

CLASSROOM SESSION

5

Titania and Oberon Oceania

Teacher Guidance

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Drama Games

Story Map

Story Map Script

TEACHER GUIDANCE

Teacher and Film Led	An Overview
Main Theme	The Titania and Oberon Oceania session introduces your class to how to innovate the story of Titania and Oberon.
Preparation	To prepare, then teach this session you will need to sign in to the POP1578.com website, open the session 5 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Session 5 should take 3 Hours 30 minutes
The Teaching Day	<p>On the teaching day, before the students come into class, open the session 5 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. When the students are settled in front of the whiteboard 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. This session is totally focused on the T4W innovation of a story using the partially drawn/written Titania and Oberon Oceania story. The only resources for this session is the partially completed Story Map which each child will need and the Explore More letter home.</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 how he directed and performed a Fairy Farewell Show for Queen Elizabeth I as she rode out of Norwich at St Giles Gate on Friday, August 22, 1578. Talking points in this session will be, 'How did Thomas Churchyard innovate his rained-off Nymph show into a Fairy Farewell show the next day?', 'Can we innovate the Titania and Oberon story', 'Can we perform a WHOOSH of our innovated story?'</p>
Teaching Aids	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. By introducing a drama activity that gets your students on their feet, you help them to remove focus from exclusively speaking the language "correctly." In these drama game sessions, we warm up with 'Who's Missing' and play an 'under the ocean' Imaginarium. There are film clips of the warm-up and Imaginarium. But as Imaginarium was played in session 4 we have included adapted notes on how to set the Imaginarium underwater.</p>

RESOURCES

What you will need

Imaginarium

Have some prepared object 'underwater themes' written on pieces of paper or card, such as:

- Seahorses
- Seaweed
- Octopus
- Jelly Fish
- Barnacle
- Lots of types of fish!

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

All of these items are partially completed and ready for the students to complete.

You will need a set per student, each pair or group.

Titania and Oberon Oceania Whoosh!

- Book the school hall or drama room for approx. 60 minutes.
- Use the student's completed Titania and Oberon Oceania Whoosh Scripts.

AIMS AND OBJECTIVES

An Immersive Adventure Teacher and Film Led

Talk for Writing: Innovation

Driving questions	How can we grow the students talk for writing imitation skills to innovation skills?		
Initial stimulus material	Can we innovate the 'Titania and Oberon' Story Map? Titania and Oberon is set in the forest. To innovate the story can we set it under the ocean?		
Learning objectives	To innovate the titania and oberon story using a change of setting.		
	To learn the structure and vocabulary of 'Titania and Oberon Oceania' 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.		
	To discuss , describe and explore different resources we might use such as costumes or puppets that could feature throughout a future classroom session on innovation and invention of Story Maps		
Key messages	THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578		
	Key Point 1 Midsummer Night's Dream and Titania and Oberon is set in a forest.	Key Point 2 We can innovate the story by changing the scene or changing the characters?	Key Point 3 <i>Titania and Oberon Oceania</i> innovates by changing the scene.
	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 <i>Titania and Oberon Oceania</i> session
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	Challenges Why and how did Elizabethan playwrights innovate ancient tales and fables for their contemporary audiences.	Challenges In Titania and Oberon Oceania- What do you think happens next? Why?	Challenges In Titania and Oberon Oceania -Can you remember? What, where and how?
Key vocabulary	Imitate, innovate, magical, ocean, actors, Theatre, play, stage, drama, props, handsome, wise, magic, spells, food, Midsummer, Titania, Oberon, puck, Queen, King, jellyfish, angelfish, golden, whisper, murmur, secret, crown, sea horses, pearls, wavy, seaweed, enchanted, coral, nearly, night, morning, sing, farewell, dream, William Shakespeare, The Globe Theatre.		

AIMS AND OBJECTIVES (continued)

National curriculum

Points covered by this session

KS1 & Lower KS2 (*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, skill and understanding associated with the artistic practice 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 and 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(s)*
- Consider and evaluate different viewpoints, attending to and building on the contributions 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*
- Read 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>2 HOURS 30 MINUTES</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP I578 website and login. – Click on Session 5 – 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 ‘The Fairy Farewell’</p> <p>Play Thomas Churchyard Clip 1</p>
	20 mins	<p>TEACHER:“Let’s play Who’s Missing.”</p> <p>Play Drama Games Clip 1</p> <ul style="list-style-type: none"> – Make space in the classroom for students to move around safely or use Drama Studio or Hall. – When you clap your hands the students to move around the room, so they are well mixed up and not near people they normally sit with. – When you say FREEZE, the students should stand absolutely still and close their eyes tightly shut. – You will tap one person on the shoulder, and they need to quietly leave the room. – Clap your hands for the students to move around again then say FREEZE – Now ask for hands up who can guess who is missing. – Repeat for a few more goes.
	10 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. <p>Play Thomas Churchyard Clip 2</p>
	45 mins	<ul style="list-style-type: none"> – Read through the next few slides together, including the Story Map Script. <p>Play Actions Clip</p> <ul style="list-style-type: none"> –Read through the next few slides together, which explain how the students will innovate their own Story Map of Titania and Oberon Oceania. – At this point, you can decide to play “under the water Imaginarium to assist the student’s creativity when they return to their desks to start on their innovated story. – OR carry onto the innovation section.

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>2 HOURS 30 MINUTES</p> <p>Age and ability dependent*</p>	<p>60 mins</p>	<ul style="list-style-type: none"> – When students are settled back at their tables hand out as many Titania and Oberon Oceania Story Maps as you need. One each, or shared writing between pairs or in a group. OR model a completed Story Map together as class using mini white boards taking each grid asking for suggestions then and writing down the chosen words. – Show the session 4 Titania and Oberon Story map on the whiteboard if you feel your students would be inspired by this. – Explain that the students can use the original story to create something new. They can model this grid by grid or sentence by sentence. But I must relate to being being under the ocean. – By now the students should have the other story maps embedded in their understanding, so prompt them to use learnt phrases, connectives and vocabulary. – Depending on age and ability this may take some time to complete. – When you feel the student's work is strong enough, move onto to performing Titania and Oberon Oceania WHOOSH! with one of their innovated Story Maps
<p>Explore More at Home</p>	<p>20 mins</p>	<p>Letter Home: to practise their child's innovated Story Map at home. To help make this more fun the parent and child can draw the characters, cut them out and using sticky tape stick to lollipop sticks, strips of sturdy card or even cutlery to create a pop up pocket puppets to help tell their story.</p>

DRAMA GAMES WARM UP

Whose Missing?

Age: 5 to adult

Players: Whole Group

Time: 10 – 15 minutes

Skills: Observation, Energiser

A popular warm-up with students.

Instructions:

Everyone moves briskly around the room, changing direction every now and again so they are not always next to the same people. After a few moments clap your hands and call “Freeze!” for players to stop still – and then to close their eyes. Tap one player on the shoulder and ask him to open his eyes and quietly leave the room.

Clap your hands again for everyone to open their eyes and immediately move briskly around. Call “Freeze!” again for everyone to stop. Now ask them who they think is missing.

- Young children enjoy playing this game over and over, although they might have to put their hands over their eyes or make a ball shape on the floor, so they are not tempted to peek!
- You can also ask more than one player to leave the room.

DRAMA GAMES MAIN ACTIVITY

Imaginarium

Age: 7 to adult

Players: Whole Group

Time: 5 minutes

Skills: Mime and Characterisation

Instructions

The players stand in a circle and a theme is announced. One person steps forward and makes a freeze frame of an object or character related to the theme. As well as making the shape, the player should announce what she is, for example if the theme is the beach, she can say “I am a deck chair” or “I am a life-guard.” Other players add themselves into the scene by making objects or characters related to ones that are already there (announcing what they are each time). Everyone continues to hold their positions. The game ends when all players have stepped in or when enough ideas have been added. At this point the teacher says “Whoosh!” and the players step back to the edge of the circle.

It is important that players watch and listen carefully so that they add in an appropriate character or object. Only one idea at a time should be added so that everyone can see and hear what is being included. Players should think about how their characters and objects relate to each other, how they can make interesting shapes and how they can use different levels (high, medium or low). It can be helpful to take photos of the finished scene for future reference.

- The game can be used to revise a topic, or create ideas for writing
- Two or more players can step in at the same time if they think of an object to make together
- The teacher can say “Action!” and everyone brings the scene alive for a few moments through improvised sound and action
- You can ask players to add one or two adjectives to describe what or who they are.

Activity: Imaginarium under the Ocean

Music Clip 3 | Instructions:

Play some gentle music or watery sound effects as a quiet background.

Everybody stand in a circle. We are going to play a game called ‘Imaginarium’. It will help us think about making a story by creating a scene in the middle of the circle, using our bodies to make different shapes. Imagine we are under the ocean. Can you imagine what you might hear or see? Can anyone think of an object or a creature that you might find under the sea? If you can, put your hand up (choose one person). Can you step into the circle as that object or creature and say what you are (for example, I am an octopus)?

Good, now stay in your position in a freeze frame. Let’s have some more people. (Nominate others to step in.) See if you can relate to other objects that are already there. Try to make different kinds of shapes and use different levels, high, medium and low.

When you have enough people in the centre) When I clap my hands I want you to bring the scene to life for a few moments. Think how your object or creature would move under the sea – smoothly and slowly with rounded movements (clap hands and allow them to move for a few moments. Clap again). And now freeze in a new position.

DRAMA GAMES MAIN ACTIVITY (continued)

(When I say Whoosh! I want you to go back to your places in the circle – “Whoosh!”
Let’s try another theme now. Can you remember the story of Titania and Oberon? Let’s make an Imaginarium on that theme. So if you can think of a character or object that is to do with that story, can you put your hand up?

(Go through the same process and encourage the students to be creative in their choices. As well as characters and objects from the original story they can come up with additional ideas that could be related to the story e.g. a squirrel, a bird, an acorn. This is also a good way of finding out what they remember about it. If you wish you can use thought-tracking during the game – tap children on the shoulder and ask them to say what their character or object is thinking or feeling)

After exploring these two themes, explain that you want the class to make up a new way of telling the story of Titania and Oberon but taking place beneath the ocean. To help us with this, let’s find out how the characters might move if they were under the sea.

Activity: Character Movement

Music Clip 3 | Instructions:

Play some gentle music or watery sound effects as a quiet background.
Find a space, When you hear the music, can you show me how you think Titania would move under the sea? Move around the space. (They all move)

Let’s look at some of your ideas. Can we have six people to move as Titania. Are they moving in different ways. Are their movements slow or fast, light or heavy, direct or indirect?

So let’s all try another character. How about Nick Bottom, if he was under water? Let’s all have a go at that. And freeze in position as your best statue of Bottom under the sea!

In the story, Puck gave Bottom donkey ears. If the story took place under the sea, what creature might Puck change Bottom into? (Take suggestions, e.g. seahorse, dolphin, puffer fish, octopus). Let’s try that out. Choose an underwater animal in your head without telling anyone. You’re going to start off as Nick Bottom under the sea then when I clap my hands change into whatever animal you are thinking of. (Let them try this). And change back again to Bottom.

Let’s have a look at some of those. Let’s have half the class watching and the others moving. When they change into an animal, watch carefully, then at the end I’ll ask you to tell me what animals you think you saw! (Try this out)

Now let’s think about the other characters in the story. What could the fairies be in our new story? What would the forest be?

After discussion you could try telling a new Whoosh story with these new characters, or older Key Stage 2 could work in groups to improvise then show part of the story with their new ideas.
Next – they will be ready to write the new version!

STORY MAP SCRIPT (keeping the characters but changing the scene)

Once upon a time there was an enchanted coral reef.

In the coral were:

- Magical corals
- A handsome and wise octopus king called Oberon
- A brave and beautiful jellyfish queen called Titania
- A young Angelfish
- Four bright sea horses called? To Be Decided
- A mischievous electric eel called Puck
- And finally, a merman called Nick Bottom, who is lost in the coral reef

On midsummer night under the sea a magical coral reef came alive.

The branches of the coral swayed and swished.

Titania called for her four Sea Horses (names: for students to decide)

Titania whispered:

“Look. I have found a young Angelfish.
Bring me delicious bloodworms, shrimps and seaweed for him.”

“Yes your majesty” replied the Sea Horses and they swam away.

Behind a magical coral, Oberon and Puck were listening and plotting.

Oberon murmured:

“That Angelfish would make a bright guard my coral palace.
Puck, stop those Sea Horses whilst I kidnap the Angelfish from Titania.”

Oberon swam over to Titania and bellowed:

“Titania, hand over the Angelfish!
I want him to guard my coral palace.”

Titania was very cross. She shouted back:

“NO Oberon, STOP scaring the young Angelfish”

Oberon: “Mine!”

Titania: “NO!”

Oberon: “Mine!”

Titania: “NO!”

Backwards and forwards they argued, making the sand swirl and the sea swell.

The Sea Horses were terrified and hid, then floated along in empty cockle shells

What happens next?