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| Lower – order Thinking Skills |  | | **Negotiated Learning Grid – Sample ideas for student choices** | | | | |
| Taxonomy (actions) | **E5** | **Visual** | **Audio** | **Kinaesthetic** | **Print Oriented** | **Interpersonal** |
| **Remembering**  Recognising  Listing  Describing  Identifying  Retrieving  Naming  Locating  Finding | Engage | * Create a mind map that describes a character /s profile * Draw a visual summary of the key action of the plot * Begin a concept map of what you already know about the topic, adding to this as you gain more information. | * Make a song that tells the story of the play or a character | * Whoosh – story telling with photo tableaux of key moments in the plot. | * Find a summary or write the play as a narrative story in your own language. | * Pair/share to retell aspects of the story. * Interview several peers to find out what they would want to know about the play / topic. |
| **Understanding**  Interpreting  Exemplifying  Summarising  Inferring  Paraphrasing  Classifying  Comparing  Explaining | Explore | * Read the play and prepare a collage of visual imagery and symbolism in the play * Prepare a collage that represents a character/s * Find other examples of visual interpretations of the play – paintings, theatre performances from different places and times etc. | * Read the script aloud, focussing on the sound and rhythm of the language. * Collect and recite quotes about a character | * Creating dramatic tableaux of aspects of plot, particularly the ‘unseen’ aspects of the plot * Improvising the characters in different situations and places to find connections with ‘real’ behaviours * Physical placement of own judgement of Richard ‘s point of evil on story values continuum. | * Summarise by writing, photocopying or printing an easy to read story synopsis * Paraphrase a scene or excerpt from the play into your own words. * Write the subtext on a script | * Pair/share to ask questions about aspects of the story. |
| **Applying**  Implementing  Carrying out  Using  Executing | Explain | * Make a storyboard of the action, or find a visual representation of the story – picture book, comic, or find pictures and words to show the story/action of the scene, monologue or ensemble idea. | * Read the script aloud to hear the character voices * Collect songs about a character or theme related to the play | * Create tableaux showing the relationships between characters * Improvise and role play aspects of a character’s life and make decisions on what helps you find the character * Improvise a role-play where you are the servant of one of the main characters – eg Lady Macbeth. What changes lady, how these made you feel, the day of her death. How did she die? Did you see what happened? Did you have anything to do with her death? | * Write a letter from the point of view of one of the characters, explaining their position at a key moment in the play * Collect quotes and sayings about the topic or theme | * Whoosh – story telling with photo tableaux of key moments in the plot. * Debate : Was Richard III an evil villain or were his choices a product of trying to survive in a dog-eat-dog world? * Hot seat – role play a character and have the audience ask questions that you respond to ‘in character’. |
| **Analysing**  Comparing  Organising  Deconstructing  Attributing  Outlining  Structuring  Integrating | Elaborate | * Find evidence from the play and show how it supports or disproves the statement:   “Macbeth or Richard III develops into an evil tyrant” .A similar statement can be chosen for a different play. | * Set up a debate on the motivations of characters in relation to the topic | * Request teacher devised workshops to explore aspects of the text physically through acting and improvisation | * Read and compare different interpretations of the play * Collect key words/quotes that represent the main ideas or themes of the play * Analyse a selection of character/s in paragraphs | * Visual Ranking – Who is the most evil villain from a list generated by the class? On-line team comparison activity. * Wikispace discussion forum – what are the characteristics of ‘evil’? * Select some key quotes from the script and give a talk/presentation to explain who said it, when and where they say it, what the quotes mean and why it is significant in the play. |
| **Creating**  Designing  Constructing  Planning  Inventing  Devising  Making | Elaborate | * Make a collage of images that represent a character or the mood/theme of the play * Make a character profile mind map * Storyboard a performance plan * Create a design concept for a modern staging of the play of your choice eg set design, costume or lighting design | * Prepare an audio broadcast of a selected or edited Shakespeare script instead of a physical performance * Deliver a monologue that presents a significant point to understand the motives of a character * Create a musical soundtrack for a scene, journey of a character or to establish the mood | * Design and create a mask or make up that shows 2 sides to a character’s personality, one for their ‘public’ face and one that reveals their terrible intentions * Create and present a selected scene from the play exploring the script in an alternative way such as – movement without dialogue, subconscious, court room, Oprah TV interview, modern context etc | * Create a ‘lesson’ that introduces a Unit 2 English class to aspects of the language of Shakespeare * Edit an excerpt of a scene into one word or one sentence dialogue by deleting as much text as possible, but keeping the most essential words to communicate the meaning. Try to choose a dialogue between 2 characters, or find ways to edit out other characters for this exercise. * Prepare a journalistic report that informs the wider public about a character. Evaluate the ‘facts’, then experiment with how far you want to convince your readers of your angle on the story. Decide who you are writing for – The Herald Sun, The Bendigo Advertiser, The Australian, Women’s Day etc. | * In pairs, perform a soliloquy from the play, where A does the dramatic reading and B performs actions, movements and gestures to accompany the reading. This could also be shared with a selection of excerpts from different soliloquies to reveal the changes a character goes through |
| **Evaluating**  Checking  Hypothesising  Critiquing  Experimenting  Judging  Testing  Detecting  Monitoring | Evaluate | * Prepare a visual production folio that shows the choices you made to create and present a performance to an audience, with annotated comments evaluating the stages of the creation process. * Create a storyboard for a performance that includes your reasons for the purpose and intention of each scene * Video aspects of the creation and /or rehearsal of your performance and comment on areas to be improved | * Podcast discussions through the development of the performance project. * Prepare an instructional podcast of a playreading and discussion about how characters could be interpreted * Include a weekly consultation with your teacher to discuss and monitor your progress * Give a 2 minute oral presentation to the class justifying why you chose your topic | * Perform your draft material to different people and get verbal or written feedback that you work on – then show again with the changes. | * Write a weekly journal that outlines what you have done and describes your feelings about the task and process at each point. | * Prepare questions that you will ask your audience after a presentation to test how well they understood your intention or to find out what they discovered. |