

<p>Marie Celeste: 6 weeks Yr. 7/8 Lesson overviews This provides opportunities for investigating through dramatic contexts Power and Responsibility Social Positions in the past Weighing up personal feelings and decisions with those of business drives.</p>	<p>Medium-term NC to be taught: English AT1Sp&List: 1.1 (all) 1.2 b,e, 1.3 (all) 1.4 a,c 1.6 a-e English AT2 Reading: 2.1 a-e,k, 2.2 c, 2.4 a-d History: Chronology Historical enquiry PHSE: 1 d,2 g, 3 a-k</p>	<p>Fictional Context. Lloyds Shipping Insurers have been approached by the owner of the Marie Celeste who wants to claim compensation for the loss of the crew to pay the relatives.....</p>	<p>Drama Objectives : Using pupil in role strategy/ still frame/Mantle of The Expert. Pupils will learn how drama works and the constituent parts focussing especially on a) MAKE BELIEVE SKILLS b) Analysing ROLE REGISTERS c) creating fictional settings IN THE NOW of time</p>	<p>NC Levels + Activities</p>	<p>Differentiation and Assessment</p>	<p>Learning skills: Communication ICT Working with others Improving own learning and performance Problem solving</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> • Enquiry skills • Creative thinking skills <p>(Homework = HW)</p>
<p>Lesson 1</p> <p>Creation of Lloyds shipping Insurers in London and the power of a building to impress clients. Details to be recorded on large sheet of paper-pupils to begin to use 'shadowy' role as high powered insurance staff who make BIG decisions.</p>	<p>Resources: Paper/pens/blue tack. OHT of Victorian London. Questioning to 'raise the curtain'.</p> <p>Key words: Mantle of the expert Still frame Tension Convention Make believe</p> <p>WALT: (We Are Learning Today): To use drama to solve a mystery about a boat that lost its crew in strange circumstances that was called 'The Marie Celeste.' To imagine and create people in our imaginations, who were the first to have to</p>	<p>Throughout the Investigation pupils will be taught and encouraged to use and reflect on the use of dramatic conventions in their work, in line with departmental guides for KS3. We will use variations on the list of dramatic conventions used throughout KS 3&4&16+, as appropriate to the needs of the work as it arises with pupils interests and their direction.</p>	<p>Sharing WILF/TIB/WALT-key words to be used today. Teacher to use question with OHT: T: Somewhere on this old photo is a building where the most powerful insurers of the worlds biggest ships work-I'm not sure where it is though.' (Sp&List Level 4/5 AT1 Hist L4/5)</p> <p>Using pupil responses, teacher to support imaging of</p>	<p>AT1 Eng-Support Level 3's (extend range) to L4. Challenge L4 to L5 (formal contexts)</p>	<p>Creative thinking</p>	

<p>Lesson 2 Pupils to demonstrate their rumors (HW) by 3 still photo technique. Discuss 'Believability'.</p> <p>P's will have the opportunity to investigate together the claim made to Lloyds by the owner</p>	<p>deal with it. (MAKE BELIEVE/TENSION)</p> <p>TIB (This Is Because) It will help us understand how we can use drama to investigate what makes people decide how to take action. We will be looking at this problem through different people's eyes. We can use lots of conventions we already know and use some different ones as well. (STILL FRAME./MoEXPERT/)</p> <p>WILF: (What I'm Looking For): For us make up people in our imaginations and where they work. For us to begin to understand how important Tension/Make believe and working together are in drama. I'm looking for thinking-especially the 'secret thinking' in our heads!</p> <p>WALT: How rumors fly! How to think about questions to ask an owner-then to ask them in a drama! How to respond to teacher in role. What the possible alternatives are. How other people in the drama are thinking- the relatives of the lost crew for example. TIB: We are going to use a different role today together. We are going to review our understanding of</p>		<p>Lloyds- 'external/internal.' Named chairs for the top insurers etc</p> <p>Lesson to end with pupils inventing an insurance claim they have a 'problem' with.</p> <p>Explore rumors. Read Moorhouse doc in diff'd groups to raise questions we need to ask M-Celeste owner. TIR as owner- PIR as Lloyds Ins Shift to Relatives perspective. (PIR) Reflect on learning reference conventions sheets.</p>	<p>How well did we do on our lesson objectives today? Lets check together in groups of 4.</p>	<p>HW 1 How could we explain What happened-what might some of the rumours and superstitions that could have arisen. Create a 'story' that has been heard by people to explain what happened..... Either by remembering so that it can be told next lesson or written down or drawn using graphics on a computer.</p> <p>Assessment: How close to possibility is the story? ('Believability' to be discussed lesson 2.)</p>
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<p>of the M-Celeste. (Teacher in Role) Captain Moorhouse doc will be used as reference.</p> <p>Lesson 3 Reflect and display homework and how far we have come. Raise questions that need answering in the drama for narrative drive to continue. Establish a list of dramatic tensions needing resolving.</p>	<p>tension as there will be a lot of them today. WILF: How we remember our key words and what we remember from last week. How quickly and believably we shift from the role of Insurers to the role of relatives.</p> <p>Key Words: As before plus TEACHER IN ROLE PUPIL IN ROLE WHAT I HAVE LEARNED TODAY: (DRAMA/LEARNING/MARIE CELESTE/ PEOPLE)</p> <p>WALT: How to raise questions for our work to continue and how to use dramatic conventions to attempt an answer. TIB: Drama relies on people having to think their way out of a problem somehow so we can see what options they have. WILF: Is to see whether we can be inventive and remember what has been important for the people in our drama so far. Is to see how much we have learnt about how drama works. RESOURCES: Flip chart/pens KEY WORDS: As before + QUESTIONS THAT MAKE</p>		<p>Pupil targets set through cohort challenges, for taking on next and subsequent lessons, for example identifying which pupils need to concentrate on make believe skills or experimenting with roles.</p> <p>Q in whole group: 'Lets think of the most important question you feel needs to be answered in the drama'. Share with a partner- share with a 'four'- Collect possible questions on flip chart. Groups to choose a question to explore- and then to find a dramatic way of illustrating possible ways forwards. Whole class to</p>	<p>Diff'n of reading task- 'Moorhouse' Eng AT2 L3-L4=establish meaning more L4-5 =key points L5+=layers of meaning</p> <p>Choice of groups to work on main task- mixed groups attending to collaboration. Teacher chooses groups as well as group choice.</p>	<p>HW Choice: Letter from Insures to boat owner informing them of their decision. Or Drawing expressing the anguish of a relative. Or Review of the work so far to include how well the class is working as a team and how much the writer is learning how drama works.</p>
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<p>Lesson 4 Review homework. Link to today's lesson. Create the 'Marie Celeste' as a symbol for: (example) 'the lost'/ 'bringer of tragedy'/ 'the unanswered mystery'</p>	<p>US THINK/GROUP WORK SKILLS/RESPECT FOR WORK OF OTHERS</p> <p>WALT: To look at the actual ship as not just a ship but a place of unanswered questions! TIB: This will help us learn how drama makes us look at things in a different way and how we can help people see beyond the obvious. WILF: For us to make the boat in our minds and in the drama space, by using dramatic imaging or mapping, as a way to do it.</p> <p>KEY WORDS: MAPPING/NARRATOR/SYMBOL.</p>		<p>evaluate thinking behind each contribution by using questioning techniques to be taught.</p>		<p>To record on a formatted sheet for those that need support, any fictional TV program that has 'a question' which made them think-including: soaps cartoons/dramas.</p> <p>Transmediation. To draw a pictorial form of the 'Marie Celeste' which captures what we did in our dramatic world today. (<i>Transmediation</i>: from one form of depiction to another –as written up by Jerome Harste Indiana State Uni. 2000-a tool in cognition to aid progress in learning.)</p>
<p>Lesson 5 Explorations of the families of the time in need of benefits for survival-choices for men-choices for the women. Using the names of people at the time in merchant shipping-list of names to be displayed. (see</p>	<p>WALT: How to think about things from another persons point of view in our drama. Today it will be from the families of the people who were 'lost' at sea in the MC TIB: Drama can often give us a way of comparing and contrasting people's behaviour so we can think about whether we would have done things differently-or whether it was fair or not.</p>		<p>Display of names for pupils to examine. Pupils in groups of 4 choose one of the names. PIR as family of sailor. Each group builds a role by creating a history of the sailor. Each group to create 3</p>	<p>Groups to be chosen by class considering: Working with all the class at some time? Gender needs. People who can help get things done.</p>	<p>To draw 3 favourite objects or activities that the sailor they created would use or do when 'present'.</p>

Marie Celeste docs on files)
Use slides of ships or art works of the time to aid the creation of atmosphere and layered meanings.

KEY WORDS:
VOICES IN THE MIND/ROLE REGISTER
STILL FRAME

pictures-
1. on the beach saying goodbye'
2. 'at home waiting during the voyage.'
3. 'Sighting the ship from the shore.'
At appropriate times pupils to use knowledge of dramatic conventions to create meanings beyond the literal.
Plenary session:
Q: How different do we think the relatives are to the Lloyds Insurers? Can we understand what might make the difference? Are there any links to the present time?

Lesson 6
Discussion of homework set last week.
Display and create 'settings' where possible.
In groups of different kinds, class to construct most significant moments that affected the lives of people in any of the contexts explored,

WALT:
How to draw things together so that we can remember our learning.
Apply what we have learnt by using dramatic conventions we now know.
TIB:
Endings in drama do not necessarily mean finishing!
Its important that we celebrate new learning- So we can be proud of what we know and can do now.
WILF:
For us to create a way of remembering in our hearts and minds.

Q: What is worth remembering in our work so far?
Class to classify.
Using contributions from class-recreate the key moments of the work so far referencing displays as far as possible.

Using NC Eng AT1/2/3 on displays- reference the work as it emerges.
Pupils to work in groups that have at least one competent writer/drawer.

over the past series of lessons, using learnt dramatic conventions. For example-still frame-talking minds-symbol for example.

For us to record today what we now know in using drama.
For us to think about what we now know about people that we have learnt together over the past 6 weeks.

Class to complete a diary entry of their sailor just before the event of their disappearance.....