DIVIDED CITY

Exploring Sectarianism



Level 4 Drama

Pupil Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Comments:

**Investigating Sectarianism**

Research and find out the following information:

|  |  |
| --- | --- |
| What is Sectarianism? | What is prejudice? |
| What is discrimination? | What is a ‘bigot’ |
| When do you think Sectarianism started in Scotland? | Additional Information: |

[](http://www.listenandlearn.org/the-teachers-handbook/wp-content/uploads/2014/01/feedback-heads1.png)

**Feedback your information to the rest of the class**

**Investigating Sectarianism**

Research the following information

1. the effect of Irish emigration after the First World War
2. Great Famine in Ireland 1845- 49



National 4 AVU: Outcome 1.1

Research performance task:

As historical experts you have been asked to present a short performance to a

group of school pupils documenting the history of sectarianism and its development in Scotland.

This could be done: As a trailer for a documentary about sectarianism

A series of still images with a narrator

As a museum tour guide travelling back in time

Performance Ideas

|  |  |
| --- | --- |
| Form & Genre | Storyline |
| Characters | Production Area’s |

National 4 AVU: Outcome 1.1

Give examples of how these issues exist in today’s society

National 4 AVU: Outcome 1.1

Choose 3 of your examples from the previous task

Create a still image for each idea and add a thought track for each of the characters.

|  |  |  |
| --- | --- | --- |
| Still Image Idea:  Characters:  Thought Tracks: | Still Image Idea:  Characters:  Thought Tracks: | Still Image Idea:  Characters:  Thought Tracks: |

National 4 AVU: Outcome 1.1

**Performance Task: Devising a scene**

Now select one still image to develop into a scene. As a group consider and create the following information then rehearse and present to the class.

Performance Ideas

|  |  |
| --- | --- |
| Form & Genre | Storyline |
| Characters | Production Area’s |

National 4 AVU: Outcome 1.1

Having explored ‘Sectarianism’, what have been the main themes or issues raised?

SECTARIANISM

Scots

National 4 Added Value Unit: Outcome 1.1

In groups we are now going to use the theme’s and issue’s identified to create potential ideas for your own drama. Use the mind map below to write down any idea’s related to these themes/issues that you think would make a creative and interesting storyline.

From your group idea’s choose one to develop further creating a storyline that will be rehearsed and performed for your final performance:

Consider:

* Place (Where you are)
* Characters (Who you are, who is with you and whom you might meet)
* Action (What happens)

Once you have decided on your characters and storyline, divide the action into 4 scenes.

Decide which Structural Devices you might want to use e.g.

* Narrator
* Flashback
* Freeze Frame
* Slow motion.
* Still Image
* Thought track

**Now complete the drama outline detailing what happens in each scene and create character list!**

National 4 Added Value Unit: Outcome 1.1

DRAMA OUTLINE Scene 1

Time:

Place:

Characters:

Action:

Structural Devices:

Scene 2

Time:

Place:

Characters:

Action:

Structural Devices:

Scene 3

Time:

Place:

Characters:

Action:

Structural Devices:

Scene 4

Time:

Place:

Characters:

Action:

Structural Devices:

National 4 Added Value Unit: Outcome 1.1

Create a list of Characters in your drama stating, their age, role in drama, relationships with others and purpose.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Character Name | Age | Role in Drama | Relationships with other Characters | Purpose in Drama |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

National 4 Added Value Unit: Outcome 1.2

Devise a character card for the character you are playing.

Name: Age:

Physical Description:

Likes:

Dislikes:

Family history:

Background:

Personality:

National 4 Added Value Unit: Outcome 1.2

Describe how you will use voice and movement to portray the character you are playing.

Voice

Movement

National 4 Added Value Unit: Outcome 1.2

Create an in role diary entry for your character, based on the events in a scene the drama.

National 4 Added Value Unit: Outcome 1.2

Rehearsal Log 1

DATE:

What did you achieve?

What problems did you encounter?

How did you overcome these problems?

What are your targets for the next rehearsal?

National 4 Added Value Unit: Outcome 1.2

Rehearsal Log 2

DATE:

What did you achieve?

What problems did you encounter?

How did you overcome these problems?

What are your targets for the next rehearsal?

National 4 Added Value Unit: Outcome 1.2

Rehearsal Log 3

DATE:

What did you achieve?

What problems did you encounter?

How did you overcome these problems?

What are your targets for the next rehearsal?

National 4 Added Value Unit: Outcome 1.4

EVALUATION

Reflect on your work and the work of others in your group. In your reflection you should consider the following

* State the performance role which you undertook and the responsibilities associated with your role.
* Describe how well you contributed to the rehearsal process, in terms of contributing ideas and developing ideas.

National 4 Added Value Unit: Outcome 1.4

EVALUATION

* Discuss how well you worked with others in your group during the rehearsal period.
* Discuss the effectiveness of your final interpretation of your role. (Use of voice and movement, impact on audience and sustaining realistic/believable character)

National 4 Added Value Unit: Outcome 1.4

EVALUATION

* Describe two areas in which you performed well throughout the unit.
* Suggest two areas for improvement.

National 4 Added Value Unit: Outcome 1.4

EVALUATION

* In addition, consider the work of two others in your group and comment on the effectiveness of their role (voice, movement, impact, sustained etc) and contribution throughout the unit.