

# CLASSROOM SESSION

# 7

## Celebration Time!

Aims and Objectives

## AIMS AND OBJECTIVES

TEACHER AND FILM LED			
<b>Driving questions</b>	Can we work together to create an exhibition and performance to show our school and, if possible, in person or remotely, Queen Elizabeth I?		
<b>Initial stimulus material</b>	How do we ensure our school, and Queen Elizabeth I will be entertained? Which story maps shall we perform? Which Whoosh dramas shall we perform? Are our gifts ready to show and present to Queen Elizabeth I?		
<b>Pre-session resources</b>	<ul style="list-style-type: none"> <li>– Parent/Carer Letter home to invite them to this assembly.</li> <li>– Book Queen Elizabeth! Contact Black Knight Historical for more details.</li> <li>– Create an exhibition display of art and work complete.</li> <li>– Rehearse the Story Maps and Whoosh drama.</li> </ul>		
<b>Resources needed for this session</b>	<ul style="list-style-type: none"> <li>– Story Maps and Scripts; depends on the choices made for the assembly</li> <li>– Costumes, (if needed) tambourines, Elizabethan music clips, images.</li> <li>– Exhibition could include</li> <li>– Historiated initial documents</li> <li>– Archive boxes and gift boxes</li> <li>– Saxton's Maps</li> <li>– The parchment documents</li> <li>– The Indenture game and it could be played by your guests</li> <li>– Elizabethan jobs and Norwich job map</li> <li>– Animation flip books</li> <li>– Stop frame animations</li> <li>– The Story Maps</li> </ul>		
<b>Learning objectives</b>	Teacher and students to work together using <i>Structured Stories Through Immersive Storytelling</i> session to tell the story of <b>Putting on a Pageant 1578</b> as an assembly for Queen Elizabeth I and their school.		
	<b>To learn</b> the structure and vocabulary of chosen story maps and Whoosh drama and deliver them using the story map and actions.		
	For students to show and present the gifts they have made during the PoP programme.		
<b>Key messages</b>	<b>THE ONE THING YOU NEED TO KNOW IS...</b>		
	<b>Queen Elizabeth I will be visiting our school for a performance of Putting on a Pageant 1578!</b>		
	<b>Key Point 1</b> We can perform a Story Map on how Norwich prepared for a pageant and put on a Pageant or Masque.	<b>Key Point 2</b> We can perform a Titania and Oberon Whoosh?	<b>Key Point 3</b> We will present gifts to Queen Elizabeth I.

## AIMS AND OBJECTIVES (continued)

<p><b>How will the session be adapted for differing abilities</b></p> <p><b>What SKILLS do the students have?</b></p> <p><b>How can you CHALLENGE?</b></p>	<p><b>Upper</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>– Can remember the chosen story maps and will offer examples of how to present the story maps and be expressive.</li> </ul> <p><b>Challenges</b></p> <p>Ask open-ended questions: have students elaborate.</p>	<p><b>Middle</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>– Can remember most of the chosen story maps and be prompted to expand on presentation skills and expression.</li> </ul> <p><b>Challenges</b></p> <p>What do you think happens next? Why?</p>	<p><b>Lower</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>– Can remember most of the chosen story maps and actions.</li> </ul> <p><b>Challenges</b></p> <p>Can you remember...? What, where and how?</p>
	<p><b>ENGLISH SPOKEN LANGUAGE</b></p> <p><b>Students should be taught to:</b></p> <ul style="list-style-type: none"> <li>– Listen and respond appropriately to adults and their peers</li> <li>– Ask relevant questions to extend their understanding and knowledge</li> <li>– Use relevant strategies to build their vocabulary</li> <li>– Participate in and gain knowledge, skill and understanding associated with the artistic practice of drama</li> <li>– Adopt, create and sustain a range of roles, responding appropriately to the adult in role</li> <li>– Articulate and justify answers, arguments and opinions*</li> <li>– Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*</li> <li>– Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*</li> <li>– Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*</li> <li>– Speak audibly and fluently with an increasing command of Standard English*</li> <li>– Gain, maintain and monitor the interest of the listener(s)*</li> <li>– Consider and evaluate different viewpoints, attending to and building on the contributions of others*</li> <li>– Select and use appropriate registers for effective communication*</li> <li>– Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama</li> <li>– Adopt, create and sustain a range of roles, responding appropriately to others in role</li> <li>– To improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances</li> <li>– To use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</li> </ul> <p><b>Drama</b></p> <p>Role-play and other drama techniques can help students to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>		
<p><b>National curriculum</b></p> <p><b>Points covered by this session</b></p> <p><b>KS1 &amp; Lower KS2 (*KS2)</b></p>			

*Session 7: Celebration time! is completed  
Your class is now ready to put on the pageant!*