



Teacher Notes. Setting and Props 1 & 2.

Slide 4:

The students could pick up on:

It doesn't look like a real tree, or grow in real time.

The leaves have sparkles on them (to catch the light on stage and give it a magical quality)

The projections are a mix of lots of different colours, not just green.

The projections move to show the growing of the tree.

Slide 6:

The task is designed to get the students thinking creatively and away from traditional norms of what a 'tree' looks like.

Some students may want to use the design sheets.

Use the next three slides for inspiration and ideas.

Slide 19:

Explain that the play is based on a book of the same name. The image shows the front cover of the book. (sadly it is now out of print).

Slide 21:

Task

- Split the class into pairs to discuss 2 of the questions. They can either choose or you could nominate the questions. Put the pairs into groups (either mixed or fixed in pairs) so they can discuss their answers and ask each other the questions.
- Find someone in the class with a different answer to you - put both ideas into a sentence using contrasting connectives. 'I have breakfast at 7am *however* Hamza has breakfast at 7.30'
- Share back to the class one answer that *someone else* has given.

Or - whole class teacher led discussion. Questions can be simplified.

Pupils could choose the next student to comment after them.

Slide 22:

Pupils work in pairs and small groups to identify props.

Then share as whole class.

They might identify - items on the breakfast table, the cherry tin and splinters of wood, the knife,

the plum.

Talk about how hard they are to see and why that is (because they are on stage, so the audience is a long way away). What might a designer have to do to make sure the props are visible?

Slide 23:

Discussion could be whole class or small groups/partners.

Talk about :

- They all have a similar theme (colour) so that they will all stand out together on stage.
- Can they identify how these colours and designs were used in the rest of the set/costumes? (look back to previous slide).
- They are identifiable but not realistic in their detail (Jam doesn't come in a jar with just JAM written on it).
- The designer has simplified the items to make them recognisable from a distance.

Slide 24:

Pupils can either draw out their own ideas onto card, colour and cut out.

Or, they can use the images printed onto card to colour and cut out.

Some pupils may need the images ready cut for them to colour.

Slide 25:

Pupils could work in groups of three for this task - 1 presenter, one star and one wish. They can then swap over roles.

Or the teacher could choose a few pupils to show their work to the class and direct the feedback accordingly.