BRISTOL CULTURAL CURRICULUM

Bristol Music Trust

Putting music at the heart of Bristol life

Contents

Foreword

No one would argue against the importance of teaching creative arts subjects in schools and yet year on year we are seeing a decline in school curriculum time dedicated to music, dance, drama and the visual arts. The Bristol Cultural Curriculum was written in response to this decline. One of the principles of the Bristol Cultural Curriculum is that every lesson should teach a STEM or core subject through the creative arts.

As an example of how the subjects are being combined, power dynamics in engineering is demonstrated through the shift of power between two pupils dancing. The physiological mechanisms of the voice box and diaphragm are explained through performing poetry and song, and mathematical formulas are taught using musical instruments to decode a 'mysterious alien language'.

This edition of the Cultural Curriculum presents an assortment of 6 week lesson plans, activities, resources and ideas spanning reception to year 6. The complete collection of lesson plans is available online at www.bristolplaysmusic/teach

"The Cultural Curriculum Project was a pragmatic way to lever creativity back into the curriculum by linking it to STEM subjects in a way that schools were able to understand and make room for, and that wasn't contentious. It gave a way in, a foot in the door."

Shani Ali - Room 13

The plans have been designed to be flexible and multi-faceted, allowing teachers to pull out discrete stand-alone activities, teach a complete multi-part lesson or teach the complete unit as a progressing sequence of learning.

Built on partnerships between schools and cultural organisations, activities were designed by artists and teachers for use by non-specialist teachers in classroom settings. In many ways, the collaborative process and relationships formed in the process of developing the curriculum are as important as the resources themselves. In the experience of this project, it is only through sustainable partnerships between arts organisations and schools that long-term meaningful relationships become affordable. This resource shows what can be achieved when schools and arts organisations work together to commission a local cultural curriculum.

Phil Castang

Director of Creative Learning and Engagement,
Bristol Music Trust

Each lesson plan consists of:

- Learning objectives
- Links to STEM and wider Cross-Curricular subject areas
- Key words/vocabulary
- List of resources needed
- Starter activities
- Main learning activities with suggested timings and tag words for easy search
- A plenary
- Extension activities where appropriate
- Assessment criteria for each plan including 'I Can' statements for self-assessment and a teacher resource for tracking progress and attainment

"Now that we've had the opportunity to work one to one, we really truly felt we had combined our practises and informed and inspired each other. The teacher I worked with now feels ready to share the ideas across a year group, then a key stage, and so on, sharing in incremental steps"

Creative practitioner

Notes about the editing process

The Bristol Cultural Curriculum was funded by Paul Hamlyn Foundation and developed by Bristol Music Trust, Bristol Old Vic, Theatre Bristol, Chango Music, Room 13 and University of the West of England. We are grateful to E-ACT Academy for supporting this initiative in particular to Ilminster Avenue E-ACT Academy, Hareclive E-ACT Academy, Greenfield E-ACT Primary Academy and St Ursula's E-ACT Primary Academy. We would also like to acknowledge the support of the Bristol Cultural Education Partnership.

It was key to the development of the curriculum that schools and artists be given as much flexibility and freedom as possible to work in their own way. As the resource materials went out into the wider community a coherent and editorially consistent version of the curriculum was created.

The scope and style of resource materials varied depending on the school and artist, with some plans substantially more detailed and adhering to the guidelines and style guide than others. Some of the collaborations produced materials that explicitly worked in reference to Bristol and some had decided this was too restrictive and based their work on wider themes. The editing was done to ensure the plans were in keeping with the principles of the Bristol Cultural Curriculum and to ensure consistency across creative arts subjects and all the materials.

Ben England

Teacher and project manager,
Bristol Music Trust

Cultural and creative learning is a vital part of any education. It gives children the confidence and capability that they will need in a world and economy that depends on the skills that it provides. It is a basic block in building the future of the UK as a whole."

Sir Nicholas Serota

Art

Shani Ali from Room 13 worked with teachers and staff at Hareclive E-ACT Academy to produce three units of lesson plans with a primarily art focus, designed to be delivered over a traditional six-week term.

Room 13 is an independent art studio in the playground of Hareclive E-ACT Academy, Hartcliffe. It is democratically run by the children, with support from the artists in residence.

Class topics

- "I want! I want!" A Picnic on the Moon (years 1 and 2)
- Crossing the River! Bristol, Bridges and Brunel (years 3 and 4)
- Big it up, Bristol style! (years 5 and 5)

Each topic consists of six lesson plans, with worksheets and associated resources in PDF format.

KS1 (years 1 and 2)

'I want! I want!' A Picnic on the Moon

Introduction and overview

Visionary poet and artist William Blake's little engraving, smaller than a playing card, is an early fantasy of lunar travel. The tiny figure who announces their desire to get to the moon with a child's cry, "I want! I want!" has a similarly child-like solution when it comes to transport: a really big ladder.

'A Grand Day Out' is a 1989 British stop motion animated short film directed and animated by Nick Park at Aardman Animations in Bristol. In the film, Wallace and Gromit spend a bank holiday by building a homemade rocket to the Moon to picnic on cheese.

Starting Point

Inspired by William Blake's 1793 engraving 'I want, I want' and the story line of one of Wallace and Gromit's best film adventures 'A Grand Day Out', this unit will use the idea of climbing a ladder up to the Moon for a picnic to inspire learning in mathematics, STEM and art and design.

The journey and the end goal of reaching the Moon will live in the imagination, but the fun activities to count up the ladder and reach their goal will be real.

Materials

- 1 copy of Wallace and Gromit's 'A Grand Day Out' adventure on DVD
- 1 copy (in a book or online) of Blake's 'I want! I want!'
- 1 moon at the top (a silver balloon, hand-made moon object or other symbol)
- 1 big rope ladder with 10 rungs
- 1 small string or drawn paper ladder with 100 rungs, highlighted in 10s
- Blue (or other chosen colour) plasticine
- Different coloured plasticine
- Chalks
- Card, scissors, pen, papers
- Ribbons and material scraps: colours, textures, beautiful
- 1 monkey or other soft toy dressed as an astronaut
- Games 'noises': e.g. a bike hooter for wrong, a little bell for right
- Any other books, paintings or clips that reinforce the journey to the moon

"Teachers enjoyed the lessons and had fun engaging with the project. They loved the making."

Shani Ali - Room 13

‘I want! I want!’ A Picnic on the Moon

KS1

Key Learning Objectives	Activities	Subjects	
• To develop numeracy by learning to count forwards and backwards to 10, 20 and 100 • To respond visually and out loud through a card-making activity • To develop physical skills by role-playing rockets taking off from the planet	• Starter: Counting down to blast off! • Counting down from 10, 20 and 100 • Maths and Making – creating and decorating countdown cards • Beginning to learn the Alien Shuffle	• Art (drawing, decorating) • Drama (role-play, creating a tableau) • Maths (counting down) • Engineering (rocket taking off)	Lesson 1
• To develop numeracy by learning to identify one more and one less • To respond to a stimulus by using model making • To develop observational skills by ordering items to see differences	• Starter: Hungry in Space! • Making and counting space shapes • Practising making ‘space food’ • Plenary – watching an astronaut eat in space!	• Art (making, shaping, forming objects) • Maths (counting down) • Science (materials, food) • Engineering (Space Station video)	Lesson 2
• To learn to recognise, find and name half as one of two equal parts of a shape • To develop flexibility and problem-solving by using model making or drawing • To develop numeracy by beginning to explore other fractions	• Starter: Still hungry in space! • Moon cake – how to divide shapes equally • Dividing shapes using various materials • Using plasticine to make moon cakes • Plenary - Working as a class to divide a large circle equally	• Art (making moon cakes, drawing and modelling shapes) • Maths (fractions) • Science (materials, food)	Lesson 3
• To develop numeracy by learning to count, read, write numbers to 100 in numerals and in multiples of 2, 5, 10 • To respond through a number making activity using card and inks/pens and playing a game • To develop imagination and empathy by watching and listening to an astronaut singing in space	• Starter: Singing with the Astronaut – performing Space Oddity with Chris Hadfield on the ISS • Are we nearly there yet? Estimating progress, counting in 2, 3, 10 • Creating a visual representation of a number using marks/dots/stencils • Plenary: Counting up and down the ladder in 2, 3, 10 etc	• Art • Music (listening skills, singing) • Maths (fractions) • Science • Engineering • Technology (materials, food, astronauts, Space Station, Soyuz capsule)	Lesson 4
• To continue to represent and use number bonds and related sub facts within 20-100 • To show understanding of number bonds through creating a numbered flag and using movement to role-play a spaceport scene	• Starter: Flying the flag – watching footage of the moon landing, and of the American flag being planted on the Moon • Decorating flags with representations of numbers (dots, lines, shapes etc) • Ready for take-off! Physical warm-up, then each pupil in line with their numbered flag stands in turn to represent the countdown • Plenary – revising number bonds	• Art (creating a numbered flag, materials) • Dance (movement, coordination) • Drama (role-play, acting out a scenario) • Technology (spaceships landing and taking off) • Engineering (Space port) • Maths (number bonds)	Lesson 5
• To develop numeracy skills through movement and exploring counting in steps of 1, 2, 3, 4, 5 and 10 • To build confidence by reaching the top of the 100 ladder and celebrating with a picnic • To further develop hand eye coordination by modelling Space Food out of plasticine, labelling and displaying it • To continue to represent and use number bonds and related sub facts within 20-100	• Starter: On Final Approach – moving the monkey up to 100, recap of teaching points • Coloured Moon food – making Moon food out of coloured plasticine and thinking of imaginative names for the new food • Chalk it and walk it – walking the steps of a ladder to climb out of the capsule – lighting fast addition and subtraction, moving carefully and in time • A final performance of the Alien Shuffle and a review of all the work completed • A Grand Play Out – an actual Space Picnic with real snacks!	• Art (making coloured Moon food out of plasticine) • Dance (moving accurately in time, careful footwork) • Drama (acting out A Picnic on the Moon!) Cross Curricular dimensions covered (STEM): • Science (food, materials) • Technology (Rocket, landing on the Moon) • Maths (counting in steps of 1, 2, 3, 4, 5 and 10)	Lesson 6

Crossing the River! Bristol, Bridges and Brunel

KS2

Key Learning Objectives	Activities	Subjects	
• To develop numeracy by estimating, comparing and calculating different measures • To begin to explore bridging gaps through construction • To develop creative and literacy skills through making a warning sign • To explore the spiritual side of bridge-building – community, coming together – through beginning to learn a part-song	• Starter: Wake up story – explain the scenario – the pupils need to cross a river without touching the water • Physical warm-up • Crossing the river – creating bridges from resources, estimating how many 'logs' and 'rocks' will be needed • Making warning signs! Looking at language of hazard prevention • Singing "Building Bridges"	• Art (making a warning sign) • Drama (acting out a scenario) • Music (singing, developing listening skills) • Science (rivers, hazards) • Engineering (bridges, construction) • Maths (estimating, comparing, calculating measures)	Lesson 1
• To develop numeracy by identifying, representing and estimating numbers using different representations • To discuss the role of an engineer, and explore the construction of bridges • To develop creative and practical skills by making and using an engineers' sketchbook	• Starter: Exploring famous bridges, discussing how engineers design them • Making an Engineer's sketchbook and estimating the number of pages. Numbering the pages creatively • The First Entry – writing key thoughts about bridges and decorating the sketchbooks • Plenary – singing through the entire song "Building Bridges"	• Art (making a sketchbook, decorating the sketchbook) • Music (learning a part-song, developing listening and accuracy in singing) • Science (rivers, hazards) • Engineering (bridges, construction) • Maths (identifying, representing and estimating numbers)	Lesson 2
• To develop numeracy by estimating, comparing and calculating different measures • To continue to explore the role of an engineer through the construction of a special engineer's hat • To develop performing skills through singing a song in parts	• Starter: putting on your thinking hat – imagining a tall engineers' hat like Brunel's. What could it look like? • Planning a Brunelian hat. Using string to accurately measure head sizes • Engineering a Brunelian hat. Using ratios/hand spans • Constructing a Brunelian hat, recording the work in their sketchbooks • Singing 'Building Bridges' in two-parts	• Art (creating a Brunelian hat) • Music (developing part-singing, listening skills) • Drama (role-play) • Science (rivers, hazards) • Engineering (bridges, construction) • Maths (estimating, comparing and calculating numbers) • Literacy (recording, notes, planning)	Lesson 3
• To develop numeracy by learning to convert between different units of measurement • To continue to explore the role of an engineer through the construction of a mini bridge using blue maths plasticine and other materials • To develop part-singing by rehearsing a song about building bridges in harmony	• Starter: Take us to the Bridge – discussing how to scale up and down and how to create a small-scale version of their bridge • Making a model bridge using available materials • Recording the creation of the model bridges and evaluating the final product in sketchbooks • Singing "Building Bridges" in four parts	• Art (constructing a mini-bridge) • Drama (role-playing) • Music (singing in parts, developing harmony and pitch accuracy) • Science (rivers, hazards) • Engineering (bridges, construction), • Maths (converting different units of measurement) • Literacy (recording, notes, planning)	Lesson 4
• To develop literacy through organising paragraphs around a theme • To build communication skills through a letter writing exercise • To explore civic and engineering practices and planning permissions • To develop performance skills through performing a four-part song with actions	• Starter: Can we build our bridge please? Planning permission, writing a letter to the local council • Planning and persuasion – writing a persuasive letter • A Formal Request – writing out the letter in best, and decorating the border • Building Bridges in four parts with actions	• Art (constructing a model, decorating a letter, taking care with pens and pencils) • Music (singing in four parts, accuracy in pitch, developing listening skills • Engineering (bridges, construction, planning) • Literacy (letter writing, recording, notes, planning)	Lesson 5
• To develop numeracy skills by learning how to convert between different units of measure • To develop coordination, creativity and STEM skills by working collaboratively to build a bridge • To consider the learning from the past few lessons and evaluate progress • To build confidence and resilience by taking part in a class performance	• Starter: Where do we go now? Recap key teaching points from the unit. Connections in the brain = bridges • Making our bridge. Using available materials, pupils construct a bridge together – must be strong enough to support a toy car across it • Recording the bridges – pupils evaluate their work and the success of thebridge. Photographing and videoing for evidence • Final performance of Building Bridges	• Art (constructing bridges, evaluating success) • Drama (tableau) • Music (singing in parts, developing performing and listening skills) • Science (biology of learning, neural connections) • Engineering (bridges, construction, planning) • Literacy (letter writing, recording, notes, planning)	Lesson 6

Big it up, Bristol style!

KS2

Key Learning Objectives	Activities	Subjects	
• To develop numeracy skills through budgeting and planning a commission • To build creative and design skills by modelling and designing a graffiti tag • To build confidence and social pride through planning an entry to Upfest	• Starter: A brief explanation of briefs – looking at the way art is commissioned and how artists make money • Exploring a brief: starting to discuss graffiti artists' tags • Modelling the tag: using plasticine, pupils create letters that spell their own names, then create letters to spell their class name • Plenary: Review and feedback	• Art (fonts, design, graffiti, shapes • Technology (design, fonts, text) • Maths (calculating costs in pounds and pence, budgeting)	Lesson 1
• To develop numeracy skills through examining scaling up and down by factors of 2, 4, 50% and 100% • To select a design for the class tag and scale it up and down • To think creatively and use imagination to make a striking and eye-catching design	• Starter: Small to large – scaling up from a small design to large scale. Demonstrating with shapes on the whiteboard • Scaling up! Pupils create a small design on a post-it and then using scaling/maths techniques transfer this design onto a larger piece of paper • Scaling down. Working the other way – pupils start with a large-scale design and reduce it in size • Plenary: Class tag in rough	• Art (design, scaling up, scaling down, graffiti tag, font, shape) • Maths (scaling up/down) • Design • Technology (scaling up/down)	Lesson 2
• To develop STEM skills through study of small-scale, large-scale, full-scale and scaling up objects • To develop creative skills through exploring small-scale, large-scale and full scale objects • To embed the learning through role-playing growing and shrinking to different sizes	• Starter: Small scale large scale. Class look at pictures of tiny objects next to full-size versions. Discussing which of the versions of the objects would be considered small-scale and which full-scale • Tracing the letter. Pupils carefully trace their design from the post it and transfer it to a sheet of graph paper • Scaling up the letter. Pupils then scale the letter up to fill the sheet of paper • Plenary: Small scale large scale physical. Pupils explore the idea of small scale/full scale/large scale through a movement/role-play activity	• Art (scaling up, graffiti tags) • Dance (movement, coordination) • Drama (pretending to grow and shrink • Maths: small-scale, large-scale, full-scale and scaling up objects, use of graph paper	Lesson 3
• To develop science, engineering and numeracy through the study of geometric angles and faces • To build an understanding of colour through exploring light and the colour wheel • To build creative skills through using geometric shapes and colour to develop a class graffiti tag	• Starter: Making shapes fit. Exploring the ways in which geometric shapes can fit together (tessellate) • Angles and faces. Discussing the properties of various geometric shapes, then exploring how to draw these shapes accurately • Light and colour. Exploring the colour wheel – primary colours, complimentary colours and contrasting colours • Scaling up and colouring: exploring the tags from last lesson using geometric shapes and colour in the space around the tag • Plenary – Classroom Exhibition role-play	• Art (drawing geometric shapes accurately, colour wheel, exhibition) • Drama (role-playing an exhibition) • Maths: geometric shapes, angles • Science: faces, light, spectrum, colour	Lesson 4
• To develop numeracy skills by solving addition and subtraction multi-step problems in context • To build communication skills through working together to cost a commission • To develop planning and preparation skills by deciding which operations and methods to use and why	• Starter: Making a profit – discussing how artists make money • Costing the Commission: in groups, pupils explore the costs involved in creating a piece of art and work out how they might split the "£10,000 prize money" • Press release: Pupils write a persuasive press release about their class tag and upcoming exhibition • Plenary: Looking forward. Class discuss what they want to achieve in the exhibition and how they feel about displaying their work	• Art (commission, costing up a project, materials) • Drama (role-play) • Maths (addition, subtraction) • Literacy (persuasive language, discussion)	Lesson 5
• To develop creativity, confidence and resilience by staging an exhibition and supporting classmates • To evaluate and report on the creation process through photography, writing and documentary making • To assess progress through questioning and discussion	• Starter: choosing letters. The pupils will work together to choose the best scaled up letters and coloured drawings to make up the class name • Tagging the Hall! The class works together to create large-scale versions of the tag letter to form a collective tag • EXTENSION: Writing a formal letter to Upfest to explain why the class design would be perfect for the brief and describing the process that the class used to make their design large-scale • Exhibition! The pupils display the big piece of art in the hall. If possible, pupils' work can be shown at the same time • Plenary: Recording and Evaluating	• Art (exhibition, graffiti, selecting pieces for display) • Drama (role-play) • Technology (slideshow, photography, documentary)	Lesson 6

Lesson 3: Moon Cake!

Key Learning Objectives

- To learn to recognise, find and name half as one of two equal parts of a shape
- To respond using model making or drawing
- To begin to explore other fractions

Creative dimensions covered

- Art

Cross Curricular dimensions covered (STEM)

- Maths (fractions) Science (materials, food)

Keywords / vocabulary

- Half, whole, portion, third, quarter, equal parts, model

Self-assessment opportunities

- I can recognise find and name 'half' as one or two equal parts of a shape
- I can make a model that shows a half
- I can start working with other fractions like 1/3 or 1/4

Resources needed

- Blue maths Plasticine, wooden/plastic knives, big sheets of paper, pens or masking tape. If outside, chalk

Opportunities for sharing work

- e.g. by recording, notation: Pupils can perform to each other, or another class. The making process could be recorded using an iPad for evidence and assessment

Assessment

You only need to note the names of pupils who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

'I can' assessment criteria	Pupils who do not meet the learning objectives	Pupils who exceed the learning objectives
• I can recognise find and name 'half' as one or two equal parts of a shape • I can make a model that shows a half • I can start working with other fractions like 1/3 or 1/4		
Notes:		

Starter activity

Still Hungry in Space!

Time: 5 mins

Group size: whole class

Tag words: Space food, hungry, energy

- Make a medium-sized cake shape out of Plasticine or Play Doh before the activity, and put it on a piece of board or a tray
- Explain to the class that the astronauts need even more energy and space food to get to the moon and that it is time to bring out the Moon Cake
- Ask the class to explain what half means. Illustrate a half by cutting the plasticine in half with a wooden or plastic knife and also by referring to what is fair when sharing food (sweets, cake...) as children have a strong sense of this
- Explain that it is a delicious cake and that the class need to help you cut it up fairly so that the teacher and the two astronauts can have a piece each. Suggest one half of the cake will be for the teacher, and the rest will be shared between the other two. Ask the group if they think it's is a fair way to divide the cake (of course it isn't!)
- Ask the pupils to discuss and work out how they could fairly split two halves of a cake between three people (cut each half into three equal parts and give two pieces to each person). Ask what each person has (one third of the cake)

Main activities

Moon Cake: Maths and Making 4

Time: 10 mins

Group size: individuals

Resources: paper, masking tape, chalk, pens, paper plates (if available), 30 x printed A4 sheets with a large circle on each.

Tag words: Circle, paper, draw, masking tape, chalk, divide, circle, halves, equal, fair

- Draw a large circle on a large piece of paper or make one with masking tape on the floor or chalk outside. Divide the circle into two halves for the two astronauts. Explain that they each need the same amount of Moon Cake and energy!
- Ask the class to work in groups with paper circles or paper plates, working out between themselves the best way to divide the cake so it is equal and fair. If time allows ask the groups to decorate the different halves of the cakes

Moon Cake - Maths and Making 5

Time: 10 mins

Group size: individuals

Resources: Plasticine, wooden knives

Tag words: Plasticine, Moon, Cake, equal, half, fair, cut

- Ask the class to use Plasticine to make their own Moon Cake. Give the group 5 minutes to work with the material, before calling halt and asking the class to show off their creations. Take photos of the results, and film some of the creation process if possible
- Ask the children to then work out the best way to cut the cakes in half using wooden or plastic knives, taking extra care to be fair with the portions

Plenary

Space Circles

- **Time:** 5 mins
- **Group size:** Whole class
- **Tag words:** circle, quarter, third, half, astronaut, monkey, rung, ladder, fraction, shape

- Return the class to the big circle used at the start of the lesson. Divide it into four quarters, marking each with a number. Remind the pupils of the paper 100 ladder on the wall
- Blindfold one pupil and ask them to spin around on the circle. When stop is called, whichever number they have landed on (between 1 and 4) they can then go and count the astronaut monkey up the 100 ladder, this amount is where the class monkey astronaut has got to. If the pupil comes out of the circle sound an alarm or a hooter – ask a pupil to hold this – and the monkey has to move down one rung
- Extensions: find 1/4 and 1/3 and 3/4 of a circle and understand a fraction of a shape by dividing moon cakes for more astronauts. Change the shape (e.g. an oblong moon bar) and find the half or fraction in other shapes
- This week of activity moves the monkey astronaut another 10 steps up the big 100 ladder on the wall. Someone can count these up and peg or mark the step the class is up to

Dance

Laura Street from Theatre Bristol worked with teachers and staff at St Ursula's E-ACT Academy to produce sets of starter/plenary and extension tasks linking dance with numeracy, literacy and existing topic themes.

These tasks were combined and edited into six three-lesson schemes of work, one for each year group Y1-Y6, though the plans can be easily edited to work with younger or older pupils depending on need.

Class topics

- Year 1: The Weather
- Year 2: The Oceans of the World
- Year 3: The Egyptians
- Year 4: The Romans
- Year 5: World War II
- Year 6: The USA

Each topic consists of three lesson plans, with worksheets and associated resources in PDF format.

KS2 (year 6)

The USA

Introduction and overview

The cultural, sociological and architectural impact of the USA on the world has been enormous and this unit explores some of the historical ways that America has influenced and been influenced by European culture. Infusing Dance into everyday maths and literacy lessons provided the inspiration to create movement-based tasks, helping to engage kinaesthetic learners in the classroom.

Starting Point

This three-lesson unit combines STEM subjects such as Maths (percentages, ratios), Science (architecture, engineering, construction) with innovative Dance and Movement activities to take pupils on a whistle-stop tour of American cities, buildings and sculpture, culminating in the creation and performance of a hand-jive performance and a Big City Dance.

Materials

- A large space either in the classroom or school hall
- A tablet for recording physical work and QR code stickers to put into books for evidence
- Sing Up Song: 'Mamma Don't Allow', lyrics and sound file
- Images of hand jive moves to learn together
- A list of percentages and fractions you have been working on
- Photos of European American immigrants
- Pictures of famous American architecture

"I loved learning my 8 times table through dancing, I think I'll be able to remember them now forever!"

Young person

The Weather (Y1)

Y 1-2

Key Learning Objectives	Activities	Subjects	
• To build skills in science through studying weather • To develop numeracy skills in literacy, numeracy, science and technology by looking at increasing and addition • To develop coordination through using the body to show understanding of number sentences • To explore prefixes and suffixes through movement and improvisation	• Starter: Physical warm-up – winter weather • Adding in number sentences • Using the body to show an understanding of verbs, adjectives, prepositions and nouns • Plenary: Additive printing	• Dance (moving to the beat, coordination) • Music (tempo) • Drama (role-play) • Maths (adding in number sentences) • Technology/Engineering (3D printing) • Literacy	Lesson 1
• To develop numeracy and timekeeping through study of clock-faces • To build an understanding of the weather by studying weather at different times • To explore punctuation through movement	• Starter: Physical warm-up – summer weather • Using the body to show an understanding of times and clock faces • Using the body to show an understanding of capital letters, full stops, exclamation marks and question marks • Group weather movement • Plenary: How does the weather affect what we wear?	• Dance (movement to show different weather, showing times and clock faces through movement) • Drama (role-play) • Maths • Science (weather) • Technology (clocks) • Literacy (punctuation)	Lesson 2
• To develop coordination and movement skills through creating a short dance based on different weather types and times • To build confidence and resilience by discussing which clothes to wear to stay safe and comfortable in different weathers • To evaluate and discuss the work completed and think about how to use these new skills in future work	• Starter: Physical warm-up - summer weather • How can we show different types of weather and times of the clock with our bodies? • Extension: devising a longer dance called "The Different Weather Day" • Performing the dances for assessment • Plenary: How does the weather affect us?	• Dance • Music (pulse, rhythm, tempo, moving to music) • Drama (role-play) • Maths • Science (weather, materials) • Technology (filming a performance)	Lesson 3

The Oceans of the World (Y2)

• To develop numeracy by using the body to show an understanding of hundreds, tens and ones • To build fact retention and confidence through exploring the oceans of the world • To build ICT and Geography skills by using Google Earth or a similar mapping app	• Starter: Physical warm up – flying and swimming • Locating and representing the oceans of the world • Using the body to show the depths and areas of various seas of the world in 100s, 10s and 1s • Plenary: Exploring the oceans in Google Earth	• Dance (coordinated movement) • Art (representing countries of the world using card and pens) • Maths (hundreds, tens and ones) • Science (oceans, biology) • Technology (3D mapping, google earth)	Lesson 1
• To develop confidence and communication skills by moving with awareness as part of an ocean scene, and by learning the names of the oceans of the world • To build literacy and understanding around subordinating and coordinating clauses • To continue to explore the oceans of the world and to think about the people who live and work on them	• Starter: Ocean Physical Warm-up • Learning the names of the oceans and remembering them – creating actions and movements to represent the oceans of the Earth • Conjunctions in the ocean – exploring subordination and coordination conjunctions • Identifying groups of people who live their lives at sea • Plenary: Who am I? Revision exercise	• Dance • Music (moving to a pulse) • Drama (role-play, tableau) • Science (the oceans, marine life, waves, pressure) • Technology (submarines, submersible)	Lesson 2
• To develop numeracy by exploring number problems with times tables • To continue to build coordination and listening through performing actions to a pulse as part of a living tableau, and to add to the actions to form a simple sequence of movement	• Starter: Physical Warm Up – The Storm • Repairing the submarine! Using the body to show an understanding of number problems using times tables • Creating a simple dance of people who live their lives at sea • Performing and recording the dance • Plenary: Evaluation of work	• Dance • Music • Drama (tableau, role-play, character) • Science (weather, wind, ocean, waves, storm) • Technology (submarine, submersible, engine, fuel tank) • Maths (times tables)	Lesson 3

The Egyptians (Y3)

Key Learning Objectives	Activities	Subjects	
• To develop expressive and movement skills through devising dance moves and actions to represent Ancient Egyptians building a pyramid • To build Science, Engineering and Maths skills by exploring the construction of a pyramid and by completing maths puzzles to 'travel back in time' • To build confidence and resilience by working as part of a team to create a sequence of movement	• Starter: Ancient Egyptian Warm-up • Travelling back in time – programming the time machine computer using movement • Choosing actions to begin constructing the Pyramid dance • Beginning to construct the Pyramid dance • Plenary – what do we remember? • (Extension) Introducing the song Tutankhamun!	• Dance • Music (song, moving to a pulse) • Drama (role-play) • Science (time travel, Materials) • Technology (time machine, ancient machines – levers, inclined plane • Engineering (construction) • Maths	Lesson 1
• To develop an understanding of ancient construction techniques through creating a sequence of movement to describe the building of the pyramids • To build literacy through exploring homophones • To think about the development of a character by using expressive language	• Starter: Return to the construction site • Sounds like a homophone! Reconstructing the instructions for building the pyramid by exploring homophones • Using body language to explore narratives, create settings, characters and plot • Developing the Pyramid construction dance • Plenary: Singing about the Pyramid dance	• Dance • Music (singing, moving to a pulse) • Drama (role-play, warm-up) • Science (time travel, materials) • Technology (time machine • Engineering (construction) • Maths	Lesson 2
• To demonstrate the processes of building a pyramid through movement and dance • To develop numeracy through using movement to show multiples of 4, 8, 10 and 100 to count back through time • To build confidence and resilience by performing a dance representing the building of a Pyramid, and singing a song about the Egyptians as part of a large group	• Starter: Repairing the broken time machine! Exploring multiples with movement • Constructing the Pyramid dance • Assessing the Pyramid dance • Singing about the Pyramids – final performance - combining the song with hieroglyphic actions	• Dance • Music (singing, moving in time) • Drama (character building, role-play, tableau, freeze-frame) • Science (time travel, materials) • Technology (time machine, broken, repaired) • Engineering (construction) • Maths (multiples, geometry)	Lesson 3

The Romans (Y4)

• To build creative skills and empathy by beginning to explore the life of a Roman soldier • To develop confidence and teamwork by role-playing a soldier moving as part of a unit • To explore some of the ways that the engineering and technology of modern society owes a great deal to the Romans	• Starter: What did the Romans do for us? • Romans on Manoeuvres – marching as a legion • Planning a piece of solo movement as a Roman soldier • Plenary: Singing about the Romans ("Just Like A Roman" song)	• Drama (role-play, character building) • Music (singing, moving in time) • Technology (Roman inventions – plumbing, sanitation, newspapers) • Engineering (Aqueducts, Roman Roads)	Lesson 4
• To build creative skills and empathy by continuing to explore the life and feelings of a Roman soldier • To develop literacy skills through exploring possessive and plural S • To build STEM skills by using physical movement and estimation to map out a new Roman base • To continue to build confidence and teamwork by working together as a unit to perform and sing	• Starter: Identifying words within sentences that should be plural or possessive • Using the body to show an understanding of estimation • Rehearsing and performing solo movement as a Roman soldier • Plenary: Singing about the Romans (2)	• Drama (role-play, character building) • Music (singing, moving in time) • Engineering (building a new base) • Maths (estimation, measuring)	Lesson 5
• To build creative skills and empathy by continuing to explore the life and feelings of a Roman soldier • To continue to build confidence and teamwork by working together as a unit to perform and sing • To develop STEM skills by thinking about materials used by the Romans to make armour and pretending to construct a Roman base • To think about the work completed over the past three sessions and assess progress	• Starter: Roman armies. Working as an individual within a group • Building the Roman base using Roman numerals • Performing solo movement as a Roman soldier • Evaluating and assessing solo movement as a Roman soldier. • Plenary: Performing a song about the Romans	• Dance • Drama (role-play, character building) • Music (singing, moving in time • Science (materials that make armour etc) • Engineering (building a Roman base) • Maths (Roman numerals)	Lesson 6

WWII (Y5)

Key Learning Objectives	Activities	Subjects	
• To begin to explore aspects of World War II through movement and role-play • To develop numeracy (specifically decimals) through a movement based task on rationing • To build confidence and team work through moving to music designed to lift spirits in wartime	• Starter: Dig for Victory warm up • Moving with words – exploring air raids through movement • Using the body to show understanding of the value of decimals – rationing in WWII • Plenary: Beginning to learn a marching song	• Dance • Music (singing songs to lift spirits, pulse) • Drama (empathy, role-play) • Technology (gas mask, tools for digging shelters) • Engineering (building an Anderson Shelter) • Maths (rationing)	Lesson 1
• To develop teamwork, coordination and accuracy through completing a 'bomb-disposal' task • To build literacy and drama skills by studying WWII poetry and analysing the emotions within them before reacting to the emotions through movement • To build stamina and precision by continuing to learn and perform a marching song from WWII	• Starter: Bomb Disposal! Using movement to defuse a "bomb", working together as a team • Decimals on a number line – exploring rationing through movement • Exploring WWII poetry and discussing the emotions • Inspired by poetry: revising the phrase of movement created last lesson and including the emotions found in the poem • Continuing to learn a marching song	• Dance • Drama (role-play, building a character • Music (singing inspirational songs) • Technology (wires, fuse, tools, following instructions) • Engineering (bomb disposal, army engineers, respecting dangerous equipment) • Maths (decimals on a number line) • Literacy • History	Lesson 2
• To develop literacy and empathy through studying homophones in and creating movement to one of Churchill's famous speeches • To build teamwork and coordination skills through learning and performing a WWII dance to appropriate music • To perform a song whilst marching in time, and evaluate work completed so far	• Starter: Homophones in WWII speeches, creating movements to accompany Churchill's famous "We Will Fight Them On The Beaches" speech • Social dances and occasions – exploring how people kept themselves going in war-time Britain • Choreographing a WWII Dance • Discussing the Dance • Class performance of "It's A Long Way to Tipperary"	• Dance • Drama (role-play, empathy) • Music (moving in time to a song, beat, pulse) • Science (Materials – bakelite, plastic) • Technology (Radio transmissions, early speakers) • Maths (counting beats, pulse, patterns)	Lesson 3

The USA (Y6)

• To begin to explore the culture and architecture of the USA through dance and movement • To develop STEM skills by discovering and reproducing some of the famous buildings of the USA • To develop empathy and team work by discussing and exploring the life of immigrants to America	• Starter: Learning to hand-jive! • Arriving in America – showing percentages • TOPIC – Arriving in the New World Tableau • Creating movement and shapes to represent Important architecture from The Americas • Plenary: Learning an 1920's American Song – 'Mama Don't Allow'	• Dance (hand-jive, sequence of movement) • Music (Singing) • Drama (role-play) • Engineering (architecture, constructing famous buildings) • Maths (showing percentages)	Lesson 1
• To continue exploring the culture and architecture of the USA through dance, music and movement • To build numeracy and literacy through practising ratios/percentages and correct use of colon and semicolon • To begin creating a group dance in three sections inspired by Bernstein's On The Town overture	• Starter: American Supermarket: Shopping List • The Good Ol' Red, White and Blue! Exploring ratios by looking at the US flag and analysing the colours used • Exploring the City through movement • Plenary: Continuing to learn a 1920's American Song – 'Mama Don't Allow'	• Dance • Music (listening, moving to the beat, singing) • Art (colour, ratio) • Drama (role-play, creating a character) • Science (materials, food) • Engineering (architecture, sculpture) • Maths (ratios, percentages, patterns)	Lesson 2
• To consider the varied elements that make up a big city and to explore them through movement • To build confidence and resilience by performing and evaluating a final dance based on a tour round a big city • To develop literacy by using a range of synonyms to describe a tour around a big American city	• Starter: Exploring the city using Synonyms • What makes a big city? Listening to Gershwin's 'An American in Paris', creating movements to represent parts of a city • Performing a Big City Dance to 'On the Town' • Performing 'Mama Don't Allow' with Hand-Jive • Plenary: Evaluating the Dances	• Dance (movement to music, improvisation, devising a sequence of movement) • Music (listening to orchestral music, reacting to music, moving to a beat) • Drama (role-playing, tableau) • Science (environment, buildings) • Engineering (elements of a city, construction)	Lesson 3

Lesson 1: Arriving in America

Key Learning Objectives

- To begin to explore the culture and architecture of the USA through dance and movement
- To develop STEM skills by discovering and reproducing some of the famous buildings of the USA
- To develop empathy and team work by discussing and exploring the life of immigrants to America

Creative dimensions covered

- Dance (hand-jive, sequence of movement), Music (singing), Drama (role-play)

Cross Curricular dimensions covered (STEM)

- Engineering (architecture, constructing famous buildings), Maths (showing percentages)

Keywords / vocabulary

- America, hand-jive, beat, rhythm, percentages, numerator, denominator, architecture, building, famous

Self-assessment opportunities

- I can think about people migrating to America, and how they might feel leaving their country
- I can use my body to show a range of percentages and work together as a team
- I can explore some important American architecture and to learn to sing and move to an American song

Resources needed

- Sing Up Song: 'Mama Don't Allow', Pictures of famous American Architecture, photos of American immigrants

Opportunities for sharing work

- e.g. by recording, notation: Pupils should be filmed or recorded using an iPad for evidence and assessment

Assessment

You only need to note the names of pupils who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

'I can' assessment criteria	Pupils who <u>do not</u> meet the learning objectives	Pupils who <u>exceed</u> the learning objectives
• I can think about people migrating to America, and how they might feel leaving their country • I can use my body to show a range of percentages and work together as a team • I can explore some important American architecture and to learn to sing and move to an American song		
Notes:		

Starter activity

Learning to hand-jive!

Time: minutes

Group size:

Tag words: hand-jive, wave, hand, point, swing, sway, beat, rhythm

- Ask the class to stretch their hands and arms up high, then wave at the floor. Call out a number between 1 and 5 and ask the pupils to hold up the right number of fingers on each hand
- Show the pupils some basic hand-jive moves. Use this resource for useful diagrams and suggestions:
- https://www.wikihow.com/Do-the-Hand-Jive
- Play the song "Mama Don't Allow" from Sing Up: https://www.singup.org/nc/singup-songbank/songs-and-warm-ups/song-detail/view/518-mama-dont-allow/ and ask the class to hand-jive along with it
- Video the performance for evidence and for next lesson

Main activities

Arriving in America – showing percentages

Time: 10 minutes

Group: Whole class/groups

Tag words: America, immigrant, percentage, fraction, group, individual, numerator, denominator

- Show the class some photos of immigrants to America in the 19th century. Ask the class to think about what kind of life the people arriving in the USA were leaving behind, and what challenges lay ahead for them
- Ask the class to name countries in Europe that sent migrants to America. The most common countries during the 19th century included England, France, Germany, Italy and Ireland. Note these countries on the board
- Ask the group to stand together and then ask them to show you a group where 4/5ths of the people are from England
- They can show this in a number of physical ways:
  - Hands up/down
  - Standing up/sitting down
  - Moving apart into different groups
  - One group facing towards the teacher, one group facing away
  - One group crouching, one group stretching up
- Teacher: Quick fire different fractions. Change the ones you call out and ask for pacey group work
- This can be extended by :
  - Using percentages instead e.g. 50% of the people are from Ireland
  - Calling out percentages and asking the class to show you in fractions e.g. show me 25% and the class shows 1/4
  - Adding fractions together and showing this e.g. 1/4 French, 1/4 Italian = 1/2
- Video the activity for evidence

Arriving in the New World Tableau

Time: 5 minutes

Group: whole class

Tag words: immigrant, Statue of Liberty, scene, paper, body, freeze, tableau

- Set the class the challenge of depicting a scene of immigrants arriving at the Statue of Liberty. Ask them to create a beginning, middle and end for their chosen immigrant stories. Create a tableau for each part of their story then link the three images together
- Explain that they must show the scenes using their bodies rather than words
- Ask each group to show the 3 tableaus and linking movement to the rest of the class. Ask the groups to feedback on each other's work and explain what they have understood by the images
- Photograph and video the process of creating this tableau and the class discussions for evidence and assessment

Important Architecture from The Americas

Time: 15 minutes

Group: individuals/groups

Tag words: architecture, sculpture, America, Statue of Liberty, arriving, immigration, people, family

- Ask the pupils to name some important architecture and sculptures from the Americas that they have been studying in class. Write these on the board or on a large piece of paper. Some suggestions:
  - Statue of Liberty
  - Empire State Building
  - World Trade Center
  - Wall Street Bull
  - Mount Rushmore
  - Hoover Dam
  - Washington Monument
  - The Golden Gate Bridge
- Select the Statue of Liberty and ask the pupils to individually stand like the Statue of Liberty. Check each student is holding up the correct arm. Say freeze, and take a photograph of the class
- Put the class into groups of 4 or 5 and set them the challenge of creating a still image of one of the important pieces of architecture or sculpture. They must all be involved in the image. Give the pupils 2 minutes then call "Freeze"
- Photograph the stills. Then say "change" and give the groups another two minutes to work out a different piece

Plenary

Learning a 1920's American Song – 'Mama Don't Allow'

Time: 10 minutes

Group: Whole class

Tag words: song, blues, jug-band, lively, fun, guitar, ukulele, beat, strum

- Play the students the song "Mama Don't Allow" from Sing Up: https://www.singup.org/nc/singup-songbank/songs-and-warm-ups/song-detail/view/518-mama-dont-allow/
- Display the lyrics on the board, and sing through the song to familiarise the class with the basic melody and structure. Use the performance track to sing with
- Encourage the class to move appropriately in time with the music, though not to the point where the singing stops

Drama

Angela Athay-Hunt from Bristol Old Vic worked with teachers and staff at Greenfield E-ACT Academy to produce three units of lesson plans with a primarily drama focus, designed to be delivered over a traditional six week term.

Due to the staff and classes available for the project, the three schemes of work focussed on Early Years/Reception, KS1 and UKS2. The lesson plans for Reception have been adapted however to allow KS1 students to access them as well.

Class topics

- Exploring Who We Are (R/KS1)
- Exploring Friendship and Creating Characters (years 1 and 2)
- Developing Characters and Context (years 5 and 5)

Each topic consists of six lesson plans, with worksheets and associated resources in PDF format.

KS1 (years 1 and 2)

Exploring Friendship and Creating Characters

Introduction and overview

Exploring character and concepts through play unites the logical and creative parts of the brain allowing children to take risks and make new discoveries which enhance learning opportunities and building positive self–esteem. Children make sense of the world around them through 'acting it out' and have a deeper appreciation of the world through engaging visually and practically with a topic.

Who shall we be today? A Doctor? A Professor? A Scientist? What shall we discover and what are the challenges?

This unit allows children the autonomy to create and become an aspirational character from which to explore new ideas providing endless possibilities in terms of interpretation. Children enter a scientific learning adventure together (and even better if there is the possibility of wearing a white coat and goggles!).

Starting Point

Using practical, participatory drama exercises the lesson allows children to understand categorisation, explore how their own bodies work and consider their physical relationship to the wider world complimenting learning within Science, PSHE and English frameworks.

Materials

- Laminated A4 sheets with the words – Omnivore/ Herbivore/Carnivore
- Laminated A4 sheets depicting a range of animals from the three groups (including humans!)
- Costume for dressing up (as many as are accessible) – white lab coat, goggles and clipboard

"Teachers noticed that children were noticeably more 'awake' and engaged with what they were doing, e.g. not asking to go to the toilet so much (one teacher calling another in: 'come and look!')."

Creative Practitioner

Exploring Who We Are

EYFS/R

Key Learning Objectives	Activities	Subjects	
• To explore a new story through movement, music and role-play • To think carefully about the emotions and feelings brought up by the story • To examine why performers warm up physically and vocally, and how this compares with engines and athletes	• Starter: warm-up – group, physical and vocal • Introduce the text (Ruby Flew Too) to the group and discuss in a circle • Exploring character – moving in the space. • Listen to some varied styles of music and explore the way it makes the class feel • Plenary: Growing up fast – discussing the ways in which people change as they grow up	• Dance (movement to music) • Drama (exploring character, moving in a space) • Music (emotional responses to music • Science (biology – how an athlete warms up, how a bird learns to fly) • Engineering (warming up an engine) • Phonics • Literacy • Technology (freeze-frame)	Lesson 1
• To develop science and observation skills by exploring storms and bad weather through reading and creating a rainstorm • To build listening skills by thinking about how different materials make different sounds • To explore a range of sound effects and add them to the story, and if time, creating a range of effects	• Starter: reading the story to the class and introducing sound effects • Body Percussion – creating a rain storm • Listening to and selecting recorded sound effects • Plenary: Mini-performance and sharing of work • (Extension) Making our own sound effects	• Drama (performing, puppetry, role-playing) • Music (body percussion, creating the sounds of weather, listening to sound effects, performing • Science (biology – where is the diaphragm, weather – rainstorm) • Technology (sound effects)	Lesson 2
• To develop confidence by building a character and explore what it means to be a superhero through movement and role-play • To think about super powers and how they are reproduced in modern technology • To explore the nature of heroism in their lives and how people they know can be heroes too	• Starter: Discussion Circle – Building a Character • Physical and Vocal warm-up • Exploring imagination and character using the ensemble • Superpowers – exploring ideas for super powers. Discussion – what machines or technology already do this job for us? • Plenary – discussion – who are the heroes in our lives?	• Drama (warm-up, role-play, creating a superhero) • Music (reacting to heroic music) • Dance (warming up physically, moving like a superhero, moving to music) • Science (power, movement, strength) • Technology (superpowers, machines that make us strong)	Lesson 3
• To develop communication skills through examining body language and emotion • To develop coordination by performing a song with actions • To build creative skills through improvisation and lyric writing • To develop literacy through reading and exploring a story about colours and emotions	• Starter: It's good to be me warm-up • Singing 'If you're emotional and you know it' • Exploring body language • Listening to voice – say "Yes!" • Exploring the Story – My Many Coloured Days, discussing different days and emotions in relation to colours • Exploring emotions physically • Plenary: The Many Coloured Sky	• Drama (using body language to convey emotion, using voice to convey emotion) • Music (moving to music) • Dance (physical warm-up, movement to music, positive movements and gestures) • Art (colours and association with emotions, the many-coloured sky) • Science (weather, the atmosphere, the different colours of the sky) • Literacy (listening to a story and discussing it)	Lesson 4
• To develop resilience through exploring themes of bravery in an Apache folk tale • To participate in songs, tableau and activities to build confidence and encourage taking risks • To create a 'bravery rock' and to think about ways in which they can be brave as individuals	• Starter: Introducing the Story: "Child of Water and Little Blue Rock" • Bravery warm up (Physical) – Grand-Monsters' Footsteps • Bravery warm-up (Vocal) – A Monster Came To Visit you • Bravery warm-up (both) – Monsters Like To… • Extension – Apache fun facts • Sharing the Story • Exploring the story through Ensemble Tableau • Plenary: Making our own Bravery Rocks	• Drama (exploring bravery, creating a tableau, role-playing) • Music (singing, moving to music) • Movement (physical warm up, moving to music) • Art (creating a bravery rock) • Confidence (taking risks) • Science (materials, making rocks)	Lesson 5
• To develop an awareness of place and belonging through thinking about and examining maps of the local area • To build performing skills by role-playing and building character • To explore themes of animal habitats and the urban environment through a soundscape	• Starter: Discussion where do we live? Creating a local map on flipchart paper, looking up on Google Earth • Creating a physical map using everyone! • Thinking about our environment – who else lives here? • Creating a soundscape • Plenary: Listening to our environment sounds	• Drama (role-play, working as a team) • Music (creating soundscapes, listening to the soundscapes) • Dance (movement, working as a team to create a physical map and moving through it) • Science (environment, habitats) • Technology (maps, 3D mapping)	Lesson 6

Exploring Friendship and Characters

Y 1/2

Key Learning Objectives	Activities	Subjects	
• To explore friendship and emotion through role-play and discussion • To discuss a range of emotions in the context of bravery and discovery • To examine how different emotions can change the way people behave	• Starter: discussion circle – friendship. • The Present Game • Storytelling and Emotional Recall • The Space Rocket of Emotions! • (Extension Activity) Creating a Tableau using the story • Plenary: discussing which emotions are useful at school, at work and with friends	• Drama (tableau, the present game, exploring storytelling) • Literacy • Dance (moving like a space rocket, creating movements to represent giving presents) • Engineering (rocket launch) • Maths (counting down) • Communication skills (emotion, friendship, bravery)	Lesson 1
• To explore scientific categorisation through role-play • To discuss the differences between Carnivores, Herbivores and Omnivores • To develop character and role-play skills through performance	• Starter: Creating a character – the Animal Scientist • Group warm-up – physical, vocal • Engaging our senses to create a character • Exploring Physical Characterisation through Movement • Animal Sorting and Categorisation • Plenary: Performing a Character	• Drama (creating a character, performing, looking at the emotional and physical characteristics of a character) • Dance (exploring physical characterisation through movement) • Science (temperature, biology, animal characteristics and diet), Categorisation • Maths (counting, sorting)	Lesson 2
• To practice describing objects and exploring what they could be used for • To think of creative uses for everyday objects • To explore a structured poem through choral speaking • To develop rhyming skills through writing verses in a given structure	• Starter: Statue Name Game • Whole Class Game – 'This Isn't A Basket, It's A...' • Exploring poetry and rhythm • Plenary: Extending and Creating Text	• Drama (using imagination, role-play, improvisation, statue game) • Music (choral speaking, rhythm) • Science (materials – what is this made of?) • Engineering (how does it work?) • English (poetry, rhyme, chorus, verse)	Lesson 3
• To explore stereotypes through movement and discussion • To begin to read and understand Pirates Ahoy, and think about the characters in the story • To use movement and freeze-frames to take on the character of a pirate on board ship • To think about how a pirate ship works, what it's made of, and where it operates	• Starter: Vocal Pirate Warm-up (Pirate song) • Physical Pirate Warm-up • Exploring stereotype through character • Sharing the story • Extension: Exploring and Creating Pirate Characters • Plenary: Frozen People (freezing in character and discussing differences between very young and very old people)	• Drama (role-play, exploring character, creating new characters, stereotypes) • Dance (moving like a pirate, freeze-frames) • Music (singing, performing) • Science (waves, floating) • Engineering (sailing, rigging, hull) • Maths (counting) • Technology (freeze-frame, slow motion), PSHE	Lesson 4
• To explore themes of things that we do well and things that we struggle with • To examine ways to support conflict resolution • To study magnetic attraction and repulsion through experimenting with magnets and role-playing	• Starter: Warm-up Group Awareness • Magnets attracting and repelling • Celebrating ourselves and each other • Group discussion – Causes of group conflict • Creating scenes and conflict resolution in character • Plenary: Conflict Resolution	• Drama (role-play, tableau, exploring character and motivation • Science (magnetism and repulsion) • Communication (conflict resolution and independence)	Lesson 5
• To explore Shakespeare's Globe Theatre and one of his most famous works through discussion and role-play • To examine the differences between modern buildings and The Globe, in particular building techniques and materials • To create a fairy character and bring the character to life through movement, music and dance	• Starter: Introduction to Shakespeare, warm-ups (physical and vocal) • Exploring the Globe Theatre – looking at construction and design • Creating the Globe Theatre physically • Creating Character through Music and Movement • Plenary: Shakespeare's stage	• Drama (exploring character through movement, tableau, discussing theatres and how they work) • Dance (moving to music, creating the shape of the Globe Theatre physically) • Music (reacting to music – A Midsummer Night's Dream) • Engineering (The layout of the Globe Theatre, modern and ancient construction methods) • Science (materials) • Literacy	Lesson 6

Developing Characters and Context

KS2

Key Learning Objectives	Activities	Subjects	
• To develop literacy skills through exploring and role-playing a poem about a Russian Doll • To build communication skills and confidence by looking at telling lies and positive body language • To think about how people behave and why they behave the way they do	• Starter: Creating a confident group dynamic – eye contact and communication • Two truths and one Lie – Exploring Assumptions about the Group • Sharing the poem: The Russian Doll • Creating scenes based on images in the poem • Plenary: Sharing the poem: Conclusion	• Drama (confidence, communication skills, creating scenes based on texts) • Dance (exploring movement and body language, expressing character through movement) • Communication skills (role-playing, eye contact, truth and lies)	Lesson 1
• To develop communication skills and confidence through exploring a poem and choral speaking • To continue to develop coordination through careful movement, role-play and awareness of surroundings • To build communication and singing skills through study and exercise of the diaphragm	• Starter: Statue name game • Warm-up: Breathing from the floor • Choral Speaking using the poem as stimulus • Where is the diaphragm? • Performing the poem chorally • Plenary: Breathing from the floor recap	• Drama (performing, reciting text loudly and clearly) • Music (choral speaking, deep breathing to support singing) • Science (biology – where is the diaphragm, how does it work) • Technology (volume controls) • Engineering (make a lung and diaphragm)	Lesson 2
• To develop spatial awareness and planning through exploring theatre staging and stage management • To build creative and improvisational skills through devising a piece of theatre as a group • To work collaboratively and develop communication skills by designing and planning a theatre space	• Starter: The Theatre Game – introducing stage directions • Devising scenes using a piece of art as stimulus • Creating tableau • Creating and recording dialogue – writing the script! • Labelling the stage • Plenary: Table read through	• Drama (exploring theatre conventions, stage directions, devising scenes, creating tableau, writing scripts, labelling the stage, table read-through) • Art (art as a stimulus for scenes, set design) • Engineering (floor plan, blueprint, management) • Technology (the layout of a theatre) • Literacy	Lesson 3
• To develop communication skills by exploring power dynamics through role-play and discussion • To examine different types of power through questioning and movement • To consider the implications of power and the need to be responsible when given it	• Starter: Everything you needed to know about Shakespeare! • Columbian Hypnosis – exploring power and status • Physical sculptures – exploring the theme of power and status • How do we understand power? • Group work – devising a scene using tableau • Plenary – How do we use power? • (Extension) What is power?	• Drama (Columbian Hypnosis, creating a scene using tableau) • Art (sculpture) • Dance (movement and coordination • Music (listening, moving to music) • Science (materials used in sculpture) • Technology (machines that are powerful)	Lesson 4
• To develop communication and self-awareness through creating a character and exploring it • To build confidence and resilience by examining risk-taking and consequences • To explore choices and repercussions through tableau and role-play	• Starter: Creating a character • Creating a character map • Risk, choice and consequence • Devising and performing scenes from material generated • Plenary: Mending what was broken ("Kintsukuroi")	• Drama (creating and exploring a character, devising and performing scenes) • Dance (representing character traits through movement) • Art (Pottery, Kintsukuroi, drawing character traits) • Science (remaking broken pottery), • Engineering (risk, choice and consequence, repairing what has been broken) • Literacy	Lesson 5
• To develop improvisation and creative skills through exploring newspaper headlines in tableau • To build confidence and resilience by creating a character and exploring their background • To build communication skills and resilience by exploring characters' motivations through hot seating	• Starter: Word at a time stories • Using newspaper headlines to create a narrative • Instant images • Hotseating a character • Plenary: reveal the stories!	• Drama (creating a narrative, improvisation, character development) • Dance (hotseating, moving as a character) • Technology (instant images, photography) • Literacy (stories, headlines, journalism)	Lesson 6

Lesson 2: What Do Animals Eat?

Key Learning Objectives

- To explore scientific categorisation through role-play
- To discuss the differences between carnivores, herbivores and omnivores
- To develop character and role-play skills through performance

Creative dimensions covered

- Drama, Dance

Cross Curricular dimensions covered (STEM)

- Science (temperature, biology, animal characteristics and diet), Categorisation, Maths (counting, sorting)

Keywords / vocabulary

- Emotion, rocket, bravery, scientist, animal, category, sort, diet, carnivore, omnivore, herbivore

Self-assessment opportunities

- I can play the role of a scientist and explore how a scientist collects and uses information
- I can play the character of a range of animals and think about the differences between different species
- I can sort the animals into categories depending on their preferred diet

Resources needed

- Laminates with words – Omnivore/Herbivore/Carnivore
- Laminated Pictures of Animals from the above three groups
- Costume – White lab coat/goggles/clipboard

Opportunities for sharing work

- e.g. by recording, notation: Pupils should be filmed or recorded using an iPad for evidence and assessment

Assessment

You only need to note the names of pupils who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

'I can' assessment criteria	Pupils who do not meet the learning objectives	Pupils who exceed the learning objectives
• I can play the role of a scientist and explore how a scientist collects and uses information • I can play the character of a range of animals and think about the differences between different species • I can sort the animals into categories depending on their preferred diet		
Notes:		

Starter activity

Creating a Character – The Animal Scientist!

Time: 10 minutes

Group: Whole Class

Tag words: Scientist, Character, Animal, Costume, Drama, Category, Diet, Herbivore, Omnivore, Carnivore, Food, Pretend

- Explain to the pupils that during this session we are all going to pretend to be scientists. Ask them "what does this word mean? What job does a scientist do? What sorts of things might they get up to on a daily basis?"
- Choose a volunteer, bring them to the front and ask them to put on the lab coat and scientist costume. Ask the rest of the group to create a name for the character, then explain that they are all going to become this character during their exploration
- Explain that their character 'Dr/Professor/Scientist X' undertakes categorisation as part of their job. Scientists categorise (put in groups) animals using lots of different methods. One way is to group all animals that eat the same food (diet) together
- Ask three pupils to come to the front and give them the laminates to hold (Herbivore, Carnivore, and Omnivore.) What do they think these words mean in relation to diet? What might an animal that is a 'herbivore' eat? What is your favourite food? Why do you like it? How do you think food helps with the activities you have to undertake? What else do you need besides food to survive?

Main activities

Group Warm–Up

(Teachers can choose exercises from below depending on the time/space available)

Time: 5 – 10 minutes

Group: Whole Class

Tag words: Warm–Up, Scientist, Animals, Job, Actor, Neutral, Confidence, Body, Tension

- Tell the class that "as scientists, it is really important that we understand how our bodies work. All animals have bodies that do similar things – their temperature changes, breath changes when you do different levels of activity, all animals can move more quickly/slowly and it is our job to study this'
- Ask the pupils to take on the character of the scientist and then, as that character walk and stand in a circle
- Ask the class to stand in a centred, neutral position – feet shoulder width apart, toes pointing forwards, arms gently by their sides. Ask the pupils to recreate standing as they do usually during the day. Observe that their weight probably isn't balanced which puts tension on their back and hips. Ask them to find their neutral position again. Note how much taller and more confident they look as a result of this
- Ask the pupils to imagine they have a string growing out of the top of their heads. This makes them stand straight and tall. Each vertebrae is perfectly on top of the other one (explain what vertebrae are and how they work in relation to the spine)
- Ask them to stretch and yawn. Repeat. Explain that it is OK if this makes them yawn
- Shake different parts of your body in turn and call 'freeze'. Ask the group to observe how they can control the muscles in their body. Explain that the brain sends a message to your muscles that stops them moving
- Repeat the activity with voice. Can they shake their voice? What sounds can they make? Again, calling 'freeze'. How quickly can they control their voice?
- Repeat with voice and body. Can they control as quickly or is it more difficult? Why do they think this is?
- Pass a clap around the circle. Look at the person next to you as you pass it. Pass the clap with your whole body. How quickly can they make it go? Can they make it sound like one continuous clap?
- Pass a sound around the circle ('zoom' or 'whoosh' are good to start with but ask for suggestions as the group get used to the idea). Tell them to make their whole body part of the sound as they pass it on
- Ask them if as a group they can make it sound like a continuous noise? "Is it easier if we make eye contact with the person that we are passing the sound to?"
- Video the activity with an iPad for evidence and assessment, or ask a pupil to do this on behalf of the class

Engaging our Senses to Create Character

Time: 10 mins
Group size: Whole Class
Tag words: Senses, Imagination, Animal, Texture, Food, Diet

- Ask the pupils to sit down in a comfortable position, explaining that they shouldn't be too close to anyone else in the room
- Ask them to close their eyes and think of their favourite animal, visualising the animal clearly. Ask them "what does it look like when it is close to you? How about when it is far away?"
- Ask them to think about what the animal feels like - is it soft? Scaly? Does it feel rough or smooth? Ask them to stroke the animal, keeping their eyes closed. What does the animal sound like? Tell them to make the animal move in their imagination – is it slow? Fast? Athletic? Can it jump? Does it move slowly? What sound does it make as it moves? What does it do when it is scared? Angry? What does your animal eat? What is its favourite food? Finally ask them to think of just two words that overall describe the animal
- Ask the pupils to open their eyes and ask a few for their words of description without telling the group the actual animal. Can the group make an estimate (best guess using the words as evidence) as to what sort of animal it is? Ask them what further evidence do we need in order to decide?

Exploring Physical Characterisation through Movement

Time: 10 minutes
Tag words: Character, Movement, Spatial Awareness, Music, Animal, Speed, Pace, Tempo

- Ask the pupils to stand, find a space in the room and adopt a neutral position. Explain that when they hear the word 'action' they will begin to move in the space as the animal they have just visualised during the previous exercise
- Ask the class to slowly begin moving around the space as their chosen animal. Explain the animals are in their own bubble. They can't go near or touch any other animals or the bubble will burst. Experiment with calling out "stop", seeing how quickly they can control their animal
- When the pupils are moving in the space add further directions - 'hop', 'jump', 'slow motion', 'skip', 'stamp' or 'stop'. Try adding different speeds, pace or tempo to the command or combining them – 'can your animal run in slow motion'? What does that look like?
- Finally, ask the pupils to stand still in the neutral position they found earlier during the warm–up. Count backwards from 5 - 1 and then ask them to freeze in a tableau of their chosen animal. Without moving out of their tableaus ask them to look around the room at the other animals!

Animal Sorting and Categorisation

Time : 10-15 minutes
Group: Whole Class split into two groups
Tag Words : Character, Categorisation, Science, Animals, Herbivore, Omnivore, Carnivore, Audience

- Using the laminated sheets from the start of the lesson (Herbivore, Omnivore, Carnivore), ask the class "can we put our favourite animal characters into the right categories?". Feed their answers back to the board
- Ask the class to count the number of animals in each category. How many herbivores did we find? How many carnivores? Ask the class how many animals would be happy eating leaves (this will be herbivores + omnivores), or how many would eat a raw steak (carnivores + omnivores)

Plenary

Performing character

Time: 5 minutes
Group: Whole Class
Tag words: Audience, Performance, Characters, Animals, Categories

- Split the group in half. Explain that half of the group will provide an audience, and quickly discuss how an audience should behave. They listen, watch, observe – remind the pupils that they are still scientists!
- Ask the other half of the class to perform their 'animal characters' to the music from the earlier activity. Ask the audience if they can guess what characters the performers were playing? Use some of the commands – hop, skip, jump, slow motion, etc.
- If there is time, repeat the activity swapping the groups' roles

Music

Adam Amer from Chango Music worked with teachers and staff at Ilminster Avenue E-ACT Academy to produce a series of topic-based lesson plans, designed to be delivered either over a traditional six week term, or (excitingly) over a week's collapsed timetable.

Class topics

- Out of this World! Space (KS1)
- Here Be Dragons! (LKS2)
- Ancient Greece (UKS2)

Each topic consists of six lesson plans, with worksheets and associated resources in PDF format.

UKS2 (years 5 and 6)

The Greeks

Introduction and overview

It is hard to imagine a world today without the influence of the Ancient Greeks. Many of our ideas about Art, Maths and Science have endured from 3,000 years ago to the present day. Our language, the way we organise our societies, and even the way we think has been shaped in some way by Ancient Greek thinkers and philosophers.

Starting Point

The Ancient Greeks were great pioneers and lovers of theatre, and so this topic also presents an opportunity to explore the Arts. In this unit, we will discover and recreate the ancient legend of Hercules. Using Music and Drama, we re-enact the story with a theatrical display. And what better setting than in our very own temple, built and constructed using Greek ideas of geometry?

"It gave an opportunity for cultural organisations to work in a planned way with the Head and teachers on the subject of arts and creativity, where they had official 'allowed' time on the project and 'permission' to explore approaches and different outcomes."

Adam Amer - Chango Music

Materials

- 'What did the Greeks do for us?' picture cards and teachers notes
- 12 Labours of Hercules story
- 12 Labours cards
- Sing Up song database
- Any assorted percussion instruments
- Large sheets of paper
- Storyboard example
- Facemask templates
- Modroc, gloves, shallow water pots, scissors
- Aprons
- PVA glue, glue sticks, tape and scissors
- 'Mod Roc Mask Features Video'
- BBC Greek Theatre Video
- The Nemean Lion (youtube)
- Greek architecture worksheet
- Decoration ideas (search pinterest)
- Tape measures and rulers
- Assorted scrap decorating materials

Out of this World!

Key Learning Objectives	Activities	Subjects	
• To develop confidence and performance skills by responding to a piece of music verbally • To build coordination by responding to a piece of music using their bodies. • To explore the idea that astronauts move differently in space due to gravity	• Starter: Responding to music (Also Sprach Zarathustra) • Letter from the ESA • Moving like an Astronaut: responding to the changes in tempo and dynamics in a piece of club dance music • Beginning to learn the 'The Alien Shuffle'	• Music (listening and responding to different styles of music, tempo, dynamics) • Dance (movement, slow motion) • Drama (role-playing) • Science (gravity, space) • Technology (emails, messages to space) • Engineering (machinery, rockets, boosters) • Reading Strategies • Phonics	Lesson 1
• To develop literacy by analysing alien words using phonic knowledge • To continue to explore what a syllable is and to clap out the syllables of alien words • To develop communication through acting out a scenario	• Starter: Responding to music using body percussion and clapping. Exploring syllables in space vocabulary • Decoding alien words (KS1 phonics) • Communicating with the alien • Developing confidence in singing 'The Alien Shuffle'	• Drama (role-play) • Music (rhythm, clapping syllables) • Phonics • Reading • Science (astronomy) • Technology (spaceship, satellites) • Engineering (rockets, spaceflight) • Maths (decoding a puzzle)	Lesson 2
• To develop confidence and resilience by working collaboratively to act out a scenario • To build coordination and creative skills by building a model space rocket out of materials • To develop STEM skills by using a range of materials and assessing their strengths and weaknesses	• Starter: Getting into our astronaut kits role-play • Making a Rocket – using a variety of materials, construct an imaginative space rocket • The view from the rocket window – using sugar paper to draw the views from the rocket's windows • Blast off! Leading a big countdown and taking off • Watching previous recordings of 'The Alien Shuffle' and refining/improving their work	• Music (rehearsing and refining 'The Alien Shuffle') • Drama (role-playing putting on astronaut gear) • Art (decorating sugar paper, modelling, construction • Science • Engineering (construction, building, materials) • Technology (rockets, take off, counting down, fuel)	Lesson 3
• To use appropriate and imaginative language to describe a setting • To build literacy, numeracy and science skills by learning how to describe and sort objects • To investigate the texture of a range of materials • To develop science and music skills by investigating the sound made by different materials	• Starter: Arrival on an alien planet, reacting to music (Neptune from the Planets Suite) • Exploring the planet – searching the classroom for alien artefacts • The sound of an alien instrument – playing percussion instruments in imaginative ways • Making alien music – creating short pieces of music using different timbres • Saying good night to the planet	• Drama (acting out a scenario) • Music (timbres, improvisation, composition, listening, playing untuned and tuned percussion, rhythm, timbre • Maths (sorting) • Science (materials) • Speaking and listening (description)	Lesson 4
• To develop auditory perception and memory by learning how to copy sounds • To build physical strength and coordination by pretending to be an alien using our bodies • To build creative skills and hand-eye coordination by designing an alien • To develop confidence and social awareness by sharing and talking	• Starter: Meet the Alien – communicating through call and response with musical instruments • Walk like an alien! Moving to live music • Evidence – drawing a picture of their alien to show when they return to Earth • Review and revise – examine all the work produced so far	• Music (call and response / conducting) • Drama • Art (drawing an alien for evidence) • Design • Technology • English (vocabulary)	Lesson 5
• To develop performance and musical skills by composing a simple piece that uses a crescendo • To build auditory perception and discrimination by exploring music that rises and falls in pitch • To develop confidence and resilience by acting out a scenario and assessing progress	• Starter: Taking off or landing – what does it sound like? Moving up and down in pitch on an instrument and mirroring with physical actions • Planetary Breakdown! Refuelling the rocket that runs on music by playing notes that gradually get louder (crescendo) • Coming home – using musical instruments to play descending pitches to represent the rocket returning to Earth • A final performance of 'The Alien Shuffle' and a review of all the work completed	• Music (pitch, dynamics) • Drama (acting out a scenario) • Dance (moving to music • Science • Engineering (rocket powered by music) • Technology	Lesson 6

Here Be Dragons!

LKS1: Y3/4

Key Learning Objectives	Activities	Subjects	
• To develop communication skills by discussing sound • To build creative and improvisation skills through composing and performing a simple melody • To build confidence and resilience by role-playing the escape from the Dragon's Lair!	• Starter: listening to dragon sound effects • Writing music to put the Dragon to sleep • Performing music to put the dragon to sleep	• Music • Drama • Science (materials) • Technology (communication and recording) • Maths (patterns and counting)	Lesson 1
• To develop communication and performing skills by acting out a scenario • To build technology and ICT skills by working collaboratively to crack a code • To develop numeracy by developing pattern recognition skills	• Starter: Sneaking past the Dragon (warm up) • Cracking the treasure code using a code sheet • Using the code to send messages to each other	• Music • Drama • Maths (patterns) • Technology (computing, programming, coding)	Lesson 2
• To develop creative and performing skills by listening to and responding to music • To build literacy and geography skills through study of an Indonesian legend • To develop coordination and spatial awareness by annotating a map	• Starter: listen to and discuss the music of Bristol Community Gamelan • Indonesian Dragons – reading and acting out the Batak Creation Myth • Finding Dragon shapes in the maps of Indonesia, and exploring how volcanoes work	• Drama (puppetry) • Music (Indonesian Gamelan) • Dance • Art (design) • Geography • Science (volcanoes, fire, fuel) • Maths (repetition, patterns)	Lesson 3
• To develop communication skills by talking about what is already known and sharing preferences • To build creative skills by designing a dragon, and thinking about how they produce fire • To develop literacy by creating a dragon character and building a back story	• Starter: A Different Kind of Dragon – role-play creating a helpful dragon • Design your own dragon using worksheet – what does it eat? Where does it live? • Sharing ideas with the class	• Art and Design (designing a dragon) • Dance (movement) • Drama (role-play) • Science/Engineering (how does a dragon make and use fire? How do humans make and use fire?)	Lesson 4
• To develop science, creative and discrimination skills by selecting and using a range of materials • To build confidence and verbal reasoning through discussing and explaining the reasons behind their choices, and assessing their work • To develop coordination and practical making skills through constructing a model of a dragon	• Starter: Preparing to construct our own dragon – discussion and planning • Making the dragons! Class modelling activity • Composing dragon theme songs using instruments • Evaluating the dragons and the theme songs	• Art (making, modelling) • Music (composing, performing) • Technology (filming, design) • Science (materials)	Lesson 5
• To build confidence and resilience by taking part in a class performance/ parade • To embed learning by revising previously learned material and assessing progress • To compose a short piece of music on percussion	• Starter: Meet my dragon – presenting to the class • Deciding our dragon's personality – using adjectives • Revising the dragon theme tunes • Parade of the dragons (whole class activity in the Hall or outside) • Saying goodbye to our dragons. Final tableau of all the models before the pupils take them home	• Music (composition) • Art (display, presentation, exhibition) • Dance (movement, procession, parade) • Maths (sorting, patterns) • Presentation skills (public speaking, confidence)	Lesson 6

Ancient Greece

Key Learning Objectives	Activities	Subjects	
• To explore and understand how Ancient Greece influenced modern life • To learn and understand a story from Ancient Greek mythology • To develop teamwork skills by working collaboratively • To develop pupils' accuracy in their singing voices	• Starter: What did the Greeks do for us? Discussion • Exploring the Twelve Labours of Hercules • Beginning to learn "Go The Distance" (SingUp)	• Music (duration (pulse/rhythm), tempo) • Drama (freeze-frames, tableaux) What did the Greeks do for us? (science, maths, geometry) • History • English	Lesson 1
• To develop hand/eye and creative skills by drawing a storyboard from an Ancient Greek myth • To build technology and IT skills by looking at video effects • To develop physical strength and agility by using movement to show how video players play, rewind and freeze-frame • To reflect and spotlight assess progress	• Starter: Unfreezing freeze-frames – examining footage from last lesson and physically recreating the rew/ff controls • Storyboarding the Labours of Hercules • Developing a vocal performance of "Go The Distance"	• Art (creating storyboards) • Drama (role-play) • Music (singing, developing voices) • Dance (movement/freeze-frames) • English • History • Technology (video, freeze-frame)	Lesson 2
• To explore the roles of masks in Ancient Greek theatre • To begin to express emotions through body language whilst wearing a mask • To plan, design and make a Greek mask for their performance, using modroc (if available) or decorated card	• Starter: Body language and communication through masks • Introduction to traditional Greek masks • EITHER Making masks from Modroc OR cardboard depending on available resources • What are the strengths and weaknesses of the materials used?	• Art (design, modelling) • Drama (body language, performance) • English • Science (What is Modroc made of?) • Engineering (using materials to create a mask, discussing the properties of the materials)	Lesson 3
• To develop recording and ICT skills by learning about Foley artists • To build performance and aural skills by identifying and creating Foley sound effects using a variety instruments and objects • To work collaboratively to identify and describe the main events in a story using sound	• Starter: Watching a short animation with no sound • Spotting the Hercules video – deciding where to put sound effects • The timbre of sounds – the unique voice of instruments • Adding Foley to film • Adding Foley to live performance • Singing through "Go The Distance"	• Music (making appropriate sound, dynamics, developing voice confidence) • Dance (movement, coordination) • Drama (adding sound effects to film) • Science (materials) • Technology (recording and filming using digital devices) • History • English	Lesson 4
• To develop science, artistic and mathematical skills by understand some of the basic architectural elements of an Ancient Greek temple • To build estimating and measuring skills by using tape measures and ratio calculations to calculate measurements • To explore the architecture of music by "playing" the column ratios	• Starter: Parthenon maths quiz • Design and build your own temple in the classroom • The Architecture of Music: Exploring ratios with musical instruments • Performance of "Go The Distance" to be recorded for evidence	• Music (musical structure, developing quality singing) • Drama (role-play) • Art (using shape, ratio, design, Greek art) • Maths (ratios, shapes, angles, geometry) • Engineering (architecture, columns)	Lesson 5
• To build confidence and resilience by performing as part of a group in front of an audience • To evaluate the performance and work completed over the six lessons	• Starter: recap and rehearse • The Dionysus – a large whole class performance of the Twelve Labours of Hercules with announcements and sound effects, ending with a performance of "Go The Distance" • Watching recorded performances from each week and evaluating progress. Setting targets for future work	• Music (singing, performing) • Drama (performing as part of a Dionysus, theatre performance) • Art (exhibition of masks and other work created) • History • Technology (ICT, digital filming and recording, Foley and sound effects)	Lesson 6

Lesson 5: The Columns of the Parthenon

Key Learning Objectives

- To develop science, artistic and mathematical skills by understanding some of the basic architectural elements of an Ancient Greek temple
- To build estimating and measuring skills by using tape measures and ratio calculations to calculate measurements
- To explore the architecture of music by "playing" the column ratios

Creative dimensions covered

- Music, Drama (role-play), Art (using shape, ratio, design, Greek art and architecture)

Cross Curricular dimensions covered (STEM)

- Maths, Geometry, Architecture

Keywords / vocabulary

- Foley, music, singing, Ancient Greece, Hercules

Self-assessment opportunities

- I can recognise Ancient Greek architecture
- I can identify a rectangle
- I can identify an isosceles triangle
- I can make calculations using ratios
- I understand the meaning of symmetry, and show it using musical instruments

Resources needed

- Greek architecture worksheet, decoration ideas doc, tape measures, rulers, large sheets of paper, assorted scrap materials, glue, tape, scissors, decorating materials, metallophones or chime bars in pairs

Opportunities for sharing work

- e.g. by recording, notation: Record with iPad or video camera the pupils swaying/tapping to the pulse in the last song

Assessment

You only need to note the names of pupils who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

'I can' assessment criteria	Pupils who do not meet the learning objectives	Pupils who exceed the learning objectives
• I can recognise Ancient Greek architecture • I can identify a rectangle • I can identify an isosceles triangle • I can make calculations using ratios • I understand the meaning of symmetry • I can use music to show a variety of ratios and symmetry		
Notes:		

Starter activity

The Parthenon maths quiz

Time: 5 mins
Group size: Whole class/group
Tag words: Greek architecture, geometry, arithmetic

- Display a picture of the Parthenon on the board and ask the class if any of them have ever seen it before?
  - Where is it? (Athens, Greece)
  - What is it? (The Parthenon)
  - When was it built? (438bc)
  - What was it for? (a temple dedicated to the Greek Goddess Athena, which is where the word "Athens" comes from)
- In groups, can you calculate answers to the following questions? Give hints where necessary:
  - How many columns does it have? (46)
  - How many years ago was it built? (2018 + 438 = 2,456 years ago)
  - Which type of triangle is the pediment? (isosceles as it has 2 equal sides)
  - What shape is the metope? (rectangle)

Main activities

Design and build your own temple

Time: 60 min
Group size: groups
Tag words: Ancient Greece, geometry, architecture

- In groups, the pupils will decorate selected parts of the classroom. These could be doorways, notice boards, windows etc. See the decoration ideas attachment for inspiration
- The Ancient Greek architect Phidias, who was one of the architects involved in designing and building the Parthenon will be overseeing the project. It is important the designs meet the specifications set out by him. Crucially, the temples must conform to the correct ratios and should be symmetrical
- Using the temple design hand-out, and tape measures or large rulers, each group will need to measure their area in order to determine the dimensions for their columns, metope and pediment. The pediment should be drawn at a width to height ratio of 6:1. The columns should be 7:1. The metope should be the same width as the pediment, but half the height. They will also need to pick a Greek God to which their temple will be dedicated
- Once each group has made their measurements and calculations, they can start to build their temples using the materials provided. The groups will need to organise themselves into building the different parts of the temples. They may also need to think about decorating their temples if time
- The teacher in the role of Phidias judges the building and measurements of each temple according to the criteria set out at the beginning

Music activity

Exploring ratios with musical instruments

Time: 15-20 mins
Group size: Pairs/groups of 4 or 6
Tag words: Ratios, Architecture, Geometry, Music, Repeating, pattern

- Get out instruments and give them out to the class, encouraging sensible behaviour. In pairs, pupils sit with the instruments in front of them, facing each other. If there are not enough instruments, then this activity can be done in small groups, taking turns
- Show the pediment ratio on the board (width to height ratio 6:1), and ask if anyone thinks they could show this ratio with their musical instruments. Encourage a wide range of responses (six high notes, one low note for example, or six short notes and one long note). Ask the class to experiment with this ratio and their instruments for around two minutes
- While they are playing, write up a range of other ratios on the board including the column ratio (7:1). Also write up symmetry
- Ask the class to look at the board, and in their groups secretly choose one of the ratios or terms on the board and then give them one minute to prepare their performance. Each group plays and gets a reward point if the other groups can guess what they chose. Any group that successfully chooses and demonstrates symmetry should get 3 points and high praise. If no group chooses symmetry, then as the final part of the activity, ask for a pupil volunteer and ask them to play a simple three-note pattern on their instrument. Repeat it exactly on your own instrument. Then ask the class to repeat your pattern, and play a very simple line (suggest CCE, or similar)

Plenary

Performing

Time: 5 mins
Group size: whole class
Focus Song: "Going the Distance" - (www.singup.org)
Tag words: Singing, Evaluating

- Finish the lesson by continuing rehearsing "Going the Distance". Watch/listen to a selection of previous recordings if available and ask how they are going to improve this time. By now, the pupils should be quite familiar with the melody of the song and some of the lyrics, so they should be encouraged to perform with confidence and accuracy
- Focus on any remaining verses or lyrics which have not yet been learned

"A wonderful experience and some really valuable work produced! It will be incredibly interesting to see how this pioneering work develops (and hoping it does!)"

Angela Athay Hunt - Drama Lead, Bristol Old Vic

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