

WICKED ACTIVE LEARNING



Teachers' Guide to Delivering English KS3 Lesson Plans

Introduction:

This pack is designed to support the National Curriculum for English as delivered at Key Stage 3, providing lessons inspired by the musical **Wicked**.

The fifteen lesson ideas have been separated into **Literature and Language**, and further into **fiction** and **non-fiction**, to ease teachers' planning. There is also an additional section for **Spoken English** towards the end of the pack, which will foster your pupils' skills in presentation, delivery and paralinguistics and contains nine debate topics related to the themes of the musical.

Each activity has an objective based upon the National Curriculum aims and objectives. The PowerPoint has been designed to fit into your own school's model for starters and plenaries and you should adapt as you feel best fits your cohort. We have not included time constraints, allowing flexibility across a range of timetable models.

Some of the tasks could be attempted *before* or *after* seeing the musical, and some work best when approached *after* seeing it. We have indicated this on the contents below to support your planning. Work on the musical prior to seeing it can be facilitated with the use of the **synopsis** and **production images** provided in the free resources via our **Wicked Active Learning** site. This is also where you will find the relevant **script extracts** referenced in the Literature lesson 2 (Textual Analysis).

Curriculum links and learning outcomes:

Writing

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including:

- well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing;
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters;
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing, planning, drafting, editing and proof-reading;
- considering how their writing reflects the audiences and purposes for which it was intended, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness, paying attention to accurate grammar, punctuation and spelling.

Reading

Pupils should be taught to develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, making inferences and referring to evidence in the text, knowing the purpose, audience for, and context of the writing, and drawing on this knowledge to support comprehension.

Read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning;
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.

Spoken English

Pupils should be taught to:

- speak confidently and effectively, through using Standard English confidently in a range of formal and informal contexts, including classroom discussion, giving short speeches and presentations, expressing their own ideas and keeping to the point, participating in formal debates and structured discussions, summarising and/or building on what has been said in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Contents:

Literature

The lessons below can be used flexibly by teachers *before* or *after* seeing the show.

Characterisation

Objective: to explore how writers build characterisation and how narratives create character arcs.

Textual Analysis

Objective: to closely explore language, looking in detail at the writer's choice of words, thinking about inference and connotations, bearing in mind the purpose of a script as opposed to a novel.

Wicked Adaptation

Objective: to explore a range of mediums in a comparative fashion and consider the relevant pros and cons of each from the perspective of writer and reader/audience. To increase the range of genres pupils are exposed to.

Language

Non-Fiction

The lessons below can be used flexibly by teachers *before* or *after* seeing the show, and all share the national curriculum objectives:

- understanding of purpose, form, and audience, engaging with a range of language types, formal and informal, purpose of slang in society, difference between opinion and fact.

1. **Wicked news**
2. **Creating a political campaign**
3. **Wicked marketing**

After watching the show, students could undertake lesson 4:

4. **Writing a review of Wicked**

Fiction

These written tasks share the objectives:

- to foster fluent writing for pleasure and entertainment in a range of mediums.
1. **Descriptive Writing** - this is a task based on KS3 Language Paper 1 and could be used as an end of unit/term test. This lesson could be undertaken *before* or *after* seeing the musical.
 2. **Fantasy Worlds** - lesson can be used *before* or *after* seeing the musical.
 3. **Report Writing** - lesson can be used *before* or *after* seeing the musical.
 4. **Metamorphosis** - lesson can be used *before* or *after* seeing the musical.
 5. **Short Story** - lesson works best *after* seeing the musical.
 6. **Diary Entry** - lesson works best *after* seeing the musical.
 7. **Script Writing** - lesson works best *after* seeing the musical.
 8. **Letter Writing** - lesson works best *after* seeing the musical.

Wicked Debate

All of these can be approached either *before* or *after* viewing the musical.

Objectives: to encourage pupils to speak confidently and effectively using appropriate language for the setting, to highlight skills of ethos, pathos and logos and to support development of effective paralinguistics.

There are significant moral questions addressed in **Wicked**.

Use the lesson plan to discuss some of these topics with your students.

Teachers are encouraged to differentiate between the topics and put the students in pairs A and B.

Both should prepare a 30 second argument using ethos, logos and pathos, to support their side. This can be used as the basis for a class debate.

Alternatively, students may choose a side and write a one-minute speech arguing for their side using rhetorical devices.