

World War 2 – Y5 Dramatic conventions

Prior knowledge

Check that children understand that;
Plays are divided into sections called scenes with the setting often briefly described at the beginning of the scene.
Every speech by a character starts on a new line and with the name of the character.
Speeches are not punctuated by speech marks.
Stage directions are used to show actions or how characters speak and may be written in brackets or italics.
Characters arriving and leaving are known as entrances and exits.

Experience

Use sound files to create an air raid in the classroom.
Ask children to take shelter under the tables. Discuss how would it feel? What would you be thinking?
Feeling? Role play the all-clear. What can they hear, see, smell?

Familiarisation and immersion in text

Discuss issues around evacuation. Where parents right to send their children to the country? What are the arguments on both sides? Use information explored through History lessons and on http://www.bbc.co.uk/schools/primaryhistory/world_war2/evacuation/. Use images and propaganda posters to discuss what they are persuading parents to do? How effective do you think they are? Listen to the radio news programmes and interviews on; <http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/eyewitness/evacuees> What effect were these broadcasts intended to have on the audience? What techniques have they used to create the effect?. Split class into expert groups to watch further broadcasts and identify; atmosphere created, language used, sound effects included and setting. Jigsaw findings.

Phase outcomes: Children can prepare and present a spoken argument and make use of persuasive language. Children can listen and respond to formal and informal aspects of talk, comparing how a common theme is presented in different media presentations. Children can begin to identify dramatic conventions used to create an effect on the audience.

Capturing ideas

Oral Rehearsal

In pairs, improvise a role play between 2 parents deciding whether to evacuate their child. Use the dramatic convention conscience corridor to explore the decision a parent would have to make.

Use one of the photographs from the *Youtube* montage. Identify a child/children. What are they thinking, feeling, saying, doing? Record and display on working wall.

Split the class into groups of 4/5. Each group will plan and create their own interview. Assign roles - camera operator, interviewer, interviewees (children evacuated, children receiving evacuees and/or parents etc).

Each group must decide whether their film will be for evacuation or against. What effect do they want to have on the viewer?

Create a role on the wall for each person in the film, detailing what they are like, what they think and how they feel.

In expert groups, children begin to plan the broadcast;

Camera group. explore different possible setting for the broadcast. playground, park, street, home, school classroom. What atmosphere would each create? What effect would each have on the audience?

Interview group. explore different types of question. What kind of responses would they elicit? What effect would each have on the audience? What kind of language/vocabulary would be used?

Interviewees. explore different types of responses. What kind of language/vocabulary would be used? How would different tones of voice and speech patterns elicit different responses in the audience?

Each group member should take notes and report back to home group.

Phase outcomes: Children can plan and manage a group task, agreeing on actions and roles.

INDEPENDENT

In Shared writing, demonstrate how to record some of the planned settings, interview questions and responses using the correct layout. Model the use of appropriate language, tone of voice in stage directions, sound effects and vocabulary. Model different sentence structures and the effect they have.

In home groups, children use the notes from the expert group discussions and together agree the setting and write the interview questions and responses, using the appropriate layout for a playscript. Use Guided writing to work with groups to experiment with orders of sections/scenes to create different effects.

Give time for groups and individuals to return to the scripts and re-write, practice and reflect on the effectiveness. Model this in Shared writing sessions, with a focus on the impact/emotional response in the audience.

Record each script using digital recording software (e.g. Audacity <http://www.download-audacity.com/>) adding in sound effects and music where appropriate. Has the desired effect been created? What is the effect on the audience for each piece?

Allow groups time to listen to the recordings and improve where appropriate before sharing with the rest of the class or audience (e.g. school assembly, parents/grandparents etc).

Phase outcomes: Children can reflect on their own writing and edit and improve their work. Children can effectively use dramatic conventions to create and effect on an audience.