Lesson plan – GCSE Drama

Asynchronous Online Lesson with annotations to explain choices in green

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| Lesson: Drama | Year Group: 10 |
| Learning objective: 1. To understand the social class of the Dunbar family and be able to identify quotations from the play to show this
2. Make links between social class and costume

Prior to this lesson, pupils have read the GCSE set text ‘Hard To Swallow by Mark Wheeller. Tasks completed before this lesson include: scene by scene analysis, character profiles, rehearsal techniques performance techniques and costume design. |
| Pupils will need the ‘Component 3 - Hard To Swallow Revision Guide’  |
| Task 1 | Read the social class pyramid from your booklet (page 9). You will see that the social class of the Dunbar family is ‘middle class with high expectations. Take 5 minutes to write down why you think that is (in your drama book). Pupils can see the difference between the social classes. Asking the pupils to write down by encourages them to be active thinkers rather than just accept the information being given to them. | 7 minutes  |
| Task 2 | For your exam, you will need to be able to show your understanding of the Dunbar’s social class and be able to use quotations to show this. In your book, find and copy 5 quotations from the script that show the Dunbar family are middle class. Remember to include the page number of the quotation. Look for quotations that relate to: wealth, family unit, celebrations, jobs/careers, education and or well-dressed. You have 15 minutes to do this*Hint: Look in sections 1-5*Pupils are asked to look for the quotations that show the social class rather than being given them. This gives pupils the experience of working independently to identify quotations – as they will be expected to in the exam. This activity comes before task 3 (justifying the quotation) because as the pupils read and find more quotations, they then can change or add quotations as they go through the script. Pupils will often write down the first quotation they find rather than finding the quotation that is the best fit for the topic.A hint is given in replacement of a verbal teacher response to help pupils if they struggle. It is important to note this is a process that has previously been modelled in live/in school lessons so pupils have rehearsed these steps under teacher guidance before. | 15 minutes |
| Task 3 | It is important that you can identify an apt quotation and justify why that it is appropriate. Now you have 5 quotations from the play, write a brief description of how each quotation shows they are middle class with high expectations (in your drama book).Here is an example:*John – ‘It was in lovely surroundings and had a swimming pool and a tennis court’ page 15 –Indicates the Dunbar family were making a big enough income to be able to afford a mortgage that included a swimming pool and a tennis court – facilities that are not available to the average family*. An example is given to remind pupils of prior learning. It would also be useful to offer an explanatory note or short video explaining why this is an effective justification. For some pupils it will act as a guide to what is expected of them and helps them form their own answer. It also models the ideal length of the answer so that they don’t over explain as this exam question is only worth 3 marks. | 13 minutes |
| Task 4 | Using the attached google form, you are now to complete the mock questions to show your understanding of the Dunbar’s social class. The questions will also make links to last lessons topic of ‘costume’. Do not use the example that I gave you.Once this is completed, I will then mark the questions and send them back to you with your mark and feedback. The google form questions are:Read all of section 2 (bi) Briefly describe the social class of the Dunbar family. [2](bii) Explain how any one line in the extract illustrates their social class. [3] (biii) Suggest a suitable costume for Maureen and explain how it could be used to show her social class. [4]By the pupils completing this online form, it then allows me to be able to see what the pupils have learnt, how well they can form their answers and I can then give them personal feedback. It also draws on what the pupils learnt in the last lesson (costume design).  | 15 minutes |