

Year 8 Loyola Projects

Autumn Term	Spring term	Summer term
<p>Theme: A Twist in the Tale</p> <p>Project:</p> <p>1. The Scenario (The Story)</p> <p>Start with a compelling but age-appropriate scenario. It doesn't have to be a murder; a theft, a kidnapping of a prized possession, or vandalism works great.</p> <ul style="list-style-type: none"> "The Case of the Missing Trophy": A school trophy has disappeared from a locker or a study. Evidence could include a broken lock, a muddy footprint, or a ripped piece of fabric. "The Great Cookie Caper": A giant cookie was stolen from the kitchen. Evidence could be fingerprints on a milk glass, a trail of chocolate crumbs, or a cryptic note. "The Vandalized Garden": A gnome or statue in a miniature garden has been knocked over. 	<p>Theme: The Play: Blood Brothers</p> <p>Project: Setting and Context VR/360° Scene</p> <p>This focuses on the social, historical, and cultural context of Liverpool in the 1960s-80s.</p> <p>Interactive Element: Create a visual model or digital scene (using simple drawing/collage software, Minecraft, or even just detailed labelled sketches) of a key setting.</p> <p>Activity:</p> <p>Two Worlds Model: Create a visual representation of Mrs. Johnstone's street/home and Mrs. Lyons' home/estate during one of the periods of the play (e.g., 1970s).</p> <p>Labeling: Label features of the setting that reflect the social class and context (e.g., council housing, new appliances, evidence of debt, private garden, school</p> 	<p>Theme: Morality</p> <p>Diverse Destination Journeys and Places</p> <p>Project: Space Colonization</p> <p>Design a plan for a one-way "Journey to Mars." This project would require research into propulsion technology, life support systems, food production, and the psychological journey of the crew. They could build a scaled model of their habitat or create a detailed budget and timeline.</p> <p>Skills: Thinking Engineering design Scientific research Problem-solving.</p> <p>OR</p> <p>Famous Explorations</p> 

<p>Evidence includes disturbed dirt, a specific fiber snagged on a twig, or a tool left behind.</p> <h3>2. The 3D Base (The Scene)</h3> <p>Use a container to build the scene, which creates the "3D" element:</p> <ul style="list-style-type: none"> • Materials: A shoebox, a small cardboard box, or a piece of foam board. • Setting: Decide on a location (e.g., a bedroom, a park bench, a small hallway). • Walls/Floor: Line the box with construction paper, painted paper, or printed textures to represent walls and a floor. <h3>3. Creating Miniature Evidence and Objects</h3> <p>Use everyday objects to help you set up the scene of the crime.</p>	<p>uniforms).</p> <p>Audio Narration (Optional): Record a short piece of narration explaining what Willy Russell is trying to show the audience by contrasting these two environments.</p>	<p>Choose a famous historical explorer (e.g., Marco Polo, Ibn Battuta, Amelia Earhart). Create an annotated map of their journey, including detailed notes on their mode of transport, discoveries, and the cultural/environmental impact of their travel.</p> <p>Skills: Historical context, Geography and map skills.</p>

<p>would:</p> <ul style="list-style-type: none"> • Evidence Markers: Small, numbered triangles or flags made from toothpicks and paper next to each piece of evidence. • Diagram/Sketch: Have them draw an overhead sketch of the diorama, marking where each piece of numbered evidence is located and using a ruler to show measurements on the drawing. • "Crime Scene Tape": Use a thin strip of yellow paper or thread around the outside of the box or section. 		
<p><u>War poetry and propaganda</u></p>  <p>Project: The "Voices of War" Diorama</p>	<p><u>Shakespeare</u> <u>A Mid Summers Night's Dream</u></p>  <p>Project: Character Deep Dive: The Puck</p>	<p><u>The Novel</u> <u>Animal Farm / Frankenstein</u></p>  <p>Project: <u>Media-Based Projects</u></p>  <p>These projects allow students to use</p>

<p>This project juxtaposes the reality of war with the idealized image of propaganda.</p> <p>Core Build: Students create a diorama inside a shoebox or small cardboard box, divided into two distinct halves.</p> <p>Side 1: "The Reality of War" (Poetry-Inspired): This side depicts a scene directly inspired by a war poem studied in class (e.g., Wilfred Owen's "Dulce et Decorum Est," Siegfried Sassoon's "Suicide in the Trenches"). This could show a trench scene, a desolate landscape, or soldiers in a moment of hardship. Use materials like sand, twigs, grey paper, cotton wool for smoke, and small paper figures. The scene should be gritty and realistic.</p> <p>Side 2: "The Propaganda Dream": This side depicts a scene that would have been presented in propaganda from the same conflict. This might show heroic soldiers marching off to war, a happy family waiting for a soldier's return, or a vibrant recruitment poster scene. Use brighter colours, bold imagery, and perhaps even small flags or symbols of national pride.</p> <p>The Labels:</p> <p>On the "Reality" side, attach a printed</p>	<p>Presentation</p> <p>Puck is often considered the key to the play's spirit—a trickster whose actions drive most of the plot.</p> <ul style="list-style-type: none"> • The Project: Create a presentation (slideshow, video, or poster board) that explores the character of Puck. • Content Focus: <ul style="list-style-type: none"> ○ Role in the Chaos: How does Puck cause confusion, and is it intentional or accidental? ○ "Lord, what fools these mortals be!": Analyze this famous line. What does it reveal about Puck's opinion of humans? ○ The Epilogue: Analyze his final speech. Why does he ask the audience to think it was all a dream? • Presentation: Prepare a short talk (3-5 minutes) to present the findings, using at least three key quotes from the play as evidence. 	<p>modern digital tools and connect literature to contemporary media formats.</p> <ul style="list-style-type: none"> • Create a Movie Trailer or Book Commercial: Students write a script and film a short, enticing video trailer for the novel. This requires them to identify key plot points, themes, and characters without giving away the ending. <p>OR</p> <ul style="list-style-type: none"> • Character Social Media Profile/Posts: Choose a main character and create a fictional social media profile (e.g., an Instagram page, a series of 12 "tweets," or a TikTok series). The content (posts, captions, comments) must reflect major events, personality traits, internal conflicts, and themes from the novel, using direct quotes as evidence. <p>OR</p> <ul style="list-style-type: none"> • Novel Podcast/Interview: Students can write and record a short podcast. This could be an "interview" with a main character (one student acts as the interviewer, the other as the character) or a "book review"
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<p>excerpt from the chosen poem that inspired the scene.</p> <p>On the "Propaganda" side, attach a reproduction of a real propaganda slogan or a student-created slogan that reflects the sentiment of the scene.</p>		<p>episode where they discuss the novel's themes, impact, and ending.</p>
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