

This lesson plan is the sixth and final in a series that makes up a unit on understanding and creating verbatim theatre. The unit will support you to introduce the concept of verbatim theatre, its origins, and how it links to your learners' devising knowledge. It will enable your learners to create their own piece of verbatim theatre.

Lesson 6 leads learners through the presentation and evaluation stages of their own verbatim text. This lesson will last multiple periods, the length of time will be dependent on the depth of outcome you require from your learners. It is aimed at Third/Fourth level learners and above.

Curriculum for Excellence Links

Experiences and Outcomes	Benchmarks
I can demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences. EXA 4-12a	Creates and sustains aspects of voice to enhance characterisation, for example, pitch, pace, volume, tone, clarity, accent, articulation, register and intonation. Creates and sustains appropriate movement to enhance characterisation, for example, facial expression, body language, use of space, use of levels, gesture, posture, rhythm and timing. Shows confidence when presenting 'in character', adapting movement and voice to communicate effectively to different audiences, for example, local primary school, nursery, day care centre.
In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience. EXA 4-13a	Creates dramas for different purposes and audiences, experimenting with different genres, forms, structures and styles. Creates and sustains aspects of voice to enhance characterisation, for example, pitch, pace, volume, tone, clarity, accent, articulation, register and intonation. Creates and sustains appropriate movement to enhance characterisation, for example, facial expression, body language, use of space, use of levels, gesture, posture, rhythm and timing.
Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. EXA 3-14a	Contributes relevant ideas and opinions, with supporting evidence, when participating in group discussions or working collaboratively. Builds on the contributions of others by clarifying or summarising points and expanding on contributions. Selects relevant ideas and information to create dramas or scripts appropriate for performing to an audience, demonstrating a basic knowledge of form and structure such as mime, improvisation, tableaux, linear/non-linear.
Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts. EXA 4-14a (Depending on level of response from your learners)	Shows depth of understanding of different drama techniques and purposes through creating scenarios in response to a variety of stimuli. Explores and expands on the contributions of others by clarifying or summarising points and/or challenging ideas or viewpoints. Creates dramas for different purposes and audiences, experimenting with different genres, forms, structures and styles.
I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work. EXA 4-15a	Reviews and evaluates their progress through the creative process on an on-going basis and develops solutions to problems as they arise. Analyses their own and others' performances, including the work of peers and, where possible, professionals, making detailed comments, with appropriate justification, using appropriate drama vocabulary consistently.

LGBT Inclusive Education Learning Themes
Identifying prejudice, discrimination, and bullying (including homophobia, biphobia, and transphobia)
Celebrating diversity and difference

Equality Act Characteristics Covered
Sexual Orientation

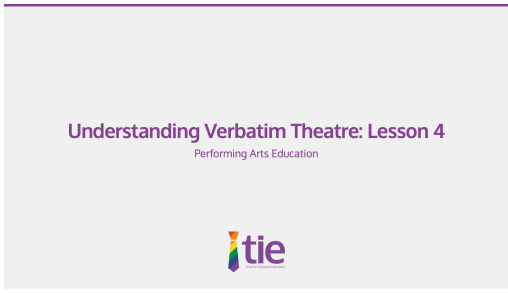
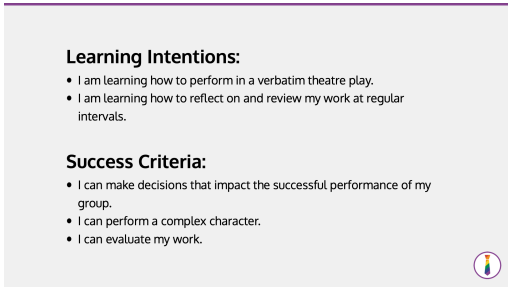
Learning Intentions
• I am learning how to perform in a verbatim theatre play.
• I am learning how to reflect on and review my work at regular intervals.

Success Criteria
• I can make decisions that impact the successful performance of my group.
• I can perform a complex character.
• I can evaluate my work.

Resources accompanying this lesson

"Understanding Verbatim Theatre: Lesson 6" PowerPoint slides.

Lesson Plan

Powerpoint Slide	Teaching Notes
Prior Learning	Please complete "Understanding Verbatim Theatre: Lessons 1, 2, 3, 4 and 5".
	Title page - introducing the topic.
	Learning Intentions and Success Criteria for Lesson 6.

Presenting and Evaluating

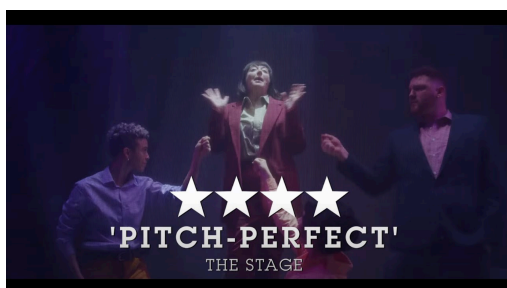
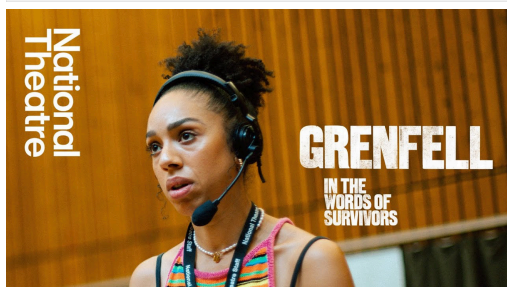
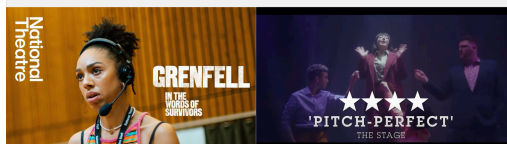
In this section, you will work on your text, present it and evaluate your final performance.

Introduce Section 6:

This next series of lessons will enable your learners to work on their verbatim script, bring their story to life, and evaluate the end product.

Staging - Examples

You have watched The Laramie Project, which is dependent on setting and naturalism. What do you think of the plays on the next two slides? Are they entirely naturalistic? What form are they presented in?



These slide provides the learners with two other examples of how to stage a verbatim play.

Each video is built into the PowerPoint presentation and will play upon a click. Subtitles can be turned on by selecting the 'Subtitles/close captions' tab on the YouTube video.

Discuss the differences in these plays compared to the film version of 'The Laramie Project'.

If they (or you) are interested in the play 'After the Act' you can access a behind the scenes snapshot of it here: <https://www.youtube.com/watch?v=hyibaDbYqNM>

Staging Your Story

Think about the background to your story. What do you think is the best form to use to tell the story? Ask yourself:

Setting: Does it need a specific setting to be on show for the audience? Does a setting help to tell the story or is it not important?

Style: Does your story need to be 100% naturalistic and serious to tell it accurately, or could you use the words and create movement and/or song to accompany the action?



Staging: Where do you want your audience? End-on, Thrust, In-the-round? How many audience members do you want? Could it be a Promenade performance with 1:1 action?



Learners will now be shaping their own plays. Cover the information in this slide with learners in whichever manner suits your teaching style.

The learners should start to think about the way they want to present their text. Some of them may choose formal staging and realistic sets, while others may want to be more experimental.

Encourage them to test the form and shape of their play until they are happy that their staging of it suits the purpose and message of their story.

<div><div>Rehearse and Present</div><div><p>It is ok to change things in your play as you rehearse.</p><p>Stop, reflect and review often.</p><p>Remember:</p><ul style="list-style-type: none">• Be as accurate as you can! Ask your group: "Are we using evidence or imagination?"• If you are using recordings - listen to them over and over - where are the pauses and the stumbles in the person's speech?• Ask your group: "Are we offering something to a discussion that is current, important, or necessary?"</div></div> 	<h2>Rehearsals and Presentations</h2> <p>Cover the information in this slide with learners in whichever manner suits your teaching style.</p> <p>Allow your learners the rehearsal time they need to succeed in the task. Keep their attention on the techniques and conventions of verbatim practice, some of which are included as prompts on this slide.</p> <p>When ready, learners should present their work/perform their play.</p> <p>Dependent on the context of the classroom setting, learners can do this as simply or elaborately as resources allow. The important aspect is that learners demonstrate their knowledge, understanding, and ability in verbatim theatre practice.</p> <p>It may be useful for learners to video their performances, enabling them to watch their work afterwards and evaluate it effectively.</p>
<div><div>Evaluate</div><div><p>Reflect on your work and the work of one other person in your group. Use correct drama terminology in your answers.</p><ol style="list-style-type: none">1. State the performance role you undertook and the responsibilities associated with your role.2. Describe how well you contributed to the creation of your verbatim script.3. Describe how well you contributed to the rehearsal process, in terms of contributing ideas and developing ideas for performance.4. Discuss how well you worked with others in your group during the rehearsal period.5. Discuss the effectiveness of your final interpretation of your role.6. Describe two areas from the whole process in which you performed well.7. Suggest two areas where you could improve.8. In addition, consider the work of one other person in your group and comment on the effectiveness of their role and contribution to the drama.</div></div>	<p>Learners should evaluate their work before concluding the unit.</p> <p>This should be completed in a format that is useful to you and your learners, and complements your ongoing assessment processes in your class.</p> <p>It may be that you have chosen to create this work as part of the National 4 Drama Added Value Unit (AVU). If this is the case, the evaluation questions on this slide cover Outcome 4 of the AVU. Please ensure all necessary paperwork and additional exercises have been completed by your learners for the rest of the unit. Requirements for this can be found in the National 4 Drama AVU Specification on the SQA website.</p>
<div><div>Learning Intentions:</div><div><ul style="list-style-type: none">• I am learning how to perform in a verbatim theatre play.• I am learning how to reflect on and review my work at regular intervals.</div><div>Success Criteria:</div><div><ul style="list-style-type: none">• I can make decisions that impact the successful performance of my group.• I can perform a complex character.• I can evaluate my work.</div></div> 	<p>Learning Intentions and Success Criteria for Lesson 6 to check off with learners if desired.</p>