

Passport overview

Learners will use the [drama script in French](#) about the Egyptologist, Jean François Champollion for the suggested learning opportunities.

With a focus on expressive arts, learners will use the script as their stimulus to explore and develop ideas about the founding father of Egyptology, Jean François Champollion, who is famed for having deciphered the Rosetta Stone. The learners will research, explore, work collaboratively and experience performance as part of the focus on their work on this area of the passport.

These learning experiences offer opportunities for links with English as they develop their own scripts and work on character development, plot and setting as part of the learning.

Expressive arts experiences and outcomes explored

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 2-13a**

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a**

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-15a**

Other curriculum areas explored:

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-06a

Responsibility of all:

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 2-04a

Themes across learning:

Creativity



Overview of learning

Possible prior experiences

[Watch the Egypt videos.](#)

Listen to the [podcast about Napoleon's military and cultural campaign in Egypt.](#)

Research the discovery of the Rosetta Stone.

Read simple scripts in class and think about how they could be acted out.

Use the internet to research different furniture from different eras.

Use the internet to research costumes from the time in which the play is set, taking into consideration the character's age and status:

[The Costumer's Guide](#)

[NYU Libraries](#)

Possible learning opportunities

[Read through the play with the class.](#) Take the opportunity to revise French vocabulary: name/age/family etc. with them, perhaps as a hot seating exercise. Then, with the character Champollion, once some further research has been done.

Ask learners to research the period in which this is set and find out what FURNITURE might have been in Champollion's house. This information will be helpful when creating a set.

Learners [use a ground plan](#) to explore character movement around the stage space.

Learners can work on the new [Drama vocabulary](#) they will need to put on this production, while rehearsing for the performance.

Learners could create a tableau of Jean François's family. You may want to do this in costume and take some photographs.

Learners could improvise a scene between Champollion and his siblings when Jean-François is told by his parents that they can no longer afford to send him to school. They may want to write their own script for this in English.

Research some of the costumes which might have been worn at that time. Look at what noblemen might have worn in comparison to the poor. In what way would this help learners to understand the STATUS of some of the characters in the play?

As a class, ask the learners to create a soundscape of a battle scene. What sounds could be heard? Create a series of Tableaux images to depict the WAR in the play.

As a large group, experiment with exaggerating an emotion. (Everyone gasps in wonder, everyone is afraid etc.) Explore what movements, posture, facial expressions and gesture you use when expressing these emotions.

Stage a performance of the Champollion play in front of an audience. Ask your audience to provide reviews of the performance.

Possible evidence

Observation notes

Success criteria checklist

Drawings

Research findings

Photographs of the process

Final performance

Performance reviews