

ST CATHERINE'S SCHOOL, TWICKENHAM

BACKGROUND INFORMATION FOR LESSON OBSERVATION

NC year group: Year 11	Class name: 11 CS.2	Ability grouping: Upper / Middle / Lower / Mixed	Exam course: (if appropriate) GCSE	
Teacher: Mr Garbett	NOR g: 9 b:	Day: M / T / <u>W</u> / T / F	Period: 6 & 7	Time: 2.15 – 3.45
Subject: Drama				
Topic: Subtext within drama				

Teaching and Learning Context	
1.	The class has covered the following work recently: Working on abstract theatre Devising a piece of drama from a music stimulus
2a	The class should complete the following work in this lesson: Devise and rehearse scenes focussing on voice Script their own piece of drama
2b	<p>Brief lesson plan:</p> <ul style="list-style-type: none"> - <u>Starter</u> - Voice warm up (phonetic alphabet) (2 mins) - 'Park Bench' game focusing class on improvisations (6 mins) - Teacher explains how it is not just what is said that is important in drama, but <u>how</u> it is said. This is described as subtext in drama. (2 mins) - Pupils to get into pairs (and one 3). Assume role of parent and 17 year old daughter(s) who wants to borrow the car. The parent can only say 'no' to every request the child makes, although if they are convinced they may say 'yes'. (2 mins) Show. (4 mins) - Repeat exercise, this time the parent can only say 'no' every time. (2 mins) Show (4 mins) - Teacher to clarify the use of <u>subtext</u> in the parent's response. - <u>Main</u> – Pupils get into pairs/3's. The improvisation is set at the breakfast table. A & B begin talking, then one says something to anger the other. A row develops and becomes heated. Finally one apologises, the argument ends and they are friends again. However, pairs must speak in a made-up language. (Focus on patterns and rhythms of human speech.) Pupils rehearse. (6 mins) - 2-3 pairs perform to rest of class. (6 mins) - Teacher asks class to consider pitch, sound and silence, pace, intonation, volume, tone colour and emphasis. Pupils to rehearse again bearing these skills in mind to bring out subtext. (6 mins) - Give pairs/3's opening lines. Ask them to practice using above vocal (and gesture) skills to try and create as many different improvisations as possible. ("I'm sorry, I forgot" and "Well, it is your birthday") (7 mins) - Show and evaluate vocal and movement skills used. (7 mins) - Give pupils open script extract and ask them in their pairs to find as many different ways of presenting the story as possible, exploring the use of subtext. (12 mins) - <u>Plenary</u> - Perform work and class to evaluate how successfully subtext was used and how it can change the dynamic and meaning of a scene. (12 mins) - Pupils to script their own 9-11 line open-ended extract in pairs and 3's. Pupils to complete this for homework. (12 mins)
2c	Outline of teaching/learning objectives for this lesson: To explore the use of subtext within different drama contexts

	To script a short piece of open dialogue and perform it
3	The class should complete the following work in the next few lessons: Looking at how they can use subtext in workshop on their devised pieces Polishing of devised pieces in preparation for performance