: Lead a brief Q &amp; A session, at the end of the activity, revisiting any questions that students seemed unclear of. If possible, award the winning team with a reward of your choice.</i></p> <p>Class is dismissed.</p>
<p><b>Homework:</b> None set this lesson.</p>

## Theatre in Education.

### Your Brief....

- ✓ *You will develop your very own T.I.E performance using this brief and/or the stimuli provided.*
- ✓ *Think about TIE you've seen- was it good? Bad? Why? What did you learn? How?*
- ✓ *Decide upon your target audience. ie. The elderly, primary school children or teenagers...etc.*
- ✓ *What is the definition of a moral and where can you find an example? (Fairytale are a good place to look!) You **must** incorporate one into your performance.*
- ✓ *You should include the dramatic techniques- Direct Address, Role play and Thought Tracking and any others you know or believe are suitable for this particular style of theatre.*
- ✓ *If there is anything you're unsure of- just ask!*

*Why not teach the audience something about  
the history of EFC through drama?*



**The Everton Collection Quiz.**  
**The Everton and Liverpool Divide.**  
**Starter - Quiz Question and Answer paper.**

**1.. Briefly explain what happened in the ‘Anfield split’.**

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**2. Who was John Houlding and what part did he play in the ‘Anfield Split’?**

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**3. Who was George Mahon and what part did he play in the ‘Anfield Split’?**

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**4. At what football ground did Everton originally play at?**

.....5.

**At what football ground do Everton currently play at?**

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**6.What do you notice about this football programme, which would have been sold at football games in .....?**

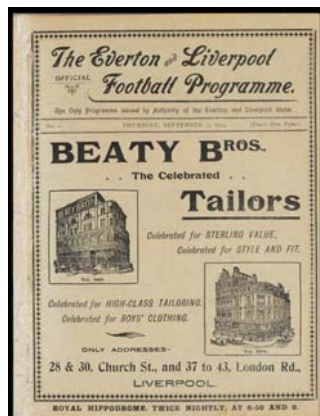
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**7. What do you notice about the image of the medal, provided below?**  
**Which Football club do you believe this medal belongs to?**

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**8. Penalty Question....See your teacher to receive the penalty question to get bonus points.**

**Write your answer here:**

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# ASSESSMENT CRITERIA

<b><u>Assess ment Criteria.</u></b>	<b><u>Teacher Assess ment.</u></b>	<b><u>Self Assess ment.</u></b>	<b><u>Peer Assess ment.</u></b>
<b><u>One</u></b>			
<b><u>Two</u></b>			
<b><u>Three</u></b>			
<b><u>Four</u></b>			

**Plenary - Stepping Stones.**  
**Questions and Answer paper.**

1.. Briefly explain what happened in the ‘Anfield split’.

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2. Who was John Houlding and what part did he play in the ‘Anfield Split’?

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3. Who was George Mahon and what part did he play in the ‘Anfield Split’?

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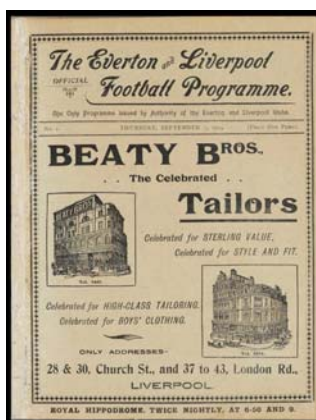
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7. What do you notice about the image of the medal, provided below?  
Which Football club do you believe this medal belongs to?



**8. Who was Dixie Dean, and What was he (and still is) famous for?**

**9. What is the largest amount of goals that Dixie Dean scored, in one Season?**

**10. What does T.I.E stand for?**

**11. Define what T.I.E is?**

**12. What key decisions should you agree on, prior to beginning the making process, of your T.I.E performance?**

**13. What is a moral? Why is it important to apply a moral to your T.I.E, narrative content?**

**14. Name one new skill/fact that you have learnt in today's lesson.**

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**15. Name one aspect of today's lesson that you wish to improve on, in next week's lesson.**

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