

The Lloyd Goddard Mystery

Year 9

Overall aims:

- To consolidate skills learnt during KS3: group skills, movement, use of space, Discussion, Listening skills, Narration, Hotseating
- To introduce/ consolidate skills of abstract movement
- To use Narration as a key story telling tool in a variety of interesting ways

The scheme is set out as 'sessions' rather than lesson so you can mix and match activities and move thing along at your own pace.

Pupils should be assessed on one piece of prepared performance but marking will reflect all of the work achieved in the sessions.

<p>have access to the boardroom and offices at any time. Lloyd's wife Clare and his nephew Bruce both work for the company along with his only daughter Jill"</p> <p>Look at the file</p> <ul style="list-style-type: none"> • What are your first thoughts on seeing the body? • What are your first thoughts on the timings of the murder? • Who would you like to talk to first? • What possible motive could anyone have to kill Lloyd Goddard? <p>Put the class into 3's and give 5 mins to write down any specific questions they may have for individual characters. Choose 8 strong performers and allocate them roles. Hand them their role cards for the next activity. Ask them to learn their information and to take on a specific voice and gesture for their character.</p>	<p>This could be in or out of role dependent on the group.</p> <p>Again costume would help support this.</p>
<p>3. Hotseating</p> <p>Hotseat each character with the class writing info on their evidence sheet. Either do this as a whole class or as a carousel.</p>	<p>Focus on the importance of note taking and secrecy amongst groups to build up their own story of the murderer.</p>
<p>4. Recap evaluation</p> <ul style="list-style-type: none"> • What drama techniques have we used today to find out information? • Why use hotseating rather 	<p>Interpretation, dramatic tension,</p>

<p>than just sheets of paper telling us about the character?</p> <ul style="list-style-type: none">• Which actors really bought their character to life? <p>Collect the evidence sheets in for use next lesson – give stickers to performers.</p>	<p>characters playing off each other, delving deeper etc.</p>
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Session 2/3

Aim: to produce a duologue to show what happened the night of the murder and who the murderer was

All pupils will create a duologue which shows who killed Lloyd Goddard and why

Most pupils will begin to use the idea of climax to build up to the murder

Some pupils will use empathy to make the audience sympathetic to their motive

Structure	Teacher thinking
<p>1. Registration Recap what happened last week and the information we have found out Explain that the next couple of sessions are going to be spent working on what happened the night that Lloyd Goddard</p>	
<p>2. Pairs Pairs work together to decide who the murderer was and what was their motive The scene starts with a knock on the door and in walks.... They confront Lloyd Goddard about....</p>	<p>Use the slides as a starting point Discuss the following at certain points in the work The use of climax The way the scene can unfold to show us the motive The use of empathy</p> <p>http://www.youtube.com/watch?v=khMlcTE7lw8 for music at the start and end of the murder (scroll down as there is swearing in the comments below the video)</p>
<p>3. h/w To bring in one piece of costume or prop to symbolise your character</p> <p>At the end of session where you show the work get a G and T to</p>	

learn Alice's monologue for the start of next lesson	
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Session 4

Aim: to explore the motives and feelings of Alice

All pupils will explore Alice's monologue to understand who she feels towards Lloyd Goddard

Most pupils will use abstract still image to show externally what Alice feels internally

Some pupils will develop their work to include sophisticated transitions in their work

Structure	Teacher thinking
<p>Registration:</p> <ul style="list-style-type: none"> As the pupils come in the room have a spotlight on stage with Alice in the middle holding a photograph of a her son. Alice does her monologue. Pupils respond to the monologue and can hotseat Alice if they wish. 	<p>This is in the shared area</p>
<p>Abstract work</p> <ul style="list-style-type: none"> In groups of 5 pupils brainstorm around the poem all the thoughts and feelings Alice may have had about her son dying, along with her feelings towards Lloyd Each group then choose three words to focus on and create three abstract still images to show that word. Groups can then think about their use of transition and speaking 	

significant lines from the monologue to give their work further context.	
Showing <ul style="list-style-type: none">• Emphasis that this work is about the process to understand Alice and her actions better.• If there is a group that feel ready to show then watch them and evaluate	
Evaluation <ul style="list-style-type: none">• Why does Alice behave the way she does?• Do you feel sorry for Alice?• How does abstract help us understand the way a character feels?	

Session 5/6

Choice of crosscut scenes:

- Alice getting her son ready for the first day of school
- Lloyd visiting Alice in Hospital and 'offering' her the job (why does she agree?)
- Lloyd getting home immediately after the accident with blood on his shirt
- A police officer arresting Lloyd at work (why is the case dropped)

Focus on contrasts to show different sides to the story/ create contrasts of tone and mood.