

EXPLORE MORE SESSION

1

The Gift-Giving Masque

Teacher/Parent Carer Guidance

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Story Map Script

TEACHER/PARENT CARER GUIDANCE

Teacher/Parent Carer and Film Led	An Overview
Main Theme	The Gift-Giving Masque session supports the Explore More at Home activities by introducing the theme of Elizabethan Gift-Giving.
Preparation	Parents/Carers should be invited into school to participate in this session (Letter sent home after Session 3 or before). If a parent/carers cannot participate the session could be shared online for them to complete at home with their child out of school time. Resources will need to be sent home to enable this to happen. To prepare, then host this session in class you will need to sign in to the POP1578.com website, open the Explore More Session 1 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Explore More Session 1 should take 3 Hours. If this is too long for some of your parent/carers- send home the Gift Box making Activity which will shorten the session to just over 2 hours.
The Teaching Day	<p>On the teaching day, before the parent/carers come into class, open the Explore More 1 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom.</p> <p>When the students and parent carers are settled in front of the whiteboard simply open the Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. The students will perform the Putting on a Pageant Story Map to their parent/carers so a bit of practice before hand is advised. The gift box making activity needs printing out on A3 thin white card, one sided and in colour.</p>
Teaching Aids	Film Clips <p>The Google slide has several short film clips which you can click on, expand and press play. In some of these film clips, you will again meet 'Thomas Churchyard' (TC). TC introduces the class to the Gift-Giving Masque for Queen Elizabeth I at the Bishops Palace on the night before she is due to leave, August 21, 1578. Talking points in this session will be, 'What type of performance is a Masque?', 'What gifts were given to the Queen during her reign, who gave them and why?'</p>
	Drama Games <p>Using drama activities in your classroom and at home will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement. By introducing a drama activity that gets your students on their feet, you help them to remove focus from exclusively speaking the language "correctly." There is one drama game in this session. We warm up with 'Giving Gifts' to get our brains thinking quickly and faces animated! There is a film clips of this game. At the end of the session remember to give or email the parent/carers the Explore More at Home activity, which is another drama game, this time called 'Hot Seating'. This is a great game to play in pairs. If you have time on the day of this session try this out with the parents/carers and their children in a hall or drama space as the chatter and laughter can get quite noisy! But otherwise share the PDF of the game instructions which has a link to the Hot Seating instruction film clip.</p>

TEACHER/PARENT CARER GUIDANCE

What you will need

Box Making Activity

- An A3 card single side printed box template sheet
- Pair of scissors
- A ruler
- Colouring pencils/felt tips
- A couple of Glue Sticks (just in case!)
- Instruction Sheet (if being sent home)

The Story Map activity

The Story Map activity has four sets of resources.

These are:

- A story map
- A story map script
- Individual images with text
- Individual images with no text

Print out a set per family, these can be taken home to practice.

Giving Gifts Drama Game

- Book the school hall or drama room for approx. 30 minutes
- Watch the drama game film before going into the hall or drama room
- Take instructions with you

AIMS AND OBJECTIVES

An Immersive Adventure Teacher/Parent Carer and Film Led Source Document: 1				
Driving questions	How can we learn the story of Queen Elizabeth I's Gift Giving Masque in at the Bishop's Palace, Norwich in 1578?			
Initial stimulus material	How can we put on a Gift-Giving Masque? What gifts would please the Queen? What would our ideal gift be?			
Learning objectives	To introduce the structure and vocabulary of The Gift-Giving Masque with a story map.			
	To learn the structure and vocabulary of 'Titania and Oberon Oceania' with a story map.			
	To work together using drama, actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.			
	To create a special gift box fit for a Queen.			
Key messages	THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578			
	Key Point 1 Norwich citizens put on several pageants and a masque for Queen Elizabeth visit in 1578.	Key Point 2 Thomas Churchyard and Master Goldingham created the entertainment including music plays and poetry.	Key Point 3 Gift giving was an important feature in Royal patronage and Elizabethan court culture.	
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	Upper Skills – Imagining and empathising – Thinking and making suggestions	Middle Skills – Empathy and recall – Predicting what might happen	Lower Skills – Remembering the main events of the <i>Gift-Giving Masque session</i> .	
	Challenges How would it felt as an Elizabethan courtier having to give the perfect gift to the Queen?	Challenges What do you think happens next? Why?	Challenges Can you remember? What, where and how?	
Key vocabulary	Norwich, Queen Elizabeth I, Her Majesty, royal visit, pageant, masque, document, Master Goldingham, Thomas Churchyard, citizen, The Bishops Palace, entrance, chamber, curious, rich, delightful, jasper, marble, crown, sceptre, musicians, gift-giving, glove, torchbearers, Mercury, Jupiter, Juno, Mars, Venus, Apollo, Pallas, Neptune, Diana, Cupid, wand, knife, white dove, arrow, poem.			

AIMS AND OBJECTIVES (continued)

National curriculum

Points covered by this session

KS1 & KS2

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skills and understanding associated with the artistic practise of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulating and justify answers, arguments and opinions*
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- Speak audibly and fluently with an increasing command of standard English*
- Gain, maintain and monitor the interest of the listener*
- Consider and evaluate different viewpoints, attending to and building on the contribution of others*
- Select and use appropriate registers for effective communication*

WRITING: Composition

Students should be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it*
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense*
- Discussing what they have written with the teacher or other students*
- Reading their writing aloud, clearly enough to be heard by their peers and the teacher*

HISTORY

Students should:

- Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p> <p>(if this is too long for some of your parent/carers- send home the Gift Box making Activity)</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Explore More Session 1 – Open up the Google slide on your whiteboard so it is ready to use as the session starts. – If parent/carers are working independently from home. simply ask them to open up the slide and work through it.
	10 mins	<ul style="list-style-type: none"> – When students and parent/carers are settled in front of the whiteboard... – Continue to start the session. <p>TEACHER: “Welcome and thank you for coming into class today to support you children. We have lots to do today, but if you have any question please don’t hesitate to ask. To start, let’s read through the first slide together.”</p> <p>Play Thomas Churchyard Clip 1</p>
	20 mins	<p>Click through each section on the next slide slowly as it will give time to look at detail on the story maps which have already been learnt.</p> <p>TEACHER: “So today our class are going to tell the Putting on a Pageant Story with the maps with actions. You can also follow it with the Story Map Script.”</p> <p>Click to the next slide which shows the map and script side by side. Keep this on the whiteboard whilst the class performs Putting on a Pageant.</p>
	45 mins	<p>Play Thomas Churchyard Clip 2</p> <p>TEACHER: “Great, let’s get started on the Gift Box making activity.”</p> <ul style="list-style-type: none"> – Click through to the box making activity instruction slide and read through the instructions together. – Leave the instruction slide on the whiteboard. – Handout the activity resources. – Recap the instructions once again if needed. – Once the activity is finished the boxes can be place on a table to the side ready for completion another day or for display when her Majesty visits. – Click through to the next slide. Read through together. <p>TEACHER: “Let’s find out how to play the Giving Presents drama game.”</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p> <p>(if this is too long for some of your parent/carers- send home the Gift Box making Activity)</p>	30 mins	<p>Play the Drama Game Film Clip</p> <p>Click onto the drama game instruction slide. Read through together.</p> <p>Stay in the classroom at desks or move into the hall or drama studio.</p>
	10 mins	<p>Settle back in the classroom.</p> <p>Play Thomas Churchyard Clip 3</p> <p>Click to the next slide and read through together. Elaborate more here if you want to explain how the school is using the POP 1578 programme in the teaching of literacy.</p>
	10 mins	<p>Play Action Clip</p> <p>Click through to the next slide and read the slide together.</p> <p>TEACHER: "I think we are ready to start"</p>
	50 mins	<ul style="list-style-type: none"> - Read through the story map script together. - Then leave the story map on the whiteboard. - At this point, depending on the age and ability of the children, you can decide how to divide up the task of learning the map. - Remember for the best results, remind the class as a whole about the consistent actions you've been using for the other maps, as there will be lots of suggestions from parent/carers! - Children and parent/carers can however make up their own actions * - The class could learn the whole map together * - OR use the individual images in pairs or small groups * - The individual images can be blended into sentences and each family unit could learn a sentence each * <p>We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly. **Remember the parent/carers will need to take home the Story Map activity resources for this session so it would be good to have a set in a plastic folder.</p> <p>Read through the final slide</p>
	30 mins	<p>Letter inviting parent/carers to attend Explore More Session 2. Folder with the Gift-Giving Masque Story Map activity resources in.</p>

DRAMA GAMES WARM UP

Giving Presents

Age: 5 to adult

Players: Whole Group/Pairs

Time: 10-15 minutes

Skills: Mime and movement, Improvisation

This game is all about receiving surprises and about the things we value most.

Instructions:

A fast-moving game in which ideas are generated very quickly. In pairs, mime giving and receiving presents. The person giving the present must not decide what it is. The recipient should mime opening the present and only then say what it is. Don't pre-plan, just decide on the spur of the moment. Whatever it is, be really delighted and grateful – it is just what you have always wanted!

Begin by sitting in a circle and each person should give a present to the person sitting next to them, one at a time, going round the circle so that everyone sees each gift. Once you have demonstrated the game, participants can play in pairs, taking it in turns to give each other a mystery gift. Keep swapping over for a couple of minutes.

Director's Tips

- Afterwards it is fun to go around the circle and find out some of the presents people received
- Keep it moving fast so that players don't have time to plan – this is much more fun!
- Try playing an even faster version where the gift is not wrapped so that the recipient immediately says what it is and thanks the giver

Play Online

You can play this game online if you are using Zoom or other video-conferencing software where students can see and hear each other. If you are playing with the whole class, begin by passing the imaginary gift towards your camera and saying the name of the person you are giving the gift to. That person should hold their hands towards their camera/screen as though they are receiving the gift. You will need to work out an order for students to play the game, so that everyone has a turn. Playing it in pairs in breakout rooms is even more fun as you get to give each other lots of presents!

DRAMA GAMES MAIN ACTIVITY

Hot Seating

Age: 5 to adult

Players: Whole Group/Pairs

Time: 10-15 minutes

Skills: Co-operation, improvisation, communication

What is hot seating?

A character is questioned by the group about his or her background, behaviour and motivation. The method may be used for developing a role in the drama lesson or rehearsals or analysing a play post-performance. Even done without preparation, it is an excellent way of fleshing out a character. Characters may be hot seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills with the rest of the group.

How do you do hot seating?

The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions. To help students begin you can try hot-seating children in pairs (e.g. a pair of street urchins) or in groups (e.g. environmental protesters, refugees).

If the background of the character is familiar to the pupils, then it may not be necessary for those playing the characters to do much preparation. Although some roles obviously require research you may be surprised at how much detail students can add from their own imaginations. It is important that the rest of the group are primed to ask pertinent questions. Don't get bogged down in facts during hot seating but concentrate on personal feelings and observations instead.

Examples

Characters to hot seat include famous people such as Florence Nightingale, President Kennedy or Tutankhamen as well as ordinary people like a chimney sweep, a Roman soldier or a Saxon farmer. Students can be asked to research historical characters with opposing points of view and then be hot seated by the class as part of a debate.

STORY MAP

The gift-giving Masque



STORY MAP SCRIPT

In Norwich, on the 21st August 1578.

Queen Elizabeth the First was visiting The Bishop's Palace to attend a magnificent performance called The Gift-Giving Masque hosted by Master Goldingham.

That night the music was loud and harmonious. Everyone wore flowing gowns and decorated masks.

Many Gods and Goddesses entered holding flaming torches.

They said:

"Your Majesty we offer you poetry and many gifts."

The Queen smiled and clapped.

The Gods and Goddesses marched around the chamber to the music.

Each in turn stepped up to present their gift to the Queen.

First was Mercury, the God of Merchants he said:

"Welcome Your Majesty, we rejoice in your company."

Following him was Jupiter, King of the Gods and God of the sky and thunder. He presented a small and slender wand.

Then came Mars, God of War. He presented a fine pair of knives.

Venus, Goddess of Love moved forward and released a white dove.

Then Apollo, God of Music presented a musical instrument called a Bandonet.

Next came Pallas, Goddess of Wisdom. She presented a book of wise words.

Neptune, God of the Sea offered the Queen a model of a fish within a fish.

Then Diana, Goddess of hunting presented a bow and arrows tipped with silver.

Finally, Cupid, Young God of Love presented the Queen with a golden arrow.

Queen Elizabeth I was thrilled and thanked the Gods and Goddess for their gifts.

Finally the masque was over and the Gods and Goddesses danced out of the chamber.