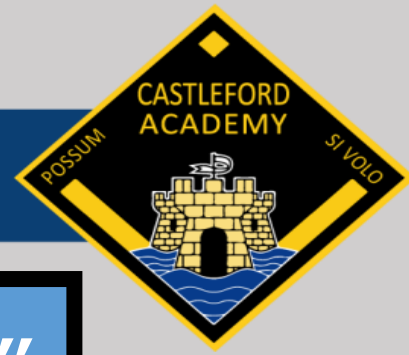


## Lesson 3: Charlotte Dymond

### Brain in Gear

- 1) What is happening in this picture?
- 2) Can you tell which man is the **bad cop** and which one is the **good cop**?
- 3) How do you know which is which?





# ABC: "You are innocent until proven guilty"

## Start the discussion:

- I believe that...
- In my opinion...
- One argument may be that...
- I'd like to make the point that...

## Agree:

- I support your point because...
- Your opinion is reasonable because...
- I agree with your statement because...
- Your argument is a valid one because...

## Build:

- Building on what... said...
- In addition to ...'s statement...
- I agree with your point, but should add that...
- Your argument is a good one, however it needs...

## Challenge:

- This opinion could be questioned because...
- My own view is contrasting with yours because...
- I would like to challenge your argument because...
- I disagree with your statement for a number of reasons...



**Explain**

## **Lesson 3: Charlotte Dymond**

### **Learning Focus**

- 1) To use the characters of good cop and bad cop to create the police interview with Matthew.**
- 2) To create effective characters in performance.**
- 3) To comment on the success of a performance.**

**Explain**

## Lesson 3: Charlotte Dymond New Developments!

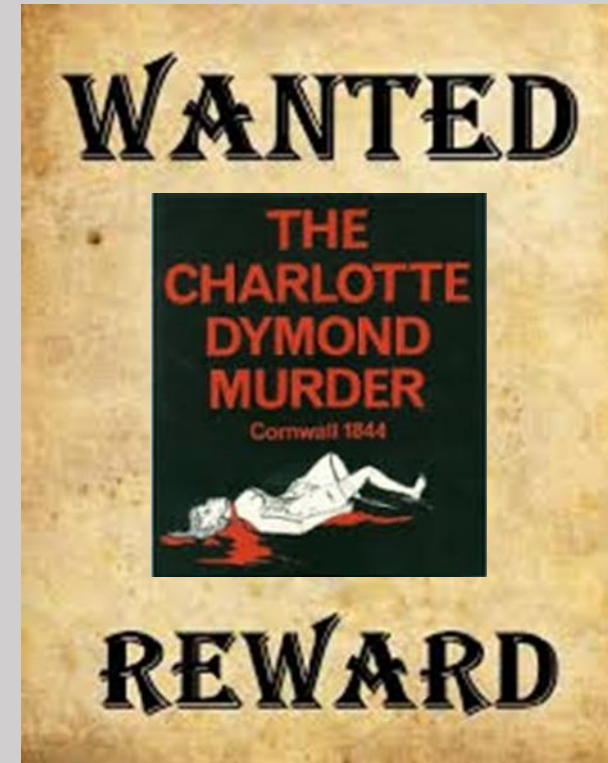
**Detectives have found Charlotte Dymond's blood stained green handkerchief on her boyfriend, Matthew!**

**Think**

Open Questions?

Closed Questions?

**If you were questioning Matthew about the handkerchief, what sort of questions would you ask?  
Write down your questions**



Create

## Lesson 3: Charlotte Dymond Sculpting Characters

### Task:

- Create a **freeze frame** for each character – a good cop and a bad cop.
- Think about what the **character** is doing and what they look like?
- Think about their **situation** and what they want from the person they're **investigating**.

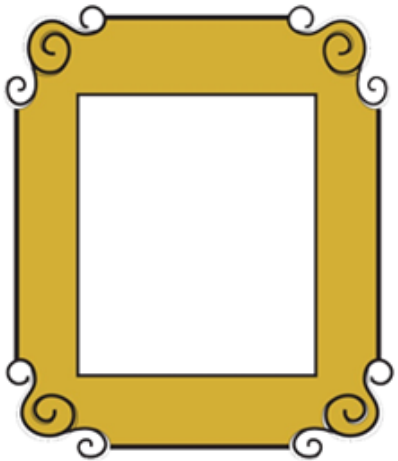
### Success Criteria

- ✓ You must both show a different cop – good / bad.
- ✓ When creating, you consider all of your performance skills: facial expression, body language and gesture.

**Evaluate**

## Lesson 3: Charlotte Dymond

### British Values & Bigger Picture



Individual Thinking

Do we approach/should we approach problems people have in the same way each time...?

Can you justify your answer with at least one example?



Paired Discussion

### **Mutual Respect**

Do you think that both of our 'Cops' would be respectful of Matthew when interviewing him...? does it matter?

Would your answer be different if you were accused of doing wrong?

**Create**

## **Lesson 3: Charlotte Dymond** **Good Cop / Bad Cop Scene**

### Task:

- **Write a script where Matthew is interrogated by the two *cops*.**
- **Use open and closed questions and a good level of dialogue between the characters in order to write a scene which could be performed in front of an audience.**
- **It should be a realistic scene!**

### Success Criteria

- ✓ **Each character gets at least 8 lines of dialogue.**
- ✓ **Each line is appropriate to their character.**
- ✓ **Matthew comes up with reasons why it can't be him.**
- ✓ **The cops come up with reasons why it must be him.**





**Evaluate**

# Lesson 3: Charlotte Dymond

## What did we think?

Use the following key terms to reflect on an aspect of your work in today's lesson.

Good Cop

Gesture

Effective

Space

Movement

Audience

Character

Improve

Bad Cop

**Challenge of the Day:** can you use all of the key words in one sentence?



Explain

## Lesson 3: Charlotte Dymond

What do you think?

**To be continued....**

Next week, we find out who committed the murder of Charlotte Dymond.

- 1) Do you think Matthew is **guilty**?
- 2) Can you **justify** your answer?

**ABC**  
O R A C Y

**C**hallenge  
How will you question?

**B**uild  
How will you develop?

**A**gree  
How will you support?