

Exemplar lesson plan from English.

This lesson plan shows how to differentiate by task and grouping.
Group 10b5/Ee (Mixed Ability)

Context of lesson (within SOW/sequence of lessons)

-Fifth lesson in *Original Writing: Media* coursework preparation SoW

Objectives of lesson:

In preparation for *Original Writing: Media* coursework essay, to refine analysis of opening scenes Luhrmann and Zeffirelli's films of *Romeo & Juliet*, looking at:

- Ø WHAT is the difference between the two versions?
- Ø HOW are those differences presented, technically?
- Ø WHY has the director made these choices?

Expert Group A: Screenplay adaptation

Expert Group B: Soundtrack (especially music)

Expert Group C: Cinematography

Expert Group D: Set design, props, and costumes

Expert Group E: Acting style and fight choreography

Intended outcomes of lesson (including National Curriculum levels)

· **For all students:**

- Ø Produce commentary, supported by reference to the films, which shows (NC Level 6.2-6.8/grade D):
 - Ø (WHAT is the difference between the two versions?)
 - Ø Matching of style and form to purpose
 - Ø Some use of specialist vocabulary

The nature of this will depend on the specialism of the 'Expert Group' the student is a member of.

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· **For most students:**

- Ø Produce commentary, supported by close reference to the films, which shows (NC Level 7.2-7.8/grade C):
 - Ø (HOW are those differences presented, technically?)
 - Ø Adaptation of style and form to purpose
 - Ø Appropriate use of specialist vocabulary

The nature of this will depend on the specialism of the 'Expert Group' the student is a member of.

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· **For some students:**

- Ø Produce commentary, supported by close reference to the films, which shows (NC Level 8.2-8.8/grade B):
 - Ø (WHY has the director made these choices?)
 - Ø Technical analysis and awareness of a range of possible contexts of construction and reception.
 - Ø Variety of specialist vocabulary

The nature of this will depend on the specialism of the 'Expert Group' the student

of.

Strategies for differentiation

- **For the least able learners:**

- By grouping:** each Home Group is chaired by an able student and includes students of middle ability who must support the other group members.

- By task:** students can respond at the level of observing differences between the films- the WHAT level.

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- **For the middle ability learners:**

- By grouping:** each Home Group is chaired by an able student and includes least able learners. Middle ability students will be supported by most able and through collaborative working with least able will be obliged to structure their own ideas carefully

- By task:** students can respond at the level of observing differences between the films- the WHAT level, and move on to making more technically analytical observations- the HOW level.

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- **For the most able learners:**

- By grouping:** each Home Group is chaired by an able student and includes at least one other able student middle ability learners and least able learners. Through collaborative working with and support of least able and middle ability, most able will be obliged to structure their own ideas carefully, and will be challenged by other able learners.

- By task:** Most able learners, as chairs, need to manage the task. Able learners also need to make technically analytical HOW observations and attach them to WHY level justifications.

Strategies for VAK

- **For Visual learners:**

- Multiple sources of visual information: text books (*Romeo and Juliet*); paper; OHP; personal DVD player.

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- **For Auditory learners:**

- Discussion work central to lesson: small group, student led; class, teacher led.

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- **For Kinaesthetic learners:**

- Physical movement between Home Groups and Expert Groups and back again to define phases of the lesson and different kinds of thinking.