

Staging Texts Workshop Plan – Once Upon An Ordinary School Day

Year Group:

This plan is designed for Year 2 students but can be adapted for up to Year 5 (2 groups of 30/31 children)

Focus:

Once Upon An Ordinary Day Staging Texts workshop – 2 x 1.5hr workshops

Learning Outcomes:

- * To understand how sounds, characters and places can be performed physically and vocally
- * To share ideas and create new narratives
- * To create tableaux scenes that presents their ideas
- * To work collaboratively with others within a creative process

Timing:

9am – 10.30am

1.30pm – 3pm

SEN:

Woodland View Primary

One child in the class of 31 who has cancer and has restricted mobility.

Some children with literacy needs in both classes – class teachers to support

Workshop content:

a) Physical and vocal warm up, thinking about shapes, emotions, soundscapes. (15 mins)

b) Create fast group tableaux of familiar 'ordinary' settings e.g. school classroom scene, school dinners scene, local shop scene, traffic scene, school playground scene. (10 mins)

c) Tell the story with the book, with them stood up and ask the class to act out key moments with actions and sounds e.g. brushing teeth, eating breakfast, the elephants, magicians, lion tamers, giants, heroes, villains, birds, dolphins and fish. Make sure you focus on highlighting theatre skills for older students. (10 mins)

d) Emphasize that the character in the book was able to use his imagination to take him from what he thought were ordinary places and events to extraordinary things. In groups of 5, they are to decide on a Place, Animal or Person, Action & Sound for one of the boy's extraordinary dreams. Then they are to decide on sentences as if a new page in the book that describes where the boy is, who is there and what sound he hears. (10 mins)

e) The groups then need to decide on four simple things that happen in the dream and these need to be written as sentences. Ask older students to include descriptive devices in their sentences (adjectives, alliteration, onomatopoeia) They may need help with this with sentences with gaps in that they fill in themselves rather than writing from scratch e.g.

Suddenly, the boy was (write where he was)

There were (write what was there).....

Firstly, (write what the boy did first)

and then (write what happened next).....

The (write the animals or people there)

Then (write what they did and how they did it)

and (write the last thing that happened) (10 mins)

f) The groups then create a series of 4 tableaux that link what happens in their extraordinary dream together:

1) Where and what was there

2) what the boy did first

3) what happened next

4) the last thing that happened. (10 mins)

g) Each group is given a number and you collect in the sentence sheets in that order. Keep them in their groups spaced in order around the room. Explain that you are now going to retell the story and they are to join in again, but stay in their groups this time. BUT when they hear the words "And when it was bedtime" everyone except Group 1 must sit down as if they are the boy sitting in bed. Explain that you will then add their dreams to the story and each group will show their 4 tableaux and then sit down again to watch the next group. When everyone has performed they must all mime laying down and going to bed when they hear the added final sentence "Finally, the boy dreamt of returning to his ordinary bed in his ordinary house on his ordinary street and slept deeply until morning." (20 mins)

h) Get everyone to sit up again and go through the skills that they have used and how story-making can be performed as well as written. (5 mins)

Suddenly, the boy was *(write where he was)*

.....

There were *(write what was there)*

.....

Firstly, *(write what the boy did first)*

.....

and then *(write what happened next)*

.....

The *(write the animals or people there)*

Then *(write what they did and how they did it)*

.....

and *(write the last thing that happened)*

.....

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