

WICKED ACTIVE LEARNING



Teachers' Guide to Delivering English KS4 Lesson Plans

Introduction:

This pack is designed to support the National Curriculum for English as delivered at Key Stage 4, providing lessons inspired by the musical **Wicked**.

The two lessons provided have been planned with reference to the National Curriculum as outlined below and to GCSE Literature. The lessons allow for a 50-minute lesson and teachers should use their judgement in relation to SEND needs in their classroom. Teachers could use both or either lesson to introduce context prior to starting their chosen 19th century set text. Both lessons end with a choice of two written tasks. Each lesson has been left without time constraints to make them as adaptable as possible and each slide can be delivered as a class discussion, paired work, or group work.

Lesson 1 considers the 1900 novel *The Wonderful Wizard of Oz* by L. Frank Baum as a starting point for thinking about allegory and context, helping prepare pupils for their study of a 19th century novel and understanding the importance of context in practice.

Using the trailer and synopsis of the musical **Wicked**, students will be asked to consider what the writer chooses to emphasise in this modern retelling and more crucially, why.

Lesson 2 explores the differences between genre and mediums and asks students to think of the advantages and disadvantages of adapting texts into different genres and mediums. What is lost and gained in turning a novel into a musical? The lesson uses script extracts from **Wicked**, as well as an extract from *The Wonderful Wizard of Oz* to also explore how written style has developed over 120 years; why does the 1900 prose feel anachronistic? What can be learnt about the use of dialogue to develop characterisation?

Curriculum links and learning outcomes:

Reading

Pupils should be taught to:

- Read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging classic literature and extended literary non-fiction, such as essays, reviews and journalism. The range will include works from the 19th, 20th and 21st centuries.
- Understand and critically evaluate texts through drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation, identifying and interpreting themes, ideas and information.
- Make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.
- Make an informed personal response, recognising that other responses to a text are possible and evaluating these.

Contents:

Lesson 1

19th century texts in contexts.

Lesson 2

Telling Stories - texts in different mediums/stories in different genres.