

**Age:** 7-14 years  
**Term:** Online/Zoom  
**Theme:** Fairytales  
**Lesson:** 7 of 12  
**Duration:** 45mins/1hr  
**Discipline:** Drama

**Lesson Objectives**

*What do you want pupils to learn?*

- 1) Explore the work of elements (fire, earth, water and air) in drama
- 2) Play as naughty pixies or fairies
- 3) Develop storytelling skills
- 4) Change the ending of a famous fairytale (in the style of revolting rhymes!)
- 5) Create a cosy corner and listen to our next piece of work

**Skills Development**

*What skills are students developing to achieve the lesson objective?*

- 1) Characterisation, imagination, physicality, creativity
- 2) Exploring behaviours, listening skills
- 3) Communication, confidence, public speaking, creative writing
- 4) Positive mental health, sense of community, friendship

**Differentiation**

*All students will: stretch their imaginations and non-linear thinking with an abstract exercise.*

*Most students will: offer ideas on an alternative ending and work well within a group to create a short improvisation around this.*

*Some students will: be keen to demonstrate their reading and comprehension skills by leading the class in examining the poem.*

**Resources**

Three Little Pigs Story (available online)  
Revolting Rhymes Script (via share screen on Zoom)  
Challenge Box  
Sound system and music

**Sequence of learning**

Introduction: lead students in a reminder of our visual/aural cues and behaviour expectations. Hands up, palms to the screen = freeze (signal for stillness and silence). No un-muting on zoom, do not use online chat feature (safe guarding issue), raise hand if you want to share/say something, ensure adult/caregiver is with you in the house.

**Timing**  
**5 mins**

<p><b>Warm Up</b>  <u>Icebreaker:</u> This activity is ideal for developing concentration and confidence. Ask the class to sit down and close their eyes. Tell them think of naughty fairy or pixie from any of our fairy tales. Have the students imagine what it would be like to become that creature. Ask them to consider the colour or shape and to imagine how it would move, sound and speak. Tell the students that you are the “witch” of the woods and that they are all the pixies who live in my forest. When you are on the zoom screen, they must keep still and quiet, but when you go outside of the room they can come alive, move, speak, and act like the naughty pixie they are! However, when you come back on the screen they must stand as still as a statue. The real trick for playing this game is to go for it and really enjoying playing the character of the ‘witch”. Give the witch a funny accent and mannerisms or dress up. Upon re-entering the room you must act very surprised that the pixies are not where you left them. Make a big thing of commenting how different they look compared to last time etc. Then go out of the room and repeat the process, culminating in a big finale, maybe you frighten the witch away?</p>	<p><b>5 mins</b></p>
<p><u>Imagination:</u> Ask the students to move around as you give them various instructions. This activity is quite advanced and abstract but the work we have implemented over the last few weeks will have prepared them well. Ask students to move as though they are various elements, using their imaginations to notice how this changes our levels, feelings, tempo etc..  Elements and descriptions:  <b>FIRE</b>  -Crackling coal fire. Slow burning, cosy, safe, warm.  -Wildfire, erratic, uncontained, dangerous, infectious.  -Flickering candlelight. Fragile, inconsistent, delicate.  <b>WATER</b>  -Trickling stream. Playful, relentless.  -Calm, large lake. Omnipresent, still, sad.  -Thunderstorm. Sudden, fast, tearing, strong.  <b>AIR</b>  -Gentle breeze, tickling, stroking, barely there.  -Strong winter wind. Pushing, sweeping, changeable.  -Everyday air. Invisible, stationary, comfortable.  <b>EARTH</b>  -Ancient, old ground. Slow, heavy, rooted.  -Mountains. Strong, slow, huge, impressive.  -Spring grass - springy, joyful, quick moving.  There really is no right or wrong in this exercise, it is just a way to open up their imaginations and begin to consider acting and characterisation in a more abstract way. Music for the various elements will really help the students to immerse themselves in the creative world. Make sure they have a clear space to work.</p>	<p><b>5 mins</b></p>
<p><u>Concentration:</u> Use the signal for freeze. Go and around one student at a time and make up a story each saying one sentence each. However, each sentence must start with either <i>fortunately</i> or <i>unfortunately</i>. This allows the students to tap into those vital comedic skills, allows them to think quickly and gives them a structure with which to be creative. An example of how the activity might run is as follows:-  <b>Teacher:</b> Once Upon A Time...there lived a Prince  <b>Student 1:</b> <i>Fortunately</i> he was a very rich Prince  <b>Student 2:</b> <i>Unfortunately</i> he lost his fortune in a bad investment  <b>Student 3:</b> <i>Fortunately</i> he had a plan to get it all back  <b>Student 4:</b> <i>Unfortunately</i> he couldn't remember what the plan was</p>	<p><b>5 mins</b></p>

<p><b>Main Focus</b></p> <p>Prior to the class (or during) ask students to create a “cosy corner”. This is based on the idea of “hygge”, a Scandinavian term for taking pleasure in simple, daily cosy comforts to create an atmosphere of sanctuary, warmth and community. This is an ideal environment to create for our students - somewhere they can relax, find comfort, be still, and ultimately be inspired to learn. For more information, I would recommend reading <i>The Little Book of Hygge</i> available worldwide. Some ideas to get the students cosied up could include;</p> <ul style="list-style-type: none"> <li>-Fairy lights decorating the space</li> <li>-Shoes off and only socks!</li> <li>-Comfy cushions and blankets to snuggle up with</li> <li>-Streaming a wood fire on the iPad</li> <li>-Book Buddies (cosy/fluffy toys for students to cuddle whilst they listen)</li> </ul> <p>Once all settled in you read the students the story of The Three Little Pigs (hopefully this is a fairy tale they are yet to come across!) Ask them to consider how they might change the ending and have them feedback to you. Older students could explore Greek myths or the origins of the darker fairytales such a The Little Mermaid and give them 10 mins independent work to write their new version and then feedback to the class.</p>	<p><b>10-15 mins</b></p>
<p><b>R&amp;R</b></p> <p>Screen share on Zoom a copy of The Revolting Rhymes Three Little Pigs, which of course changes the ending to hilarious effect and links our other poem in as well. Select some confident readers to take us through the poem and share our thoughts. Explain that these scripts will be added to an online platform for the students to keep as we will learn lines outside of class time so they don’t need to rely on scripts.</p>	<p><b>10 mins</b></p>
<p><b>Cool down and reflection</b></p> <p>Select one or two students to complete their challenge from the challenge box. This is a lucky dip box which I prepare from the start of term. Each child picks a challenge out of the box. It can be anything, from reading a joke to performing a monologue (depending on age and ability). Each week, two to three people will be asked to perform their challenge. It’s a nice way to keep the group on their toes and keep people motivated as well as allowing some time “off mute” on Zoom. Ensure you have enough time to fully appraise the students for completing the challenge and receiving an applause from the class as a reward, or use the clapping sticker!</p>	<p><b>5-15 mins</b></p>
<p><b>Teacher reflection notes</b></p> <p><i>Did you achieve what you wanted by the end of the session?</i>  <i>Have all the students made progress?</i>  <i>Do you feel stressed, happy, excited, nervous?</i>  <i>Do you need to revisit anything next lesson?</i></p>	

**Age:** 7-14 years  
**Term:** Online/Zoom  
**Theme:** Fairytales  
**Lesson:** 7 of 12  
**Duration:** 45mins/1hr  
**Discipline:** Singing

**Lesson Objectives**

*What do you want pupils to learn?*

- 1) Understand what a phrase in music is
- 2) Practise walking a whole phrase of a song
- 3) Experiment with copying rhythm in music
- 4) Develop and improve confidence when singing in harmony
- 5) Play with word association and “sounds like”

**Skills Development**

*What skills are students developing to achieve the lesson objective?*

- 1) Musical understanding, musicality, breath control
- 2) Coordination, rhythm
- 3) Listening skills, observation, timing
- 4) Ear skills, musicality, communication, sharing, teamwork, confidence, performance skills
- 5) Language skills, listening, quick thinking

**Differentiation**

*All students will: Understand what we mean by a “phrase” in music. All students will practise stamping out a pulse.*

*Most students will: Be able to maintain a basic harmony against a teacher accurately for a phrase.*

*Some students will: Maintain an accurate harmony against the teacher and be sensitive to the overall ensemble sound.*

**Resources**

Sound system and Music/Backing Tracks

Piano/Keyboard

Sheet music (Giants In The Sky) to share using Zoom share screen feature, or lyric sheets depending on availability

**Sequence of learning**

Introduction: lead students in a reminder of our visual/aural cues and behaviour expectations. Hands up, palms to the screen = freeze (signal for stillness and silence). No un-muting on zoom, do not use online chat feature (safe guarding issue), raise hand if you want to share/say something, ensure adult/caregiver is with you in the house.

**Timing**  
**5 mins**

**Warm Up**

Lead students through rhythmic response. You won't be able to hear the students as they will be on mute but you can watch their hands. It's really important that this is practised prior to today's main session as it will directly feed into the work. Always ensure the rhythms are lead through call and response and if students are struggling to clap, they can always use two fingers taped onto the centre of the palm as the students may find that moving one limb is easier than having two come together.

**5 mins**

<p><b>Breath:</b> Explain that we are going to show a phrase of music with our bodies. A phrase is a section of the melody that give the impression of belonging together, almost like a sentence. To introduce the idea of a phrase share the lyrics or sheet music via share screen with the students. Then have them simply say the words all walking in one direction. From one end of their room to the other. When they get to the end of the phrase they have to change direction and begin to walk again. Encourage them to use their arms in an wave motion to help visualise the phrase. Complete this for the entire verse. Extend this activity by experimenting with saying the phrase all one breath and completing a silent “splat” breath (tummy relaxed, shoulders still) at the end of the phrase. Ensure this all completed just through speech initially as it’s important for students to appreciate that singing and speaking are one and the same.</p> <p><b>Siren:</b> Have students repeat the magic finger exercise by following your finger vocally. The higher in the air the finger is, the higher their pitch is.</p> <p>Complete your warm up with some arpeggios, taking time to go up and down the scale and some challenging tongue twisters.</p>	<p><b>10 mins</b></p>
<p><b>Technique practice</b></p> <p>Teach the students the traditional folk song; My Bonnie Lies Over The Ocean. This song is brilliant for exploring harmony and musical steps as it uses such an easily recognisable interval in it’s chorus. Start off with a fun exercise to explore the use of plosives in the song. Once the students have learn the song ask them to start off sitting on their chairs. Everytime they use a B word such as Bonnie they must stand up, then sit down on the next B word and so on. Start off slowly and gradually speed up so that by the time you get to the chorus it absolute musical mayhem!</p> <p>Bring Back Bring Back oh Bring Back my Bonnie to me to me up down up down up down up</p> <p>Add to the challenge by asking students to perform solo or dividing the class in half and taking them off mute. One group will sing the verse whilst the other start off on the chorus - it’s thoroughly difficult and the delay in sound will add to the hilarity.</p>	<p><b>5 mins</b></p>
<p><b>Main Focus</b></p> <p>Teach song using Call and Response and share screen. Be really clear using a hand signal or conducting baton when you want the students to listen and when you want them to sing (but keep them on mute!) Teach section by section using the online annotate tool on Zoom to highlight which part you want to focus on. Add to the challenge by including you (the teacher) on the harmony line. See if students want to try to sing solo, or with you as a duet. As an added incentive for more mature students, during the week, encourage them to share videos or mp3s of their performance (filmed and approved by caregivers) to an online platform such as Dropbox so you can feedback on their progress.</p>	<p><b>10 mins</b></p>
<p><b>R&amp;R</b></p> <p>Use signal for freeze to re-focus the students. Pass a word around the Zoom, such as “tea”. Following this, have each student say a different sound that rhymes with tea or at least sounds like it. Encourage students to be creative in their choices; it doesn’t necessarily have to be a word for this exercise to work we just want the students to understand and replicate the same sounds. So “Gree, Zee, Ree” are all as acceptable as “Tree, Three or Me”. Older students could perhaps play a round of “Spot The Intro” asking them identify different genres of music or types of instrument.</p>	<p><b>5 mins</b></p>
<p><b>Cool down and reflection</b></p> <p>Lead the students through our weekly cool down, by reversing the warm up (sirens, breath work, stretch etc) before our final goodbye song. This could be something fun like “So Long, Farewell” or “Goodbye Yellow Brick Road” but it’s just a musical cue they can all join in with to send us out singing!</p>	<p><b>5-10 mins</b></p>

### **Teacher reflection notes**

*Did you achieve what you wanted by the end of the session?*

*Have all the students made progress?*

*Do you feel stressed, happy, excited, nervous?*

*Do you need to revisit anything next lesson?*

**Age:** 7-14 years  
**Term:** Online/Zoom  
**Theme:** Fairytales  
**Lesson:** 7 of 12  
**Duration:** 45mins/1hr  
**Discipline:** Dance

**Lesson Objectives**

*What do you want pupils to learn?*

- 1) Warm up bodies safely in our weekly cardio warm up
- 2) Talk through a stretching process with a prop
- 3) Walk the “taperope” from the corner
- 4) Consolidate student led learning in our second routine, inspired by Matthew Bourne’s Cinderella

**Skills Development**

What skills are students developing to achieve the lesson objective?

- 1) Routine, sense of safety, memory
- 2) Technical knowledge and understanding, companionship
- 3) Balance, transfer of weight, eyeline
- 4) Creativity, improvisation, contemporary dance, lyrical movement

**Differentiation**

*All students will: Practise zipping up through the body and pointing their feet as they cross the space.*

*Most students will: Thrive working in a group environment and be able to create basic movements inspired by the visual stimuli.*

*Some students will: Take a leadership or choreographic role in the group exercise and be able to count the steps out accurately.*

**Resources**

Sound System and Music  
 Towel or T-Shirt  
 Matthew Bourne video clip (additional files)

**Sequence of learning**

Introduction: lead students in a reminder of our visual/aural cues and behaviour expectations. Hands up, palms to the screen = freeze (signal for stillness and silence). No un-muting on zoom, do not use online chat feature (safe guarding issue), raise hand if you want to share/say something, ensure adult/caregiver is with you in the house. Assign a Dance Captain that could be appointed at the end of each session, it’s their job to facilitate these rules, eg no un-muting, clear space to move around in and wearing shoes!

**Timing**  
**5 mins**

**Warm Up**

Lead the student’s through a cardio warm up, starting with getting the blood pumping fast. We need to increase the heat in our bodies. Then, work from the head down to ensure each part of the body is warm and ready to work. This can be dance, fitness or yoga based but it should definitely have some great music! Aim to increase the challenge for students by speaking and instructing during this section less each week to help promote individual thought.

**10 mins**

<p><b>Weekly Challenge:</b> Include a challenge each session so the students have something to aim towards. This could be as simple as getting further in our splits or achieving a proper push up. When stretching, encourage students to use props to help with flexibility, such as a T-shirt or towel.</p>	<p><b>5 mins</b></p>
<p><b>Corner work/technique practice</b> Ask students to complete simple exercise such as kicks, turns or leaps, travelling across the screen so you can assess them individually. With younger students, I recommend doing this a cappella but more mature students can have the added challenge of the matching the musical beat.</p>	<p><b>5 mins</b></p>
<p><b>Main Focus</b> Inspire the students by screen sharing the video clip of Matthew Bourne’s Cinderella (available on YouTube). This piece is of course classical ballet based but its main purpose is to tell a story. Ask students to see if they can identify what part of the fairytale is being shown? Follow this by having the students work independently to create a movement story. It can be as simple as making a cup of tea. Can the other students guess what is happening? Add to the challenge by including set steps or techniques from our corner work, such as kicks or turns. This section can then be included in the routine as a set improvisation, spotlighting each student in turn or link it all together, having each student teach their movement section to create an entire piece! You don’t necessarily have to use Prokofiev’s music for this routine. The more lyrical music from Patrick Doyle’s recent film score is also wonderful and slightly shorter. If teaching a routine straight from scratch, use lots of descriptive imagery as the visual may not be as clear and make sure the camera captures your whole body - especially feet!</p>	<p><b>10 mins</b></p>
<p><b>R&amp;R</b> Invite the students to compete in a Scavenger Hunt! Give the students 3-5 objects they need to find and show you on the screen. This could be as simple as a “teaspoon” or a “toothbrush”. First student back gets the most points! The reward could be that next week, they get to pick the objects that you (the teacher) has to locate!</p>	<p><b>5 mins</b></p>
<p><b>Cool down and reflection</b> Lead the students through a cool down, allowing breath to settle, stretching out any muscles we used and possibly using some form of meditation. Announce who will be your Dance Captain for the next session (maybe a student who came close to winning in the previous activity.) Film any tricky bits of choreography to be uploaded to a sharing platform such as Dropbox so students can practise, or write the steps down, featuring images if you like.</p>	<p><b>5-10 mins</b></p>
<p><b>Teacher reflection notes</b></p> <p><i>Did you achieve what you wanted by the end of the session?</i>  <i>Have all the students made progress?</i>  <i>Do you feel stressed, happy, excited, nervous?</i>  <i>Do you need to revisit anything next lesson?</i></p>	