



School Radio

English & Drama Lesson Plan

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School Radio 2014

The date	The subject English/Drama		Class		Teacher							
Starter	Levels/Criteria	Whole class input:	Differentiated/ target groups:	Plenary:	AFL:	Class list:						
<p>Listening to a select piece of radio drama (see attached resources for websites available) http://www.wirelesstheatrekids.co.uk/Our-Plays/Category/For-Education/5_7-Year-Old-(Key-Stage-1) http://www.kidspublicradio.org/jabberwocky.html</p>	<p>Speaking 1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: b. gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects] Listening 2. To listen, understand and respond appropriately to others, pupils should be taught to: a. identify the gist of an account or key points in a discussion and evaluate what they hear d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain] e. respond to others appropriately, taking into account what they say. Group discussion and interaction 3. To talk effectively as members of a group, pupils should be taught to: a. make contributions relevant to the topic and take turns in discussion c. qualify or justify what they think after listening to others' questions or accounts d. deal politely with opposing points of view and enable discussion to move on e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson Drama 4. To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: a. create, adapt and sustain different roles, individually and in groups b. use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script c. use dramatic techniques to explore characters and issues [for example, hot seating, flashback] d. evaluate how they and others have contributed to the overall effectiveness of performances. Source: http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/ks2/en1</p>	<p>Question to start the lesson: What did we just listen to? What was it about? Was it funny? Scary? Etc.. What is a script? Use an IWB to collect children's ideas. Demonstrate what a script looks like. Hand out script templates (attached), asking children to start thinking and using table/partner talk to help share ideas. Use table resources attached to help prompt, scaffold discussion.</p> <p>Write scripts in pairs or tables, to reinforce speaking and listening and group discussion skills. Assign roles if necessary: Script writer, Editor, 'Ideas' people, 'Research' / character development..</p> <p>Rehearse, using radio equipment in turns. Listening to rehearsals, improving work.</p> <p>PERFORM TO CLASS AND RECORD.</p>	<p>SEN: Modelling ideas. Resources for writing tools, writing scripts with children.</p>	<p>Lower ability: Support required, using prompting for ideas and discussion. Roles may not be required. Modelling discussion. Providing writing support.</p>	<p>Middle ability: Some prompting. Independent work. Roles may need to be assigned?</p>	<p>Higher ability: Independent work.</p>	<p>Listening to the plays'. Reflect skills used and identify strengths. Ask children to contribute ideas on how to improve on their work. Was it funny? What made it funny? Were the characters able to develop? Did the children perform sustained roles throughout?</p>	<p>Key question:</p>	<p>Were you able to contribute in group discussion? Were you able to listen to others? Were you able to create a script? Did you speak clearly and convey the character well?</p>	<p>Whole class learning?</p>	<p>Future improvements: Drama activities 11. The range should include: a. improvisation and working in role b. scripting and performing in plays c. responding to performances.</p>	
<p>Table resources: Questions Placed on each table to begin discussion. Cards attached. (a seating plan may be required to maximise the potential of all: To dilute skills and enable them to transfer fairly through each group).</p>												

Resources:	Notes/Resources	
<p>Starter: Radio plays: http://www.wirelesstheatrekids.co.uk/Our-Plays/Category/For-Education/5_7-Year-Old-(Key-Stage-1)</p>		
<p>Other playscripts to use: http://www.primaryresources.co.uk/english/englishC5.htm</p>		
<p>Further studies: http://www.kidspublicradio.org/jabberwocky.html</p>	<p>Copyright School Radio © 2014</p>	

Script title:

Name:

Date:

What characters could you use for a comedy?
What would these characters sound like?
What would they say?

What would happen in a comedy?
How would it start?
How would it end?
What could be the funniest thing in the play?

What type of speech would characters have? Would it be informal? Formal?
Could you make the play funny, by making characters say certain things?
Could you make the play funny, by making the characters do silly things?

How will you use stage direction? What rules do you need to follow to make sure people know it is stage direction?
Try to imagine how different characters will talk to each other differently, how could you use this to be funny?
Try to think of one character and imagine the sorts of things they would do and say.

Do you know a joke?
Can you tell a joke?

Think of a funny character:
What would they look like?
What might they say?

What will you write about?
What would be funny?

How can you use stage direction to
make things funny?
For example, I could use stage
direction to tell the character to
walk in a silly way! What could you
do?

Script title examples:

The show must go on!

Too busy to answer the phone!

Not another day before Christmas!

A wishing star.

The Royal Tea.

Engelbert and his flying kite.

The Dentist trip.

Home alone!

Script title examples:

Marmaduke and the Dragon.

The mysterious envelope.

The tale of the ghastly ghost.

Cinderella runs away!

Too many cooks spoil the tea!

The magic boots.

A seaside trip.

We're moving house!