



LESSON 1: 'HOORAY FOR HOLLYWOOD'

AIM: To explore the difference between daydreams and reality through 'Role-Play'.

LEARNING OBJECTIVE:

BY THE END OF THIS LESSON I WILL...

- * KNOW how to create a Split-Screen presentation.
- * UNDERSTAND how to develop improvisation into a performance.
- * BE ABLE TO create a group presentation that communicates the ideas and themes of the lesson effectively.

TO BE SUCCESSFUL I WILL ...

- * Have contributed at least one idea to my group's discussion.
- * Have taken on at least two different characters and used my voice and movement skills to communicate these characters.

RESOURCES

WHITEBOARD/FLIPCHART PAPER

GETTING IN THE ZONE

CIRCLE:

FILM GENRE KNEE CLICK

Students sit in a circle and pat knees and click to a count of 4 (KNEE – KNEE – CLICK – CLICK). The teacher says a film genre (E.G. SCI-FI), and students should say the name of a film within that genre on the clicks (KNEE – KNEE – STAR – WARS) etc.

Differentiated:

Students must say the name of a favourite film on the clicks. The teacher starts at a different place in the circle each time the film genre changes. Students can say "I – PASS" on the clicks if they need to. Students could also suggest their own genre if they wanted to.

MIX IT UP

Students could be out of the game if they get it wrong or miss the clicks. They just stop clicking and patting and are passed the next time around.

TAKE IT TO THE SPACE:

Students move around the space. The teacher calls a number and the students silently get into a group of that number. Repeat this until they are in a group of 5.

FILM GENRE STILL IMAGE

The teacher calls out a film genre from the 'KNEE – CLICK' task. Students have 30 seconds to create a still image from a typical film of that genre. Throw in some Left-Field: MARTIAL ARTS, ANIME, WESTERN etc.

MAKE SURE "MUSICAL" IS ONE OF THEM

MIX IT UP Groups can be given a point for the best freeze frame in each round. The group with the most points at the end is the winner.



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THE MAIN EVENT:

DAYDREAMS

What do people daydream about? Students share ideas with the teacher (E.G. WINNING THE LOTTERY, DATING A CELEBRITY, PLAYING FOR A FOOTBALL TEAM ETC). The teacher collects ideas onto the whiteboard or flipchart paper. Prompt until there are about 10-15 good ideas.

SPLITSCREEN DREAMS

Students are to create a split screen presentation where they explore the difference between reality and daydreams. One side is the real-life world (SCHOOL, JOB, HOME ETC), the other shows – Walter Mitty Style – the daydreams of one of the characters.

Students are aiming to create a minimum of two reality/fantasy scenes. Actors will need to multi-role; each student playing at least two contrasting characters.

A couple of chairs per group if available could be used to differentiate fantasy from reality – or the students may come with a more inventive way of differentiating the two states.

SUCCESS CRITERIA:

- * Does the audience understand which is the daydream and which is the reality?
- * Can we clearly see the different characters?
- * Is there a big enough contrast between reality and daydream?

PLENARY:

Who could make the link between what we've covered in this lesson and the world of Hollywood as well as the movies? How do movies help us to feel that we have escaped reality? We are going to be looking at a musical based on a movie that is all about the magic and the glamour of Hollywood, and how the reality can be very different from what the audience imagine.

IF THERE IS TIME WATCH THE TRAILER FROM THE MOVIE

SINGIN' IN THE RAIN MOVIE TRAILER:

<https://www.youtube.com/watch?v=bi2mR2HBwWk>