

CLASSROOM SESSION

4

Titania and Oberon

Teacher Guidance

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Aims and Objectives

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Drama Games

Story Map

Story Map Script

TEACHER GUIDANCE

Teacher and Film Led	An Overview
Main Theme	The 'Fairy Farewell session introduces your class to Elizabethan theatre, drama and playwrights. Including William Shakespeare and Midsummer Night's Dream.
Preparation	To prepare then teach this session you will need to sign in to the POPI578.com website, open the session 4 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Session 4 should take 3 Hours 30 minutes
The Teaching Day	<p>On the teaching day, before the students come into class, open the session 4 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 are settled in front of the white board simply open the Google slide on your whiteboard and begin to click through the session.</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 craft activity - designing a fairy as a character in an Elizabethan play and this will need resources preparing prior to the session.</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 Elizabethan theatre, drama and playwrights, then William Shakespeare. Talking points in this session will be, 'What is the difference between theatres in Elizabethan times and now?', 'Who wrote Queen Elizabeth's favourite plays', 'How were Elizabethan Fairies different to today' and 'Can we perform Titania and Oberon WHOOSH?'</p>
	The Drama Games
<p>Using drama activities in your classroom 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.</p> <p>By introducing a drama activity that gets your students on their feet, you help them to remove focus from exclusively speaking the language "correctly." Both these drama games, Ten Second Objects and Titania and Oberon WHOOSH! have been chosen to assist with the actions and the telling of the Titanian and Oberon story map. WHOOSH needs plenty of space so book the hall for 60 minutes!</p>	

RESOURCES

What you will need	
Ten Second Objects	<p>Have some prepared object 'themes' written on pieces of paper or card, such as:</p> <ul style="list-style-type: none">– Something found at a fairground.– A letter of the alphabet and they have to make the shape of an object beginning with that letter– Objects/characters from a selected story, movie or TV programme– Location (e.g. objects in an airport)– An item of food– Secretly choose an object from the room they are in– Modes of transport, famous buildings, furniture, animals...
The Story Map Activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none">– A story map– A story map script– Individual images with text– Individual images with no text <p>More information on using story maps can be found in the Teachers Information document pack within the info tab on the home page.</p>
Elizabethan Fairy Activity	<ul style="list-style-type: none">– Download and print out the Fairy Wings activity sheet enough for one per student.– Crayons/felt tips.
Titania and Oberon Whoosh!	<ul style="list-style-type: none">– Book the school hall or drama room for approx. 60 minutes– Download and print out the Titania and Oberon Whoosh Script

Titania and Oberon

AIMS AND OBJECTIVES

<p>An Immersive Adventure Teacher and Film Led</p> <p>Talk for Writing: Imitation Source Document: 4</p>			
Driving questions	How can we learn the story of Queen Elizabeth pageant in Norwich in 1578?		
Initial stimulus material	Can we become Elizabethan actors and perform Titania and Oberon? Can we design our own Elizabethan fairies?		
Learning Objectives	To introduce the scheme of work: Shakespeare and Fairy lore		
	To learn the structure and vocabulary of 'Titania and Oberon' with a story map.		
	To use actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.		
Key messages	<p>THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578</p>		
	<p>Key Point 1 Queen Elizabeth I enjoyed watching plays especially funny ones!</p>	<p>Key Point 2 Thomas Churchyard wrote a short play to entertain the Queen before she left Norwich</p>	<p>Key Point 3 Fairy stories and plays were hugely popular 400 years ago. How have fairies changed over the centuries?</p>
	Upper	Middle	Lower
	<p>Skills</p> <ul style="list-style-type: none"> – Imagining and empathising – Thinking and making suggestions 	<p>Skills</p> <ul style="list-style-type: none"> – Empathy and recall – Predicting what might happen 	<p>Skills</p> <ul style="list-style-type: none"> – Remembering the main events of the Titania and Oberon session
How will the session be adapted for differing abilities			
What SKILLS do the students have?			
How can you CHALLENGE?	<p>Challenges</p> <p>How would it have felt to have Performed in an Elizabethan play?</p>	<p>Challenges</p> <p>In Titania and Oberon- What do you think happens next? Why?</p>	<p>Challenges</p> <p>In Titania and Oberon -Can you remember? What, where and how?</p>
Key vocabulary & Words to explore KS1	Actors, theatre, a play, stage, drama, props, Titania, Oberon, Puck, Peaseblossom, Cobweb, Moth and Mustardseed, Nick Bottom, forest, trees, leaves, whisper, murmur, secret, message, fairy, handsome, wise, magic, spells, food, Queen, King, flower, spider, mushroom, servant, night, proud, loud, love, flutter, wings, acorn, rain, fell, wind, blue, puddle, flood, fog, crept, squeeze, juice, awake, asleep, invisible, trick, donkey, long, ears, angel, apricots, grapes, figs, honey, hairy, itchy, scratch, snore, ugly, friend, bird, nearly, night, morning, sing, farewell, dream, William Shakespeare, The Globe Theatre		
Key vocabulary & Words to explore KS2 See Glossary Doc 4	Midsummer, Director, scene, Act I etc, scenery, tragedy, comedy, enchanted, argument, delicious, ingredient, delicate, lullaby, practising, disappear, vanish, wander, vengeance, gods, goddesses, punish, nymphs, furies, sedge.		

AIMS AND OBJECTIVES (continued)

National Curriculum

Areas 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're going to write about
- Composing a sentence orally before writing it*
- Sequencing sentence is to form short narratives
- Re-reading what they have written to cheque 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 in the teacher*

HISTORY

Students should:

- Develop awareness of 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 understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify the 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 30 MINUTES</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Session 4 – Open up the Google slide on your whiteboard so it is ready to use as the session starts.
	5 mins	<ul style="list-style-type: none"> – When students are settled in front of the whiteboard... – Continue to start session four – Read through the 'Welcome Back' slide <p>TEACHER: "Let's find out what Thomas has to tell us next about 'Putting on a Pageant 1578'"</p> <p>Play Thomas Churchyard Clip 1</p>
	20 mins	<p>TEACHER: "Let's play Ten Second Objects."</p> <p>Play Drama Games Clip 1</p> <ul style="list-style-type: none"> – Students return to their tables. – Bring a group up one at a time to the front of the classroom – Using your pre-prepared object theme cards pass one to the group to read. – The group have 10 seconds to get into the shape of that object. – Ask the other students what they think the object is. – Repeat for until everyone has had a go.
	15 mins	<ul style="list-style-type: none"> – When students are settled back in front of the whiteboard or at their tables click on through to the next slide and read through it together. – Click through to the Titania and Oberon Story Map slide.
	50 mins	<ul style="list-style-type: none"> – Read through the story map script together Play 'Actions' Clip – Then leave the story map on the whiteboard – At this point, depending on your students age and ability, you can decide which words you're going to put actions to and possibly decide on the action itself * – BUT for the best results the class as a whole should try to decide on consistent actions, as there will be lots of suggestions for them! – Maybe vote on which action everyone thinks is the best for example the Queen Elizabeth I and stick to it. – If you already teach talk for writing you may have a technique for doing all this - which is great! – Students 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 groups could learn a sentence each * <p>We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.</p>

Titania and Oberon

ACTIVITY DURATION
CLASSROOM
SESSION

4

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
FULL SESSION DURATION APPROX: 3 HOURS 30 MINUTES Age and ability dependent*	30 mins	<ul style="list-style-type: none"> – Students in front of the whiteboard. – Click through to Elizabethan Fairies slide. – Read and discuss together. – Students return to their tables – Hand out Fairy Wings Sheet – Remind them to draw a fairy fit for Queen Elizabeth I. Good or Naughty!
	70 mins	<ul style="list-style-type: none"> – Students at tables or in front of the Whiteboard. <p>Play Thomas Churchyard Clip 2</p> <ul style="list-style-type: none"> – Read through the Titania and Oberon WHOOSH! Instruction together <p>Play Drama Game Clip 2</p> <p>TEACHER: “So now we are going to go to the hall/drama room to have a go at performing a fun game called Titania and Oberon Whoosh!”</p> <ul style="list-style-type: none"> – Follow the instructions on the Titania and Oberon WHOOSH drama game sheets
	10 mins	<ul style="list-style-type: none"> – Return to the classroom – Recap towards the end of the session/day – When possible, each morning after registration, after lunch, or maybe towards the end of the day practise this story map over the next week. This is a good activity for getting the children thinking and moving and the more they practise it together as a group the more they will perfect it!
Explore More at Home	10 mins	Letter Home: Using both the students and the parents/carers treasured objects they’re going to talk together and create an adventure story using ‘Who, when, why, where, how, what, words’ and a talk for writing grid

DRAMA GAMES WARM UP

10 Second Objects

Age: 6 to adult

Players: Small Groups

Time: 10-20 minutes

Skills: Mime and movement, Co-operation

Small groups make the shape of an object using their bodies – in only ten seconds!

Summary: This is a very popular drama game and a useful technique which can be developed easily towards improvisation or physical theatre. It's also highly accessible and great fun!

Instructions:

Divide everyone into small groups (4-6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero. Usually, every group will find a different way of forming the object. These ones are good to try: a car, a clock, a washing machine, a volcano, a fire.

Director's Notes:

- Encourage groups to think about using different levels with their body shapes, e.g. high, medium and low
- Choose objects from a play you are rehearsing or a theme you are exploring
- Groups can be given a couple of minutes to devise an object of their own which the rest of the class try to guess
- It can be fun to make objects that involve movement (and sound)
- You can use the shapes as a quick way to create ideas for physical theatre

Play Online

You can play this game online if you are using Zoom or a similar app where students can see and hear each other. Students will be making the shape on their own. If they need to give a hint, they can add sound and movement. Here are some possibilities:

- Choose a theme, for example the fairground. Each student has to think of an object that could be found at a fairground. Count down from ten, then they have to make the shape of the object they have thought of.
- Other students have to guess what they are. They get a bonus point if they have thought of an object that no-one else has thought of
- Call out a letter of the alphabet and they have to make the shape of an object beginning with that letter
- Objects/characters from a selected story, movie or TV programme
- Location (e.g. objects in an airport)
- An item of food
- Secretly choose an object from the room they are in
- Modes of transport, famous buildings, furniture, animals...
- Tip If you have a large group, mute students' microphones until it is their turn.

DRAMA GAMES MAIN ACTIVITY

Titania and Oberon WHOOSH

Age: 5 to adult

Players: Whole Group

Time: 20-30 minute

Skills: Mime, movement, co-operation and concentration

This engaging and interactive storytelling technique enables any kind of story – simple or complex – to be brought alive, even without prior knowledge of the characters or plot. As well as being the storyteller, the leader has a guiding role similar to that of an orchestral conductor or theatre director. Participants play characters, objects, places or events in the story, for example, a window, a church, a ship, the sun or a storm.

Instructions:

The whole group stands or sits in a circle. Explain that everybody will have an opportunity to participate in the telling of a story by becoming characters or even objects in the tale. If at any time you say “Whoosh!” they should quickly return to their places. Begin the narrative and as soon as a key character, event or object is mentioned, indicate the first student to step into the circle to make a shape or pose. If two or more characters are introduced, then they can step in at the same time.

As more characters or objects are introduced, move around the circle so that all the students are given a chance to take part. This means that different pupils get to play the same character at various times, and everyone gets a chance at trying several roles, regardless of gender. If appropriate the whole group can take part at once – for example, as a forest. The story continues to be told with more students stepping in as required so that a tableau is quickly built up.

Pupils begin by simply making a still image, then start to act out the story through movement as the narrative progresses. They can interact with one another and even speak improvised dialogue or repeat lines spoken by you. If you like you can add some props for them to play with – you may end up getting some great ideas on the spur of the moment!

Any time that the activity inside the circle becomes too lively, congested or confused, simply wave your arms, say “Whoosh!” and everyone returns to their original places. The story continues to be told and characters step into the space as required. You can say “Whoosh!” as many times as necessary during the story – it’s a very useful secret weapon!

Whoosh can be done with students of all ages – you just need to choose an appropriate story. The technique was devised by Dr Joe Winston of The University of Warwick and is regularly used by the Royal Shakespeare Company.

TITANIA AND OBERON WHOOSH (continued)

This is a story of fairies, a magical flower and donkey ears...

Once upon a time there was an enchanted forest. In the forest were magical trees – one, two, three. The leaves of the trees would whisper secret messages to each other in the night. And of course there were fairies. Oberon was king of all the fairies in the woods. He was extremely handsome and wise. He had a clever servant called Puck, who worked for him throughout the night. Puck would bring Oberon delicious food to eat and special ingredients for his magic spells, like mushrooms and flowers and spiders. Puck liked to get up to mischief and played tricks on everyone he met.

The queen of the fairies was called Titania. She was so gorgeous that if a man even glanced at her, he would fall in love for ever. One midsummer night, Titania called for her fairy servants. Here are four of them – Peaseblossom, Cobweb, Moth and Mustardseed. They were so tiny that you could hardly see them at all. They fluttered around on delicate wings to bring Titania whatever she needed – delicious food, fine clothes and fragrant flowers to sleep on. How happy they all were in the enchanted wood.

Whoosh!

But on this midsummer night something happened. You see, Titania and her fairies – one, two, three, four – were looking after a beautiful and proud young Indian prince. They decided to make him a beautiful crown of flowers. But Oberon tried to take the boy away from Titania. He thought the prince could serve him as a brave knight, guarding the enchanted forest. Titania would not let him take her prince, so the king and queen of the fairies had a big argument. Their voices were so loud that the fairies hid under tiny acorn cups. The winds blew, the rains fell, the puddles grew deep, the forest was flooded and covered in fog.

Whoosh!

So Oberon thought of a clever plan. He summoned his servant Puck. 'Fetch me a magic flower,' said Oberon. Puck flew off to look in the forest. Soon he found the flower and brought it back for Oberon. In another part of the forest, Titania was feeling tired, so her fairies sang her a Lulla-lulla-lullaby – that's how it went! She fell fast asleep and the fairies flew away.

Oberon crept up and squeezed the juice of the flower into her eyes. He whispered 'what you see when you awake, will you for your true-love take.' Oberon and Puck hid behind some trees. Nearby were some actors practicing a play. One of them was called Nick Bottom. He walked behind the trees but he couldn't see the fairies – they were invisible. Puck played a trick. He magically turned Bottom's head into the head of a donkey with big long ears! At that moment Titania woke up. The first person she saw was Bottom. 'What an angel!' she said.

Whoosh!

Titania had fallen in love with Bottom, even though he had big donkey ears. She summoned her fairies: 'Peaseblossom, Cobweb, Moth and Mustardseed!' They came flying in. 'Ready' they said. Titania told them, 'Bring my love whatever he wants.' So the fairies brought him apricots and grapes, figs and honey. Bottom's head was so hairy that it felt really itchy. Two of the fairies scratched his head and the others fanned him with their butterfly wings. Titania tied flowers around his long donkey ears and fed him oats and hay, which made him very happy. Soon they all fell fast asleep. Bottom started snoring.

Oberon and Puck crept in to watch. Oberon was pleased with the trick they had played. He waved his hand to remove the spell from Titania. 'Awake, my sweet queen,' he said. Titania woke and took one look at the man with the donkey head. 'What an ugly face!' she said. Puck waved his hand and Bottom's donkey head disappeared. Oberon and Titania smiled at each other. They were friends again. At that moment a bird started singing in the trees. It was nearly morning! The fairies vanished and Bottom wandered off to find his friends.

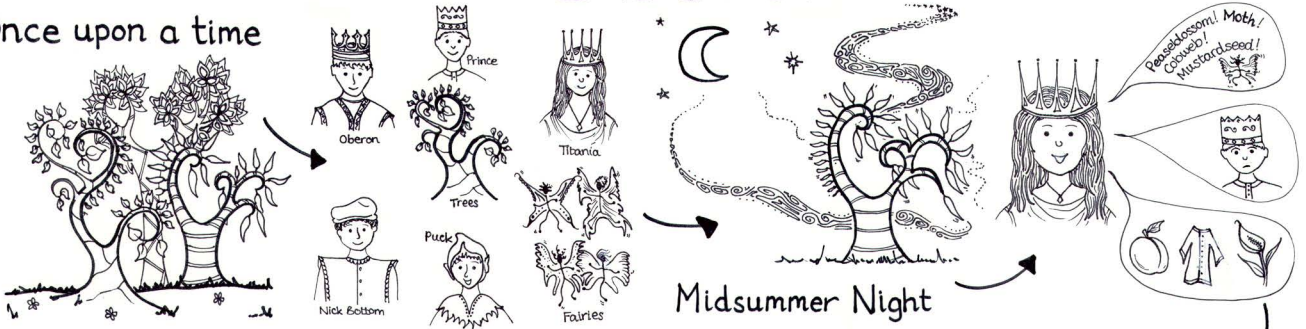
And that is where our story ends.

Whoosh!

STORY MAP

Titania and Oberon

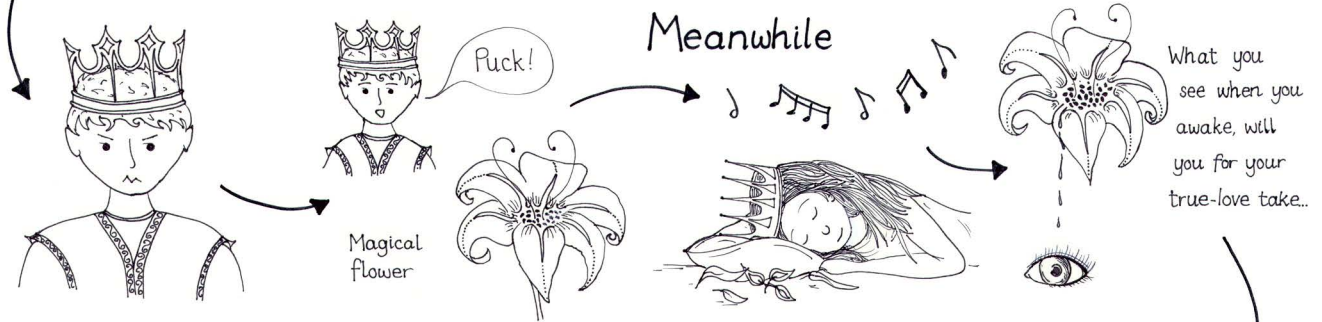
Once upon a time



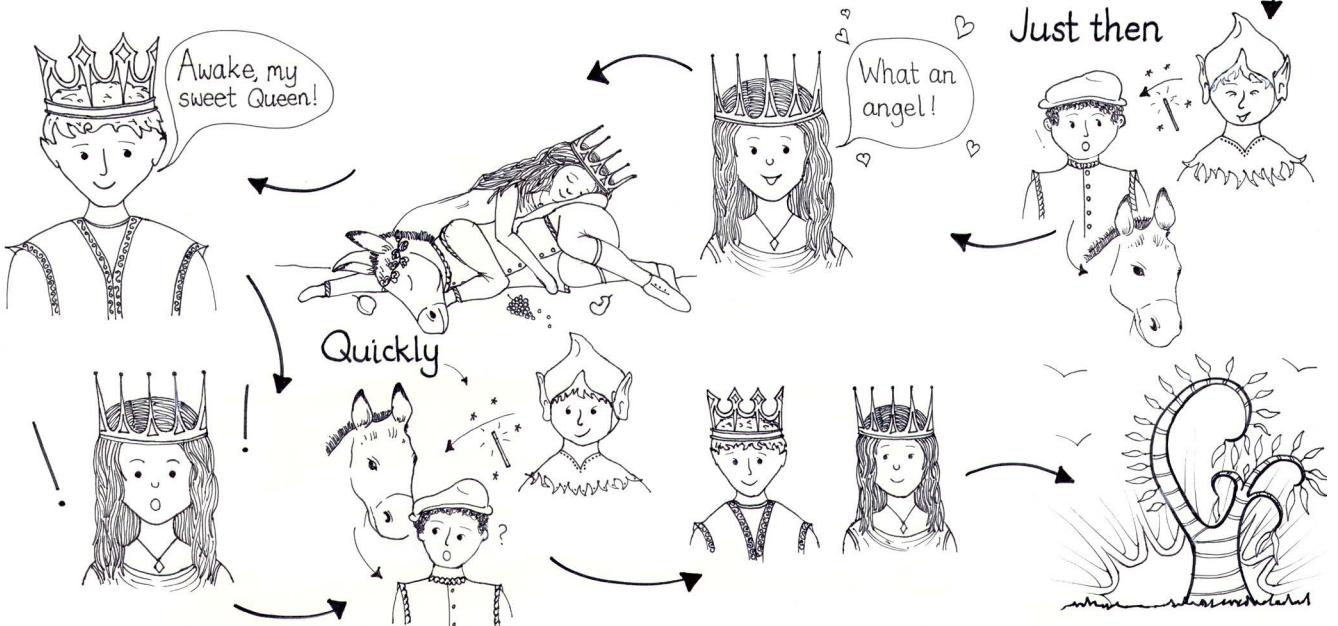
Midsummer Night



Meanwhile



Just then



Quickly

STORY MAP SCRIPT

Once upon a time there was an enchanted forest. In the forest were:

- Magical trees
- A handsome and wise fairy king called Oberon
- A brave and beautiful fairy queen called Titania
- A young prince who was scared and alone
- Four fairy servants called Peaseblossom, Cobweb, Moth and Mustardseed (so tiny you could hardly see them)
- A mischievous fairy called Puck
- And finally, an actor called Nick Bottom, who was lost in the enchanted forest

One midsummer night the woods came alive. The leaves of the trees whispered.

Titania called for her fairies:

“Peaseblossom, Cobweb, Moth and Mustardseed!”

“Look.” (whispered Titania)

“I have found a scared young Prince! Bring me delicious food, fine clothes and fragrant flowers for him.”

“Yes, your majesty,” replied the fairies and they fluttered away.

Behind a magical tree, Oberon and Puck were listening and plotting

Oberon murmured:

“That Prince would make a brave knight to guard my forest.

Puck, stop those fairies whilst I kidnap the Prince from Titania.”

Oberon flew over to Titania and bellowed:

“Titania, hand over the Prince! I want him to guard my forest.”

Titania was very cross. She shouted back:

“NO Oberon, STOP scaring the young prince.”

Oberon: “Mine!”

Titania: “NO!”

Oberon: “Mine!”

Titania: “NO!”

Backwards and forwards they argued, making the wind blow and rain fall.

The fairies were terrified and hid then floated in acorn cups.

Oberon was angry. He had not got his own way. He shouted:

“PUCK! Puck, I have a plan, fetch me the forest’s secret magic flower.”

Puck flew off and soon found the flower.

Meanwhile, Titania fell asleep to her fairies’ sweet lullabies.

Oberon crept up and squeezed magic flower nectar into Titania’s eyes.

He whispered in her ear:

“What you see when you awake, will you for your true-love take.”

Just then, Puck saw Nick Bottom, an actor who was lost in the woods.

Mischievous Puck giggled and turned Bottom’s head into a donkey head – just for fun!

When Titania woke, the first person she saw was Bottom with his donkey head.

She gasped:

“OH, what an angel!”

Titania told her fairies to bring Bottom apricots, grapes, figs and honey.

She put flowers round his big, long ears and soon they all fell asleep.

Oberon was very jealous and removed the spell from Titania. He said:

“Awake, my sweet Queen.”

Titania woke up and was very surprised:

“What an ugly donkey!”

Puck quickly turned Bottom’s head back to normal.

He was very shocked and ran off into the woods.

Titania and Oberon looked at each other and smiled. They were friends again.

The sun started to rise and the birds started to sing in the trees.

Morning was coming.

What an exciting night it had been!

The End