

DAY 1 Playscripts

Key features	Stages	Additional opportunities
<p>Creative thinking: generate imaginative ideas in response to stimuli</p> <p>Information processing: record information using a given format</p>	<p>Introduction Look together at the play extract <i>Just like us</i> by Bill Tordoff from the CD-ROM. Ask the children if they can explain what this is (a playscript). Elicit that plays are stories written for a performance. Discuss why it is written in this way, for example to give actors things to say, to give production teams prompts about what to do. Devise a list of playscript conventions with the class, for example <i>a list of characters; play divided into acts and scenes; stage directions (exits/entrances); directions for actors; no speech marks; every speech has a new line; character's name shown before the character's speech.</i></p> <p>Speaking and listening In pairs, ask the children to devise an improvised scene about an everyday event, such as 'a surprise present', or 'The day Gran came to visit'.</p> <p>Independent work Ask the pairs to have a go at writing the beginning of their scene as a playscript using photocopiable page 94 'Playscripts' as a guide.</p> <p>Plenary View some of their improvised scenes. Invite the class to be an 'audience' and to make positive comments and suggestions for improvements. Some children might like to share their playscript planning with the class.</p>	<p>Support: provide support; record their improvisation on a tape recorder or video</p> <p>Extend: write their whole scene rather than just the beginning part</p>

DAY 2 Stage directions

Key features	Stages	Additional opportunities
<p>Evaluation: express their own views, opinions and preference</p>	<p>Introduction Look together at the stage directions for the actors within the play script <i>Just like us</i>, for example <i>Class start talking, The siren becomes audible again</i>. Ask the children why they think there is a need for these directions in a playscript.</p> <p>Speaking and listening Give pairs of children the stage direction cards on photocopiable page 95 'Stage directions' and invite one child to read a stage direction and the other to act it out. Change around for the second direction and continue in this way until all directions have been tried out. Draw the class back together and watch a few performances. Comment on their effectiveness. Discuss how useful these would be if you were an actor trying to learn a part for a play.</p> <p>Independent work Organise the class into groups with a director in each group. Give each child a playscript of <i>Just like us</i> and ask the director to cast the scene and then hold a play reading. Encourage the children to bring their characters alive by use of vocal expression, facial expression and body language – responding to the stage directions but also using their own initiative and feelings.</p> <p>Plenary Listen to the play readings. Are the children only reading the speech? are they using good vocal expression and characterisation?</p>	<p>Support: provide adult support to read out the stage direction cards</p> <p>Extend: challenge a group to write their own stage directions cards for others to try out</p>