

Teacher notes - Performance 1 & 2



Slide 4:

This can be either pair work/group work or whole class teacher led discussion.

Further questions from the teacher could be:

Can you think of any other stories where time is speeded up/slowed down?

Or any other stories that have magical/fantastical trees/plants/forests/gardens in them?

Why do you think so many stories include this? How does it make you feel when something unusual happens in a story?

Slide 5:

The following slides give a choice of 3 worksheets depending on student's needs.

The activity could be done individually, on printed out sheets, or as a whole class sharing ideas on the board.

Slide 11:

Play the music from the show to help students work in a creative and physical way.

Once students have started to discuss their initial ideas and try them out, they could stop to watch the video on the next slide to help them generate some movement based ideas.

The first 3 ½ minutes has some great group movement which explores lots of interesting shapes they may be able to use/copy.

Slide 13:

Teacher to choose one or two pupils to share their star and one or two to share their wishes for each groups' performance.

Slide 18:

For mid readers who may be able to identify the verbs in the text

Slide 19:

For early readers who may be able to match words in the text

Slide 20:

- The next two slides have printable versions of the verbs on them. They can be handed out 1 word per table (for non or new readers), 1 sheet per table or one word/sheet per person.
- Make sure the pupils are standing up for the following activities - it will help them project

- and feel more like a performance.
- Let the pupils practice saying the words out loud, encourage them to play around with the sounds and experiment with different ways of saying the words.
 - Teacher (or pupils) to read out the longer phrases, pupils chant their given words at the right time.
 - For pupils who can read, the script can be split into phrases to produce a whole class performance.
 - Extension - ask each group to come up with an action to go with their phrase.

Slide 24:

- This could be done as a whole class with the teacher orchestrating the pupils to develop a soundscape.
- Or as small group work, with students working independently to create their own smaller soundscape - these could then either be performed in individual groups or put together to create a whole class performance.

Slide 25:

This slide can be used either to collect whole groups' thoughts about their own performances or can be printed out (B+W version next slide) so that pupils can work in their groups to evaluate their own performances.