



Objective

- Strand 4: Present events and characters through dialogue to engage the interest of an audience.

Differentiation

Support

- Children write one simple scene in which the family are in the garden again, and Dad is pleased because the dog is not barking anymore.

Extend

- Groups rehearse their playscript and extra scenes, then record with sound effects. They can further edit the recording using computer software.

Cross-curricular activities

Citizenship Unit 3 Animals and us

- Ask the children to plan a playscript involving a child who faces a moral dilemma over his or her concerns about the welfare of a neighbour's pet.

Barker!

How the text works

- Look at the playscript on the whiteboard together. Ask the children to highlight the features that show it is a playscript (such as: layout, scenes, directions for sound and speech). Ensure they understand the script features, prompt with questions such as: *What does Scene 1 mean? Why is crossly in brackets?*

Barker! By Sue Graves

Scene 1: The garden

(Sound of dog barking)

DAD: I wish Mrs Shaw's dog, Barker, didn't bark so **(crossly)** much. He needs some exercise. People shouldn't own pets if they can't look after them.

(Sound of newspaper rustling)

MUM: Have some coffee, Harry, and stop fussing.

(Sound of coffee being poured into a cup)

MUM: You know old Mrs Shaw loves Barker. She probably finds it hard to walk him now.

- Read the playscript with the children taking the roles, if appropriate include the sound effects. Afterwards, ask a volunteer to summarise the story. Discuss the characters and how they differ.
- Ask: *Could this script be used for a play on stage? If it was a script for stage or television, what else would it include?* (Stage directions, details of set.)
- Ask: *Is there enough information for the script to be performed as a radio play?* Discuss the sound directions and how these could be produced on a radio broadcast.
- Listen to the playscript with the children and ask them to compare it with their own reading. Discuss the use of sound and the expression, tone and volume of the characters' voices. Ask: *Did anything surprise you when you heard the characters? Did they sound as you expected? If not, why not?*
- Listen to the opening of the play and ask: *How much information do we get from listening to the first three spoken sentences?* Draw out the information (for example, the first sentence: Mrs Shaw has a dog that barks. The dog is called Barker. It makes the man cross. The voice tone suggests he is aged about 30–40 and is rather irritable). Emphasise how the dialogue moves the story on and the sound of the voices gives

Barker! By Sue Graves

Scene 1: The garden

RAVI: Why don't we help her?

MUM: How?

RAVI: We could walk Barker for her.

MUM: Oh I don't know. Mrs Shaw is too proud to accept charity. **(doubtfully)**

RAVI: But I could say that my teacher wants me to think of ways to keep fit. Then Mrs Shaw won't think that it is charity. And you could come with me, Mum. It would be great!

MUM: I do enjoy walking. Your idea might work.

DAD: It sounds like a good idea to me. Let him go and ask. Then perhaps I can read my paper in peace!