

LESSON 2 DRAMA LESSON

LI: TO EXPLORE IDEAS FOR A PERSUASIVE LETTER THROUGH DRAMA.

National Curriculum Links

Reading

Pupils should be taught to:

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Spoken Language

- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, roleplay/ improvisations and debates

STARTER: OBJECT COUNTDOWN

Make sure that you are in a room with enough space for the children to spread out and work in groups e.g. a hall.

Split the children into groups of 5. When each group has found a space, call out the name of an object. Each group then needs to use their whole bodies to make the shape of the object.

The children should make sure that there are different levels in their group (high, middle or low) and that they are joined to at least one other person.

Count down from 10 to 0 and say 'Freeze!' after 10 seconds so the children know their time is up.

Suggested Objects: a car, a clock, a volcano, a computer

Then move onto using objects found in Romeo and Juliet: a sword, a bottle of poison, a tomb

MAIN TEACHING:

Part 1: Freeze Frames

Explain to the children that today's lesson is an opportunity for them to explore and create visual representations of the ideas they will be including in their writing this week. They are going to be writing a letter in role as Prince Escalus at the end of the play, in which he tries to persuade Lord Capulet and Lord Montague to end their feud for good.

First ask the class to think back to the work they did yesterday (reading extracts from the text to explore the effect this feud has had on Verona and its citizens.) Ask them to put themselves in the shoes of the Prince. What might he say to Lord Capulet and Lord Montague to persuade them to end their feud? What could he give as examples to help persuade them to end it?

Create a list of the children's ideas. Here are some possible ideas they might come up with:

- **The whole city suffers because of the violence caused by the feud**
- **People have lost their lives, both in and outside the family**
- **Lies had to be told because of the feud which led to the death of Romeo and Juliet**
- **If Romeo and Juliet could fall in love despite the feud, couldn't their families also become friends?**

Children will now be working in the same groups as they did for the '10 Second Objects' game. Explain that they are going to create freeze frames to represent each of the arguments the class have come up with. Just like in the game, they need to make sure:

- They have a range of different levels in their freeze frame
- They are connected in some way to at least one other person in their group
- They use facial expressions and strong body language to convey meaning
- No movement – this is a snap-shot in time

You may like to model one example by picking a few children to help you create a freeze frame to show a violent scene.

Give the class a few minutes to work on their first freeze frame and then ask them all to show it. This will give you the opportunity to check for understanding and ask the most successful groups to share before moving onto the next idea.

Once the children have had enough time to create their 4/5 different freeze frames, ask each group to choose one freeze frame to perform and then bring the class back together.

Each group will show one of their freeze frames to the class. Ask the rest of the class to work out which idea it is representing.

Part 2: Emotive Language

Tell the children that they are now going to develop their favourite freeze frame by adding some emotive language (language that makes someone feel an emotion). Explain that we can use powerful adjectives and verbs to develop emotive language.

Ask the class what emotion Prince Escalus is trying to make Lord Capulet and Lord Montague feel (regret/sadness).

Model this with one example (e.g. violence on the streets) by thinking of powerful verbs and adjectives to make Lord Capulet and Lord Montague feel regret about the effect their feud has had.

E.g. **Vicious violence has plagued our peaceful streets for too long!**

Each group then develops their own emotive sentence based on their chosen freeze frame and shows the rest of the class their freeze frame with their added sentence (they should decide if they say it altogether or one member of the group performs the line).

Teacher or TA to record examples of emotive language to refer to later in the week.