

## CORE PLAYWRITING SCHEME OF WORK

### Lesson 10: Theme, Issue and Re-Writing

PLTS: *Creative Thinking; Reflective Learning*

APP: *WAF1; WAF3*

#### 1 Prepare for and Connect the Learning

Ask students to summarise their play in one line.  
Write on mini whiteboards.  
Students share with whole group by holding them up.

5 min

#### 2 Agree Learning Objectives

- **Summarise** the story of our plays
- **Evaluate** what changes and amendments need to be made to our plays

#### 6 Review – step back and reflect on your learning

Planning ahead. The plays should now be ready to be performed. Think about how the students' work can be shared in school.

Could there be a writing festival?

Could the plays be shared in assemblies or at parents' evenings?

Is there a community event where the plays could be performed?

This could be developed further, with students taking on the roles of director, stage manager, lighting and set designers, marketing etc., and could become a cross-curricular project with further opportunities for the development of the Personal, Learning and Thinking Skills.

Plays or scenes can now be assessed for writing. We suggest you assess for WAF3 (organise and present whole texts effectively, sequencing and structuring information, events and ideas) and WAF1 (write imaginative, interesting and thoughtful texts).

10 min

#### 5 Apply to Demonstrate your New Understanding

Students should look at what needs to be changed in one of the scenes now other decisions have been made, and make changes and rewrites.

Think about the questions the students asked during the workshop process – have they been answered within the play? Complete additions and changes for homework if not completed in the lesson.

See Noël Greig's book *Playwriting: A Practical Guide for further ideas*.

40 min

#### 3 Present New Information Through the Senses

Students now re-visit the ideas for their plays that they had in lesson 2.

Is it still the same story or has anything changed? Why?

Now think about the story as it is.

Students write a strapline for the play (you may need to explain what this is) and write this in large letters in their books or on the front of their journals, e.g.

In *The Urban Girl's Guide to Camping*, four young friends leave the city behind and head into the wilderness, but a burning secret threatens to tear their lives apart."

5 min

#### 4 Construct

Students now write a scene-by-scene breakdown of their play, referring to their timeframe.

Refer to their washing lines again.

Are their stories complete, or are scenes missing?

10 min

The TEEP  
Learning  
Cycle