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| **Day:**Tuesday & Wednesday | **Date:**English: Script Writing – the HAKA6/2/17 & 7/2/17 | **Time:**9:10-9:50 (40mins) | **Class:**Year 6 | **Subject:** English/HASS/Drama | **Topic:**Writing Scripts |
| **Students’ Prior Knowledge and Experience:**-students have been learning the words and dance of the HAKA and have briefly covered the story behind the lyrics-students will be performing a play to tell the story, followed by the dance for assembly-class has discussed the 4 components of a script | **Learning Outcomes:**-students will work cooperatively to compose a script depicting the story of the HAKA-students will use word processing to produce their work |
| **Curriculum Links:**[(ACELY1711)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acely1711)[(ACELT1800)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acelt1800)[(ACELA1525)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acela1525)[(ACELY1714)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acelt1714)[(ACELY1715)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acely1715)[(ACELY1717)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acely1717)[(ACELT1618)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acelt1618)[(ACELY1710)](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/year-6/acely1710)([ACADRM035](http://www.scootle.edu.au/ec/search?accContentId=ACADRM035))([ACADRM036](http://www.scootle.edu.au/ec/search?accContentId=ACADRM036)) | **Student Evaluation (assessment tool):**-observation of how groups work together to solve problems and make decisions-each group will submit a copy of their finished script which will be marked-the best script will be used to perform at assembly |
| **Equipment and Resources:**-copy of planning resource for each student-MacBook’s -highlighters-smartboard-copy of group make-ups |
| **Time:** | **Learning Experiences:****Inform/inspire:** Explain the purpose of the lesson is to learn the story of the HAKA and how scripts are written to then start writing their own script telling the story. Have students move into their groups as displayed on smartboard. **Show/share:** Read through the HAKA story together. Have students work in their groups to highlight all the characters that are in the story. Share ideas with the class. Re-visit the 4 components of a script as discussed in previous lesson and fill in space provided on resource. Read through the script example on the resource and have students highlight and label each of the 4 components; scene descriptor, characters, dialogue and actions. This shows students how each component looks in a typed format. **Try/transfer:** Have students discuss in groups ideas for their scene descriptors and make notes on planning resource provided. In the blank space, groups must then create a timeline of events that they are going to write about in their scripts. **Apply/action:** Distribute 1 MacBook per group for students to begin working. Provide a quick demonstration on how to format the script, referring to the ‘computer layout’ box on the resource. Provide ample time for groups to continue working. **Review/revise:** Students to write a quick action plan as to how they will complete the writing on time.-what is left to complete?-who will do what role to ensure the work is done on time?  |
| **Next Lesson:** -students to continue writing and editing scripts to hand in by following week-judging of scripts for assembly performance |
| **Comments:**  |

English: Script Writing – the ‘HAKA’