

### **Experiences and Outcomes**

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama (EXA 0-12a) / I enjoy creating, choosing and accepting roles, using movement, expression and voice (EXA 1-12a)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama (EXA 0-13a / EXA 1-13a)

I use drama to explore real and imaginary situations, helping me to understand my world (EXA 0-14a) / I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script (EXA 1-14a)

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 0-15a / EXA 1-15a)

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances (EXA 0-01a)

### **Learning Experiences**

During this sequence of lessons, learners will...

- Use their bodies to make shapes of characters and objects found in fairy tales.
- Explore how to use their voices, bodies and facial expressions to show emotion and portray a character from a traditional fairy tale.
- Use key vocabulary to describe actors use of voice, movement and facial expressions.
- Explore a variety of emotions and link them to characters from or parts of a traditional fairy tale.
- Be part of an audience
- Listen to and follow instructions.
- Share thoughts and opinions on a piece of drama.

### **Links with other curricular areas**

- Literacy and English
- Health and wellbeing
- Music

### **Skills from CREATE Drama Framework**

#### **Early Level**

- Speak with a louder or quieter voice appropriately when in role
- Vary tone of voice to convey emotion when in role e.g. cross/happy/sad
- Vary body language and posture appropriately when in role
- Move around a space while maintaining body language of character
- Use eyebrows, eyes and mouth to demonstrate basic emotions when in role
- Convey through drama what characters in real or imaginary situations might say, do or feel.

#### **First Level**

- Vary tone of voice when in role e.g. gruff tone for a monster
- Vary volume of voice to convey an e.g. loud when angry, quiet when shy.
- Vary the pace of speech when conveying an emotion or taking on a role.
- Use clues from what is known about a character to choose appropriate ways of moving.
- Maintain the body language and posture of a character when moving around a space in role.
- Vary movements, body language and posture to convey an emotion.
- Use facial expressions that are different to own when in role
- Consciously use eyebrows, eyes and mouth to demonstrate varied emotions when in role.
- Explore what characters in imaginary or real situation might say, feel or do.

## Lesson 1

### Learning Intentions

- To use my body and movement in drama.

### Success Criteria

- I will change the shape of my body by moving my arms and legs.
- I will hold my body still to show the shape of a character or object.
- I will consider the level of my shape- high (a tall tree), middle ( a galloping horse), low (a slithering snake).

### Resources

- Screen to watch lesson video
- Handbell/Tambourine to shake to indicate learners should freeze

### Useful links

- [Cbeebies Storytime Fairytale videos](#) - Listen and watch some traditional fairy tales
- [Cbeebies Storytime App](#)

### Key vocabulary

**Use of Levels-** Use of space between the floor and ceiling. Often used to make the status of characters clear.

**Balance-** Keeping an even distribution of weight

**Positioning-** Place and way in which an actor stands in the acting space

**Stance** - Attitude or position of the body

### Process / Activities

#### **Introduction to drama**

Suggested Script- Today we are going to do drama. Have you heard that word before? Do you know what it means? Drama is all about pretending and playing make-believe. In drama, we can pretend to be somebody or something else. And I know you are all already very good at drama! We do drama all the time when we play! Who has played Houses? Or Schools? Who has told a story using your toys or puppets or even by dressing up? Well that is all drama! We see drama in the world around us - show pictures of TV/Theatres.

#### **Introduction to theme**

Suggested Script- This block of lessons will all be about fairy tales! fairy tales are stories that are usually a little bit magical and involve imaginary worlds and people- like witches/wizards/flying horses/ magical castles, princesses and warriors! I wonder what fairy tales you know about? Can you shout them out or write them down?

Show mind map/sketch notes of characters or ask learners to draw characters they know or find characters around the classroom i.e. small world toys/books/posters.

## Lesson 1 cont.

### Optional Warm Up- (Not on video)

Game- All Change- This is a good game for mixing up a class and breaking the ice. This game is a variation of Fruit Salad which you might already know. Put chairs in a circle. Turn one chair to face out or remove a chair.. Choose someone to stand in the middle. They (or you) can call: " Everyone wearing a watch/ Everyone who has a cat/ Everyone who likes pizza etc...If the statement applies to a learner, they must get up and change places. The caller finds a seat. The last pupil left standing, becomes the new caller. No one can change places with the person sitting next to them. If the caller says "All Change" all learners change spaces. If in a smaller space use floor spots instead of chairs.

Introduce "Actors Neutral". Hands relaxed down by our sides, feet a fist width apart, standing tall. This allows our bodies to look like a blank piece of paper. When we are in Actors Neutral our bodies do not tell a story so when we are not acting or "in role" we stand in Actors Neutral. Optional Activity- Musical Statues but when the music stops freeze in Actors Neutral.

### Activity – Statues

This activity gives pupils the opportunity to use their body to create a character or object.

- Wiggle Wiggle Freeze (shake out body and hold on freeze, you can use your voice or even a musical instrument to signify wiggling and freezing.)
- Begin by asking learners to move around the space – encourage learners to fill the space and avoid walking round in a circle. Begin by calling out either Actors Neutral or Freeze and increase the instructions by asking learners to freeze with hands in air/freeze with hands on hips etc
- Introduce LI/SC - Model each SC clearly i.e freezing like a tall long beanstalk- point out what your arms and legs are doing and the level of the shape you are making. Remind learners that the shape must be held still/frozen and we should be able to guess what or who they are.
- Begin with objects from fairy tales- ask learners to walk around the room and ask to freeze as a red round apple/bowl of porridge/chair/a fairy tale castle/a pirate ship. Keep it simple at first and increase the complexity as you go.
- These are all objects we might find in fairy tales. Can you think of anymore? We can use our bodies to show objects! We can also use our bodies to show characters! What characters might we find in fairy tales?
- Move and freeze - Big Bad Wolf, King/Queen, Wicked Witch, Pirate, Brave Warrior Princess/Prince (like Mulan! ), Fairy etc?
- Melt back to ourselves and shake away all the characters.

### Review-

Discussion Circle for Plenary. Facilitate discussion either as a whole class or Think, Pair, Share.

Key Questions: How did it feel to use your body in this way? What did you find easiest? What did you find the most challenging?

## Lesson 2

### Learning Intentions

To convey an emotion.

### Success Criteria

- I will change the shape of my eyes/eyebrows/mouth to show a feeling.
- I will change the shape of my body to show a feeling
- I will choose to show an emotion to match the feelings of a character.

### Resources

- Emotion Flashcards/Feelings Fans
- A Mirror or tablet with forward facing camera
- Goldilocks and the three Bears book
- Goldilocks and 3 Bears picture Sequencing Cards

OR

- Screen to Watch Video

### Useful links

[Goldilocks and the Three Bears](#)- Cbeebies video of the story.

### Key vocabulary

**Body Language** - Messages given by the position or movement of the body.

**Facial Expression**- Look on the face which shows emotion.

**Gesture**- The use of hands or arms which communicates a meaning or emotion.

**Posture** - Position of the body, how it is held.

### Process / Activities

#### **Introduction**

Recap of fairy tales Lesson 1.

Can you remember what we explored last week? That's right we looked at how we can use our bodies to show an object or a character. We thought of lots of different people and things we might find in fairy tales and made them using our bodies. Recap Actors Neutral to use as an attention grabber.

#### **Introduction to theme**

- Today's lesson will all be about emotions! What are emotions? Explain emotions with emoji pictures/PATHS/ Emotion works/ HWB programme resources.
- Explore and discuss how the eyebrows/mouth/eyes change shape.
- Teaching/Modelling - Get a mirror for this exercise if you can, if not a tablet/phone/computer with a "selfie" camera can help! Can you move your face to show sad - I like to pretend I'm putting on my sad mask. Repeat for surprised, happy, sleepy. Extend to whole body.

## Lesson 2 cont.

### Activity – Guess the emotions

Choose a story and choose key points of the story where a character has a strong emotion.

Read the story and stop first key point for discussion- How do we think the character is feeling? How do we know?

Ask learners to get onto their feet and show actors neutral in a space.

Ask learners to show the emotion in their faces. Recap SC.

Ask learners to extend the emotion to their whole body, considering posture and body language.

To provide effective feedback/encourage peer assessment tap learners on the shoulder and ask them to hold their face/body and ask other pupils to give 2 stars and a wish relating to SC.

Continue reading story and stopping at key points to show emotion using face and body with peer reviewing.

Example:

- Scenario 1- Goldilocks when she tasted Daddy Bear porridge? Disgusted
- Scenario 2- Goldilocks when she got comfortable in Baby Bears Bed?- Sleepy
- Scenario 3- Baby Bear when he found his broken Chair.- Sad
- Scenario 4- Goldilocks when she woke up and found the 3 bears looking at her!- surprised.
- Scenario 5- Mummy and Daddy Bear when they found Goldilocks mess?- Angry

### Review

Guess the emotion. Sit in a circle and ask a learner to go into the middle to show an emotion. If a learner knows the emotion put hands on heads.

Teacher picks learner to guess. If correct learner takes turn to show a different emotion in the middle of the circle.

Discussion for Plenary - Which emotions were the easiest/most challenging to portray/guess? Why?

## Lesson 3

### Learning Intentions

To use my voice to convey a character and/or feeling.

### Success Criteria

- I will choose to make my voice louder or quieter (volume)
- I will explore the pitch of my voice (high/low)
- I will choose to make my voice fast or slow (pace)

### Resources

- Screen to watch lesson video
- Handbell/Tambourine to shake to indicate learners should freeze

### Useful links

- [Cbeebies Storytime Fairytale videos](#) - Listen and watch some traditional fairy tales
- [Cbeebies Storytime App](#)

### Key vocabulary

**Pace** -Speed of speech.

**Volume** - Loudness or quietness of the voice.

**Clarity** - Clearness of the voice.

**Pitch** - How high or low the voice is.

**Tone** - Change of voice to express emotion.

### Process / Activities

#### **Introduction**

Recap of fairy tales Lesson 2 - *Can you remember what we explored last week? That's right we looked at emotions and showing emotions using our facial expressions and our body language. Jump up on your feet and we can do a quick recap - Wiggle/Wiggle/Freeze-Sad/Happy/Surprised/Angry/Excited/Sleepy*

#### **Introduction to theme**

*In today's lesson we are going to explore another tool we use in drama to help us show emotions or become a character - our voices. Now our voices are very important and have to be looked after so today we will do some little vocal warm ups – like we would do in P.E but with our voices!*

#### **Warm Up - Tongue Twisters - Red Lorry, Yellow Lorry.**

Demonstrate and explain varying volume, pitch and tone.

## Lesson 3 cont.

### Activity - Good Morning/Afternoon

*Normal/scared/angry/excited, add a character in- an old lady, a robot, a very important King, a tiny fairy/a pirate*

### Combine previous learning-

*"I'm going to see if you can play some different fairy tale characters. In drama when we are acting different characters we need to change our faces, we need to change our bodies and we need to change our voices. Let's try a few different characters. When I call freeze, I'm going to get you to show me a frozen statue of that character - Let's begin by walking around as yourself."*

Ask pupils to walk around the room as a variety of characters and when you clap your hands/signal greet each other in the voice of your character- depending on the confidence of the class simply Good Morning/Good Afternoon or How do you do? Or Hello, my name is... Model this first. Begin with obvious characters such as a Big Bad Wolf/Granny/King/Robot. When learners are confident ask pupils to sit in a circle and ask for volunteers to perform in front of the class and allow other pupils to discuss- pitch/volume/pace. To extend this you can ask pupils to repeat but give a specific change- Can you do this again but with a quieter/louder/higher/lower voice?

**Extension/Plenary Activity-** Guess the voice. Ask pupils to sit in a circle and choose one person to sit in the middle and be the "guesser" they must close their eyes. Teacher tap another pupil on the shoulder. When the pupil is tapped on the shoulder they must say " Hello Everybody. Who am I?" but disguise their voice by adjusting pitch/tone/volume. The learner in the middle must guess who spoke. To add further challenge- teacher choose an emotion which must be portrayed in the voice.

### Review-

Discussion Points for Plenary:

When you were a witch what happened to the pitch of your voice? When you were a king what happened to the volume of your voice? Which voice did you find the easiest? Why? And the hardest? Why?

## Lesson 4

### Learning Intentions

I can convey a character.

I can speak in role.

### Success Criteria

- I will show the character through my body language.
- I will show how the character feels using my voice and my facial expressions.
- I will change my voice to show the character.

### Resources

- Screen to watch lesson video (if choosing to use video)
- Handbell/Tambourine to shake to indicate learners should freeze
- Fairytale Scene pictures or books
- Story Sequencing Cards

### Useful links

- [Cbeebies Storytime Fairytale videos](#) - Listen and watch some traditional fairy tales
- [Cbeebies Storytime App](#)



### Key vocabulary

Body Language- Messages given by the position or movement of the body.

Facial Expression- Look on the face which shows emotion

Posture- Position of the body, how it is held

Use of Levels-Use of space between the floor and ceiling. Often used to make the status of characters clear.

Thought Tracking- A character speaks their thoughts out loud

Tableau/ Frozen Picture - A stage picture, held without movement.

### Process / Activities

#### Introduction

- Recap of last week - Can you remember what we explored last week? We used our voices to show an emotion or to become a character.
- Today we are going to bring together all that we have learnt so far and bring a scene from a fairy tale to life.

#### Warm Up/Teaching

- Warm Up Activity- Sculptor and Statue drama convention using basic emotions, i.e can you make a happy statue- how could the arms/face look, what level would this statue be at? (<https://dramaresource.com/sculptor-and-statue/>)



## Lesson 4 cont.

### Main Activity – Fairytale Scene

- Introduction- Look at a picture of a fairytale scene (Sequencing cards work well for this) - discuss what is happening in the picture and what we can see and the emotions the character might be feeling. Introduce vocabulary- Tableau and Freeze Frame, ensure you define the difference (see glossary) for younger learners a tableau is a still photograph, a freeze frame is like pausing a video and you can start it up again and the people will move.
- Teacher model choosing a character from one of the pictures and recreating the character as a statue considering facial expression, use of levels and posture. Invite some other learners to be any other characters in the scene, discussing position e.g. they are behind/beside me so you need to stand behind/beside me. Encourage learners to hold their posture as a character like a statue using a tambourine or bell to signal when to hold in role and when to relax.
- Discuss with learners- How did I make my body match the characters body? How is this character feeling? How did I show that in my face? Peer Assess with SC.
- Place learners in appropriately sized groups e.g. if 1 picture has 3 characters choose 3 learners to create this. For extra challenge learners could create another item in a picture e.g. a chair/bed/bowl.
- Give learners 5 minutes to recreate the scene in a tableau.

### Review-

- Showcase each group's tableau and ask audience to peer assess using SC.

### Extension or Extra Lesson:

- Introduce Thought Tracking, this could be an extension of this lesson or completed in the following lesson.
- Model Thought Tracking- create the tableau, when a character in the tableau is tapped with a magic wand/on the shoulder then they say what the character is thinking e.g. Baby Bear- "I'm so sad that somebody broke my chair".
- Discuss how we can change our voices to suit the character as explored in previous lesson. Create SC for voice - consider **Pace/Volume/Clarity/Pitch/Tone**
- Give learners 2-3 minutes to discuss what their character might be thinking with their peers and bring each group up in turn to recreate tableau and go complete Thought Tracking.

### Review

- Showcase each group's tableau and thought tracking and ask audience to peer assess using SC.

## Lesson 5

### Learning Intentions

To share my thoughts and feelings about a piece of drama.

### Success Criteria

- I will share if I liked or disliked a piece of drama.
- I will explain why I liked or disliked a piece of drama.
- I will explain how the piece of drama made me feel

### Resources

- Short clips of performances
- Screen for showing clips.
- Performance review worksheets

### Useful links-

- <https://www.nationaltheatrescotland.com/events/play-dates>
- <https://www.bbc.co.uk/iplayer/episode/m000c74q/cbeebies-presents-stage-shows-hansel-and-gretel>
- <https://www.bbc.co.uk/iplayer/episode/b04v89fn/cbeebies-presents-stage-shows-peter-pan?seriesId=p08k2p7h>
- <https://www.bbc.co.uk/iplayer/episode/m0001lc6/cbeebies-presents-stage-shows-cbeebies-thumbelina?seriesId=p08k2p7h>
- <https://youtu.be/IJHgqdrCHNU>
- <https://www.nationaltheatrescotland.com/events/theatre-in-schools-scotland-1>

### Key vocabulary-

All key vocabulary from previous lessons.

Optional-

Form- The form of a drama is how the story is told, the way the characters play their parts and/or the way the themes are explored.

Play: scripted- The playwright has written down what each character will say. Actors learn and deliver these lines.

Play: a rehearsed improvisation- The actors make certain planning decisions about what the story will be about and what characters will be involved. Then they make up the words as they go along then they rehearse it until it's ready to perform

### Process / Activities

Introduction

- Recap of last week - Can you remember what we explored last week? Revisit actors neutral, thought tracking, tableau.

## Lesson 5 cont.

### Warm Up/Teaching-

Penguin Race Game- Learners stand either in a circle or, if space allows, in a line (like a starting line of a race). Teacher model how to "run" like a penguin and each action before starting the game.

Penguin Run- Slapping hands against thighs and waddling on the spot mimicking how a penguin runs (do this slowly to start with and speed up when learners feel comfortable).

Learners will "Penguin run" throughout the race and the teacher will shout commands throughout the race such jump, bridge etc which can include sound effects and actions but penguin running will resume immediately after a command has been acted upon. Introduce 2-3 commands and increase depending on learner confidence.

Commands:

- Ski Jump- Bend Knees, jump and swoosh arms like ski-ing whilst saying Whoosh!
- Bridge- Duck as if going under a bridge and cover head with arms.
- Queen- Royal wave to the queen
- Wave to the Crowd- Wave frantically to each side using both arms
- Ice Berg- Dodge to the Side
- Make up your own!

Teachers treat the game as if it is a race shouting Ready Steady Go and Finish. Teachers can provide commentary throughout the race to increase participation/motivate.

### Activity –

- Discuss if any learners have seen any performances before? Been to the theatre etc?
- Discussion- What makes a good performance? Recap learning about Voice/Movement/Body/Creating a Character.

Explain today we are going to be reviewing a piece of theatre.

Hand out and run through worksheet or hand out whiteboards.

Draw how a performance made you feel/ tick or cross to show if you liked or disliked. Adapt to provide challenge e.g. write words to describe something you liked/disliked, categories- costume/movement/voice.

Work together to review the first piece of theatre- Teacher model discussing actors use of voice/body language/movement.

Using clips of your choice (CBeebies have great performances & many theatre companies have YouTube channels) or the CREATE YouTube video review and discuss 3-5 short performances.

### Review-

Using classroom corners/posters/spots physically vote for the best performance by moving to the corresponding area for the piece you liked best. Ask learners to justify their choices.