



RISE UP

A NEW PLAY BY LISA EVANS



Curriculum Links – Rise Up

Rise Up provides multiple opportunities for creative learning across a number of subject areas. Outlined below are specific curriculum links to GCSE Drama, English, History and Citizenship Studies. In addition to the performance, students will have the opportunity to take part in a Q & A session with the actors and a workshop, both of which will provide different ways of engaging with the story and its characters. Detailed online resources will be available to all schools, providing guidance towards running follow-up sessions to develop the students' understanding of the performance and the ideas it explores.

GCSE Drama

AQA Exam board:

- **Unit 1, C:** Study of a live theatre production seen: students will have the opportunity to see a live, professional theatre production and to participate in a workshop with the actors.
- **Unit 2:** Practical work: the production elements within *Rise Up* will provide strong practical examples of the “options” listed in this unit, specifically acting, set design and sound. It could also act as a stimulus for further devising work.

Edexcel board:

- **Unit 1:** *Rise Up* can be used as a stimulus for practical exploration. The production and workshop will focus on a number of the explorative strategies for this unit including hot-seating, marking the moment and role play.

- **Unit 2:** Exploring play text: Students will have the opportunity to watch a live production and to interpret, understand and respond to the making and performance of the play.
- **Unit 3:** Drama Performance: Students will be able to draw upon the subject and themes of the performance in creating their own piece of work.

GCSE English Language

AQA Exam board:

- **Unit 1, Part A - Producing non-fiction texts:** students could write a theatre review or a factual piece of writing inspired by *Rise Up*, requiring them to inform, explain or describe aspects of the production and the idea it explores. In doing so, students will be required to think about how to adapt their style to fit audience and purpose.
- **Unit 2 Speaking and Listening:** the production could be a stimulus for an assessed role-play, presentation or discussion. The accompanying workshop would also develop practical communication skills and confidence.
- **Unit 3 - Part C: Spoken Language Study:** The language used in *Rise Up* is specific to its context i.e. Southern America in the 1960's. Students could undertake an investigation into the language used in the performance in the way in which it helps to build characterisation, location/situation and convey meaning. Students can also explore how it differs from British speech, paying attention to detail and shifts in vocabulary and slang.

Edexcel Exam board:

- **Unit 2, Part C: The Writer's Craft:** In preparation for their exam-based writing task, students could compile a review; create a newspaper article or put together a contribution to a news programme – all based on *Rise Up*. In doing so, students will have the opportunity to demonstrate their skills in reflecting on ideas, issues, experiences and events.
- **Unit 3, Creative English:** the performance and workshop will provide a rich stimulus for further work involving speaking and listening. This could include engaging in debates in regard to the choices of the characters and the decisions they were forced to make, and creating faux live news reports, where students could adopt roles of journalists and broadcasting from the buses and terminals. Through these tasks, students will be enabled to present and listen to information and ideas, respond appropriately to the questions and the views of others and participate in a range of real-life contexts in and beyond the classroom.

GCSE History

AQA Exam board: History Specification B

- **Unit 2, Section C: Race Relations in the USA - Key issue: How effective were the methods used by members of the Civil Rights Movement between 1961–1968?** Students will develop a greater understanding of the key events of the Freedom Rides, the motivations behind the rides and of the key individuals involved in this protest movement.

Edexcel Exam board:

- **Unit 4, CA6: Civil rights and protest in the USA 1945–70.** Through the production and accompanying resources, students will develop a more thorough awareness of the background to the freedom rides, the specific legislation that the protestors were attempting to change and the place of the Freedom Rides within the wider civil rights movement.

GCSE Citizenship Studies

AQA Exam Board

- **Theme 1: Community Action and Active Citizenship - How individuals bring about change in communities:** Teachers can refer to the 1961 Freedom Rides as an example of non-violent, direct action and examine the strategies and tactics used by the Freedom Riders. The production will depict key moments within the struggle of the Freedom Riders and students will be enabled to obtain a more rounded view of these events, from both a personal and political perspective.
- **Themes 3: Fairness and Justice- Civil liberties, quality and fairness:** Teachers can use the Freedom Rides as a case study for exploring practical examples of human rights in society, undertaking critical appreciation of the implications and effectiveness of key equal opportunities legislation and practice. The production – and accompanying Q and A/online resources – will call on young people to question and to challenge any perceived civil injustice they face in their own lives, in addition to equipping students with ideas about how take peaceful, direct action in their own lives.

Edexcel Exam Board

- **Unit 1, Theme 1: Rights and Responsibilities - Political, legal and human rights and freedoms in a range of contexts, from local to global:** Students will have the opportunity to explore the acquisition of civil race-related rights in a specific context i.e. the Freedom Riders. Within the production, the narrative will explore how these rights were achieved and why they are important. Ideas that are explored in the production will be explored in greater detail within the online resources.
- **Unit 3, Option A: Environmental change and sustainable development - the ways in which individuals could make a difference and what can be achieved by group action** Through the performance, students will be able to develop a more rounded understanding of individual and group action and what roots of this specific protest movement; they will gain important insights into the trajectory of this protest movement and how it developed national and international support. Using the supporting online resources, they will be encouraged to explore related protests in the UK and examine these struggles within the context of their own lives.

