

CORE PLAYWRITING SCHEME OF WORK

Lesson 9: Workshop lesson

PLTS: Creative Thinking; Reflective Learning

APP: S&L AF3

1 Prepare for and Connect the Learning

As the students enter, get them to arrange the room so that all tables are pushed out of the way and the chairs are arranged in a semi-circle, so that there is a small performance area.

At this point you may want to revisit ground rules for sharing our work and how to support each other constructively. Also, good idea is, if you can, to use GCSE or AS/A2 Drama or Theatre Studies students to be the 'actors' for this lesson.

5 min

2 Agree Learning Objectives

- **Create** and **sustain** a role through speech, gesture and movement (**if GCSE or AS/A2 students are not used**)
- **Evaluate** our own and each other's scenes

6 Review – step back and reflect on your learning

De-brief lesson. Discuss. How was it useful? What changes do we need to make? Why?

Students record further ideas in books/journals.

5 min

You may need a few more workshop lessons depending on the size of your group. These could be run as additional sessions after school.

The TEEP Learning Cycle

5 Apply to Demonstrate your New Understanding

Students choose one of the scenes they have written to be performed in the session today. Encourage them to pick a scene they have been struggling with, as the group can help them improve it. Take it in turns for each student to have their scene performed by their peers. After each scene is performed they receive feedback from their peers. To ensure this is kept moving smoothly, choose two 'great cards' from those that are held up for 'great comments', and three 'question cards' for questions for them to think about. Students should also identify what they think the characters' objectives (wants) were. Ensure the students are focused on the playwriting 'ingredients'. No criticism is allowed. The writer records the feedback in their books/journals. After each scene is performed, if appropriate to the scene, ask the class whether a problem, obstacle or dilemma could be included in the scene to increase the dramatic tension and take the play forward. Where possible, get the actors to improvise the scene again with the problem, obstacle or dilemma. Writers record new ideas.

If you want to assess for S&L AF3 (talking within role play and drama) you will need to prepare the students carefully beforehand, sharing the assessment criteria and modelling examples.

50 min approximately, but this really depends on the size of your group.

You may want to 'chunk' this over a few lessons.

3 Present New Information Through the Senses

Explain to class that today we are going to workshop our scenes and offer feedback to each other. Remind students that we are **writing for performance** – so the writing has to have an impact on an audience, and today, we are going to be the audience. Have the following cards (or something similar) on desks:



Great cards



Question cards

Explain to students that after you have seen someone's scene performed, you have to hold up one of each card. A great card is for something you really liked and a question card is a question you have about a character or characters or any question about the scene. It is vital that the students focus on the words and writing rather than the actors' performances here. The writers don't have to answer the questions, but instead make a note of them to refer to later.

5 min

4 Construct

Outline expectations. Agree as group the different 'ingredients' you would be looking out for in the writing, e.g.

Conflict/tension

Objectives and obstacles

Speech patterns

Location/environment and how it affects characters

Characters' relationships

Effective openings

Etc.

5 min