Drama - Children in the Victorian Age

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| **AOLE:** Languages, Literacy and Communication  Expressive Arts | |
| * 4 Purposes : **healthy confident individuals who are building their mental and emotional well-being by developing confidence, resilience and empathy** | |
| WM: Expressing ourselves through languages is the key to communication. | DL:   * I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience. * I can respond to others’ points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen. * I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect. |
| LO: using drama strategies to express the life of a child in the Victorian Age | |

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| Introduction: | **Watch the ‘**[**Horrible Histories’**](https://youtu.be/CGSmilO-ah4) **clip Discussion**:   * How would you feel as a child living in Victorian times? * What was the worst thing children had to put up with? * name 5 things you're glad to have as a child today ? |
| Main body : | **Still images**  In groups of 5 or 6, try to create "still images" of the following titles :  - ‘You child! Were you speaking Welsh?!’  - Children should be seen and not heard  - Put your hand out for the cane !  Each group shoud show their work and the class can evaluate together.  **Further** :  Choose one still image from each group and develop the image with movement and dialogue.  This could happen as a class with the audience becoming director and scriptwriters. Alternatively, they could work as a group and then perform for the rest of the class in turn.  **Mind tracking**  Choose one of the still images and discuss the thoughts the character might have. Ask members of the audience to speak the character's thoughts.  This could happen with the performers remaining still in their "image" with a member of the audience putting their hand on a character's shoulder and speaking the character's thoughts  **Studying a picture**  1) Divide the class into groups, and give each group a picture and a character profile sheet.  The number of characters in the picture will decide how many are in the group  2) The pupils decide which characters they want to represent  3) The pupils fill in the profile sheet in order to research the character more fully  This could be achieved in groups instead of individually |
| Plenary : | **The Red Chair**  Using the Red Chair questions sheet, choose members of the class to sit in the red chair. Explain that there are no right or wrong answers - they can use their imaginations as much as they want ! |
| Resources : | [**Horrible Histories**](https://youtu.be/CGSmilO-ah4)  Drama Resources (Provided) |