

CORE PLAYWRITING SCHEME OF WORK

Lesson 1: Opening Scene

PLTS: *Creative Thinking*

APP: *WAF3; RAF3*

6 Review – step back and reflect on your learning

Reflection/Think Time – students write any questions they have on sticky notes and post them to a Question Wall. This is a dedicated space on a wall or on the board where students post questions about their learning.

5 min

5 Apply to Demonstrate your New Understanding

Students revisit scene written as a class. Individually, students add to the original scene based on ideas from the Construct section of the lesson or begin new opening scenes using ideas from the Construct section of the lesson.

15 min

4 Construct

Explain that we are now moving on to consolidate our understanding of beginning a scene and engaging an audience through conflict by analysing part of a scene from a play.

Choose one of the following extracts and students deduce, infer and interpret (RAF3):

What the conflict is or appears to be
What we learn about the characters
Whether the location impacts on what is happening
Different techniques the writer uses

The extracts to choose from (refer to resources) are:

'Make 'n' Mend' from *Stolen Secrets*

Baby Girl

My Face

Listen to Your Parents

15 min

1 Prepare for and Connect the Learning

Distribute a range of different text types (including poetry, narrative and non-fiction) around the room including short extracts from plays (see resources). Stick them on the walls. Students work in groups to identify and categorise how they know which ones are plays. What does a script look like on the page? How do you know? What is the purpose of a play? Can it differ? Are plays written to be read or watched or both? Discuss. For more able students reference *Stolen Secrets* (see resources). Ask students to analyse the beginning of *Stolen Secrets* and clarify what makes it a drama rather than a poem? How do they know? What about character and location in plays compared to other text types? **15 min**

2 Agree Learning Objectives

Contextualise SoW.

- **Identify** differences between scripts and other text types
- **Understand** how to begin a scene and engage the audience through conflict between the characters
- **Apply** this new understanding to writing a scene(s)

3 Present New Information Through the Senses

Progress check of learning objectives. Where are we? How do we know?

Reference second learning objective – we're going to understand how to begin a scene and engage the audience through conflict.

Ask the group for different ways of greeting people and write their suggestions on the board. Do not change the spelling of their suggestions and ask for the way they would spell these greetings. They should be different ways of saying hello and get them to think about how they greet different people – e.g. how they greet a friend; how they greet a teacher; how they greet a parent and how they greet a stranger. Give a few examples:

Hello; Hi; Safe; Alright etc. List on board.

Ask the group for different ways of saying 'I don't want to talk to you.' Again ask the group to consider how they say this to a stranger, parent, sibling, friend etc. and give a few examples. List their ideas on the board, e.g. Sorry, I've got to catch the bus; Leave me alone; Whatever; Later etc.

Ask the group to choose one of the greetings. This will be the first line of their play and will be the first line for 'A'. Write this on the board so that they can see the layout:

E.g. A: Hi

Now ask the group to choose one from the other list and this will be the first line for 'B'.

E.g. B: Leave me alone.

These will be the first two lines of the scene:

E.g. A: Hi

B: Leave me alone.

Ask pupils for a suggestion for the next line for A:

A: Hi

B: Leave me alone.

A: new line from students

Continue writing scene together. It is important to make it clear to the students that conflict is at the heart of any good drama and it is this conflict that keeps the audience wanting to find out how the characters will react to it.

Get students to summarise how they were able to do this and how conflict is demonstrated. What engages the audience? Why? Explain they will be able to apply what they have learnt later in the lesson when they work in groups to write scenes. **20 min approx**