

**EXPLORE
MORE
SESSION**

3

**Queen
Elizabeth
I meets
Batman**

Teacher/Parent Carer Guidance

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

TEACHER/PARENT CARER GUIDANCE

Teacher/Parent Carer and Film Led	An Overview
Main Theme	The Presenting a Portrait session supports the Explore More at Home activities by introducing the iconography found in Elizabethan portraits which were often given as gifts or included gifts that had been given to Queen Elizabeth I.
Preparation	<p>Parents/Carers should be invited into school to participate in this session (Letter sent home after Session 6, scheduling this in good time beforehand). If a parent/carer cannot participate the session could be shared online for them to complete at home with their child out of school time. Resources may need to be sent home/picked up to enable this to happen.</p> <p>To prepare, then host this session in class you will need to sign in to the POPI578.com website, open the Explore More Session 3 tab, then download, print out, sort and source (if needed) the resources prior to the lesson.</p> <p>This session will concentrate on the visual image and how we use images to express who we are. Queen Elizabeth I's portraits are indicative of how she wanted to be seen by her courtiers, foreign counterparts and her public. We shall also see how portraits were given to her as gifts and how those who supported her displayed the gifts she gave them in their own portraits.</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. Explore More Session 2 should take 3 hours.</p>
The Teaching Day	<p>On the teaching day, before the parent/carers come into class, open the Explore More 3 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>Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. There is a fair bit of preparation needed for this session. The resource section has all you need, so please read the resources section carefully and ensure that they are available on the day. This session can be completed in the classroom, but it could get messy! So, ensure there is enough space to work with the extra, larger people included! Having a breakout space might be a good idea, somewhere quiet with plenty of table space and chairs.</p>
Teaching Aids	Film Clips
	The Google slide has several short film clips which you can click on, expand and press play. In these film clips, you will again meet Duncan and the POP 1578 team who will demonstrate the drama games and Christina who explains the Making a Portrait Activity. There is no Story Map for this activity but if you have time practice any which need it.
Teaching Aids	Drama Games
	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 and parent/carers on their feet, you help them to remove focus from exclusively speaking the language "correctly." There are two drama games in this session. We warm up with Throw your Face to get us thinking about our faces and loosening them up! This is a hilarious game so it can get noisy! There might also be some hesitation from some children and adults who may be embarrassed to make funny faces, so modelling the game with a child who you know will be confident to play it with you is a good start and eases any worries. The second drama game is called 'Family Portrait' and it's a joint effort, so team up some families. Do send home the instructions for this game as it's great to play as a family and friends especially sharing it on Zoom!

RESOURCES

What you will need	
Making a Portrait ** order in advance	<ul style="list-style-type: none">– A Cereal Box or sheet of A4 card** (card may need ordering in advance)– Pencil, ruler and coloured pencils– Sheet of A4 paper– Scissors– Small rolling pin** (may need ordering in advance)– Small personal items which represent who you are (requested in letter invite but could be prompted again before the session)– Air dry clay OR poster paint** (may need ordering in advance)
Drama Game	<ul style="list-style-type: none">– Watch the drama game film before going into the hall or drama room.– Instruction for these sessions could be sent home.

AIMS AND OBJECTIVES

An Immersive Adventure Teacher/Parent Carer and Film Led

Driving questions	How can we find out more about the importance of gift-giving and portraiture in the Elizabethan?			
Initial stimulus material	Can we create a portrait to display and represent who we are?			
Learning objectives	To introduce the scheme of work: Putting on a Pageant 1578: entertaining Queen Elizabeth I in Norwich.			
	To learn about the iconography of Elizabethan portraiture and how we use visual display to embody who we are, what we enjoy in our lives.			
	To work together using drama and art to explore who we are and our relationships with each other.			
	To create a representational self-portrait using clay or paint.			
Key messages	THE ONE THING YOU NEED TO KNOW IS... for hundreds of years, portraiture has been used to capture the likeness and personality of famous or important people.			
	Key Point 1 Portraits contained subtle 'clues' to characteristics that the person in the picture either has or would like others to think they have.	Key Point 2 Courtiers would wear miniature portraits of their Queen in lockets and hang them in their stately homes or on their clothes to demonstrate their devotion to their monarch.	Key Point 3 Portraits of the Queen Elizabeth I were commissioned by her government as gifts to foreign monarchs and to show to prospective husbands for the Queen.	
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	Upper	Middle	Lower	
	Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events of the Presenting a Portrait session.	
	Challenges Imagine you are Queen Elizabeth I how would you represent yourself to your public through your portrait.	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?	

AIMS AND OBJECTIVES (continued)

Key vocabulary KS1

Portrait, portraiture, self-portrait, artist, background, picture, seen, personality, sculpture, reflection, mirror, subject, drawn, landscape, mountains, valleys, trees, rivers, forests, still life, food, flowers, books, clothing, light, dark, standing, seated, shape, texture, smoothness, roughness, softness, length, width, line, vertical, horizontal, diagonal, straight, curved, bent, thin, thick, wide, gift, Norwich, Queen Elizabeth I, Her Majesty, royal visit, pageant, masque, document.

Key vocabulary KS2

Expression, horizon, foreground, middle ground, background, work of art, culture, field of vision, decorative artefacts, ritual beliefs, social customs, political ideas, high art, medium of art, revealing, inanimate objects, frontal, illumination, angular, interrupted (dotted, dashed, broken), parallel, hatching, meandering, spiralling,

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
- Articulate 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/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Explore More Session 3 – 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.
	5 mins	<p>_ When students and parent/carers are settled in front of the whiteboard...</p> <p>– Continue to start the session.</p> <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 few slides together.”</p>
	30 mins	<p>Play the ‘Portraits’ Film Clip</p> <p>Click through the next slide to recap the learning and ask the class and parent/carers to think of 4 things we see which the artist Will Teather has used to demonstrate that his image of Queen Elizabeth I.</p> <p>TEACHER: “Work in pairs or small groups, look at the image closely and think of 4 details that indicate this is a portrait of Elizabeth I.”</p> <p>“As soon as we are ready, I will start a 1-minute timer.”</p> <p>“Ready? GO!”</p> <p>Click to the next slide for the timer to start automatically.</p> <p>Click through to the next slide SLOWLY to discuss the detail.</p>
	20 mins	<p>TEACHER: “Great answers, now let’s wake up our faces with a drama game called ‘Throw your Face’.”</p> <p>Play the Drama Game Film Clip</p> <p>After the film you may want to demonstrate the game with a confident parent/carers or student to share your confidence to be silly with the rest of the class and parent/carers.</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p>	<p>60-90 mins</p>	<p>Click through the next slide. Read through together.</p> <p>For the art activity either stay in the classroom at the tables or move into the hall or art room.</p> <p>Play ‘Portraits’ Film Clip</p> <p>TEACHER: “I think we are ready to start”</p> <ul style="list-style-type: none"> _ Click through to the Making a Portrait activity instruction slide and read through the instructions together through to the completed image on the next slide. _ Click back and leave the instruction slide on the whiteboard. _ Handout the activity resources. _ Recap the instructions once again if needed. _ Once the activity is finished the portraits need to be put somewhere to dry for 24-72 hours before the clay can be painted. If parent/carers want to return to do this with their children arrange a suitable time. _ The completed portraits can be photographed, saved to the school’s server or a memory stick or be put on ‘exhibition’ for showing around school or when her Majesty visits. _ A competition could be held to see if other students can match the portraits to the students.
	<p>40 mins</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> <p>Play the Drama Game film clip</p> <ul style="list-style-type: none"> _ Move to school hall or drama studio if possible. _ Put a couple of families or students together into small group- no more than 6 in a group. _ Either have a choice of different types of ‘families’ written on pieces of paper and hand out one to each group OR ask the group to choose a type of family to portray. <p>TEACHER: “I think we are ready to start.” “you have 5 minutes to devise your family then we’ll watch each group and try and guess the family. When I point to the group you must animate your family on the spot where you are standing.”</p> <p>TEACHER: “Thank you all for participating today, we look forward to seeing you all at our end of programme special celebration event!”</p>
	<p>30-60 mins</p>	<p>Letter Home: inviting parent/carers to attend the celebration event</p> <p>KS1: Talk to a family member or a friend, then create a portrait of them in a similar style to today’s activity</p> <p>KS2: learn about ‘Rebuses’. Design your own Rebus puzzle device which combines the use of illustrated pictures with individual letters to depict words and or phrases. For example: the word ‘been’ might be depicted by a rebus showing an illustrated bumblebee next to a plus sign (+) and the letter N.</p> <p>To keep practising the story maps which have been chosen for them to perform with their class during the POP 1578 celebration event.</p>

DRAMA GAMES WARM UP

Throw Your Face

Age: 4 to adult

Players: Whole Group

Time: 5 – 10 minutes

Skills: Mime

Throw your face – but be careful which way the wind is blowing!

Instructions:

The group stands in a circle. The first person puts their hands over their face and moves them about as though sculpting their own features. Move your lips, tongue, eyes, eyebrows – anything that you can move – into a grotesque face. When you are ready take your hands away to show your face to the group!

Choose somebody across the circle. Lean backwards and then quickly forwards as though you are throwing your face to them. Now comes the really funny part – that person must quickly copy the face you made as though they have “caught” it. This is usually quite amusing for everybody else as well.

That person moulds a new expression with their hands and throws it across the circle to somebody new – and so the game goes on!

Director’s Tips:

- We spend most of our lives wearing the exact same expression on our face. This game gives people a chance to try out some new expressions. You never know, you might find one you want to keep!
- Somehow, moving your face around with your fingers can help you create the most amazing expressions that you would never have thought of in a million years!

Play Online

- Watch the video to see exactly how to play online *
- Decide on an order (use the register or paste a list of names into the chat window)
- Throw the face from one person to another in the order you have decided
- Try playing with everyone catching the face (see video)

Social Distancing

- The game can easily be played in ‘social bubble’ groups in the classroom or socially distanced in the hall/studio

DRAMA GAMES MAIN ACTIVITY

Family Portrait

Age: 7 to adult

Players: Whole Group/Small Groups

Time: 10 minutes

Skills: Mime, Characterisation

Groups have just a few seconds to make comical family tableaux

Instructions:

In this game, small groups have just a few seconds to create funny family portraits by striking interesting poses. Everyone gets into groups of about five or six, spread around the space. Explain that you are going to call out the name of a type of family and each group has to create a freeze-frame of that family in just five seconds. They should try to include different age-groups including children, adults and grandparents.

Call out the name of a family from the list below and count down from five to zero. Ask everybody to hold the freeze for a few moments so that you can look at all the portraits and then invite one or two groups to show what they've done.

Once the players have got the hang of the game, try out a few more – and make up some families of your own. The tableaux are bound to be amusing, so you can ask groups to share what they came up with.

Director's Tip

Encourage the players to look at what other people in their group are doing so that they make contrasting characters, show different expressions and use varying levels to make an interesting stage picture (it's amazing what you can achieve in just a few seconds).

After a few rounds, ask the groups to devise their own families for the rest of the class to guess. They should try to show the relationships between characters and may even include pets!

Online Version

Use Zoom or other video-conferencing software. Explain the game and then ask everyone to play at once. Call out the first type of family and after a count of five seconds, everyone should strike a pose. Highlight some good examples by asking individuals to repeat what they did. Find out if players managed to portray different family members (babies, children, parents, grandparents, pets).

Try another family type but this time also call out a family member, such as grandparent or pet, so that everyone plays the same member of the family, for example 'robot grandparent' or 'baby spy'.

Now select a group of five students and call out a family type for them to make (e.g. Dinosaur Family). They should keep an eye on what the others in the family are doing, so that there are a variety of family members and ages.

Rinse and repeat with other groups, seeing who can make the funniest, most unusual or grotesque characters.

DRAMA GAMES MAIN ACTIVITY

Family Portrait

Social Distancing

Play with a group at a time and ensure that the players are at least 2 metres apart. They should try to make a variety of family members and ages as indicated above.

Examples

(Simply add the word 'family' after each one).

Alien	Peculiar
Angry	Partying
Astronaut	Proud
Chicken	Rats
Circus	Robot
Dancing	Rock Stars
Dentist	Robbers
Geeky	Royal
Greek Gods	Sleepy
Hamster	Spys
Jellyfish	Superheroes
Monster	Street Buskers
Jungle Animals	Theatrical
Market Traders	Victorian
Olympic Athlete	Worried



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