

ACT 1: Setting Description

Summary of Act 1:

Orsino and Olivia

Duke Orsino loves Lady Olivia, but his love is not returned. Olivia sends Orsino a message saying that she can never love him and that she is still mourning the recent death of her brother

Shipwrecked in Illyria

Viola and her twin brother Sebastian are travelling on a ship when it sinks. Viola thinks that Sebastian has drowned. She is washed onto the shore of Illyria with a few of the crew. The captain helps Viola dress as a boy to get a job with Duke Orsino- the Duke of Illyria.

Viola Falls for Orsino

Viola disguises herself as a boy and calls herself Cesario. She works for Orsino who tells Viola about his love and longing for Olivia. He sends Cesario (Viola) to convince Olivia but Viola falls for the Duke herself.

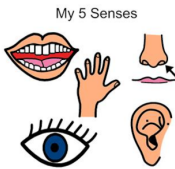
Olivia Falls for 'Cesario'

Viola does as Orsino asks and goes to see Olivia. Olivia tells 'Cesario' that she does not love Orsino. After 'Cesario' leaves Olivia realises that she has fallen in love with 'Cesario' and asks her servant Malvolio to send a message to 'Cesario'.

Week 1 - Lesson 1: Storm Soundscape (Drama Lesson)

Learning Intention	To generate language and to create a soundscape for a setting
Key Vocabulary	soundscape, conductor, orchestra, body percussion, adjective, noun, onomatopoeia, volume
Activities/ Lesson	<p><u>Introduction</u></p> <ul style="list-style-type: none"> - Explain that the play Twelfth Night begins with a shipwreck. Viola and Sebastian (twin brother and sister) are on the ship when they are separated and Viola ends up shipwrecked on Illyria with a few crew. Viola thinks that her brother Sebastian has died during the ordeal. - Tell the children that we are going to spend this week focusing on the shipwreck that happens at the beginning of the play. Ask them how they think a ship becomes shipwrecked. - Suggest to them that there was probably a huge storm at sea which led to the event. - Show the children a picture of a ship in a storm (see resources) and have a quick discussion. Explain that in today's drama lesson we will work in groups to produce a soundscape of the storm. <p><u>Warm Up</u></p> <ul style="list-style-type: none"> - Ask the children to stand in a circle and tell them to use their bodies or voices to create quiet sounds (blowing, tapping on a part of the body, rubbing hands together, clicking, stamping feet etc). Give them a minute to explore making different sounds. - Tell the children that you will be the 'conductor' and they are the orchestra that you will show them the volume of the sounds using your hands as a gauge of volume. - Practise this with the children so that they understand how to adjust their volume gradually. - Conduct the children to create the warm-up soundscape- starting off with silence, building up to the peak of the storm and back down to silence again. <p><u>Main Activity</u></p> <ul style="list-style-type: none"> - Split the children into groups of 3 and give each group one of the Drama Soundscape Nouns (see resources). It is ok if more than one group has the same. - Ask the children to come up with an adjective to go before their noun e.g. angry waves, terrified sailors, towering mast. - Now ask them to come up with onomatopoeic words to go with the phrase e.g. angry waves thrash, splash, towering mast creak, crack. Ask the children to write their phrase onto their piece of paper. - Once they have their adjective, noun and onomatopoeia tell them to practise saying their phrase repeatedly as a group at different volumes. Ask each group to perform their phrase to the rest of the class so that everyone is exposed to the language. - Once the children have had time to practise their phrase tell them that they can incorporate some body percussion or actions to their phrase. Give them time to practise this. - Explain that this time when you point to a group you are signalling for them to start repeating their phrase and when you show them a stop sign with your hand you are asking them to stop. - Practise this with them. After some practice use your hands to manipulate their volume by raising and lowering your hands. - When the children are clear on their phrases and actions, put everything together and conduct your 'storm' of phrases. - The performance could be recorded for the children to watch back. - Make a record of the phrases from each group so that you have a record of the language created by the children.
Notes for Teachers	- Keep the phrase created by each group to remind the children of the language generated which could be used later on in the week. Ideas can be displayed on the classroom working wall.
Resources	<ul style="list-style-type: none"> - A picture of a ship in a storm (see resources) - Drama Soundscape Nouns (see resources) - A piece of paper per group with one of the following; waves, sailors, mast, sails, wind, rain, thunder, lightning (see resources)

Week 1 - Lesson 2: Using Your Senses

Learning Intention	To describe a setting using the sense
Key Vocabulary	describe, setting, scene, senses, see, hear, smell, touch/feel,
Activities/ Lesson	<p><u>Introduction</u></p> <ul style="list-style-type: none"> - Show the children some pictures of a ship in a storm (see resources). - Ask the children what they can see and give them time to talk to their partners. <p><u>Main Teaching</u></p> <ul style="list-style-type: none"> - Explain to the children that when we are describing something we can imagine that we are in the scene. Not only do we describe what we can see but we should also describe a setting using our other senses: <div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> • hear • smell • taste • touch/feel <div style="margin-left: 20px;">  </div> </div> <ul style="list-style-type: none"> - Show the children the following video clip from 2:45 and stop at 3:27. https://www.youtube.com/watch?v=A9f8T5GF784&t=177s - Ask the children what they saw and heard. - Ask the children what they would be able to smell in the scene. - Ask the children what the sailors would have felt on their skin (cold, wet, salt water stinging) and what they would have been feeling inside (terrified, panic, <p><u>Independent Activity</u></p> <ul style="list-style-type: none"> - Children create their own mind map of what they can see, smell, hear, taste and touch/feel. - Some children will enjoy the freedom to create their own mind map of ideas while others might want to use a template (see resources).
Notes for Teachers	<ul style="list-style-type: none"> - In this lesson, the children are encouraged to use their imagination to immerse themselves into the setting that they will be writing about at the end of the week. - Allow lots of time for children to look at pictures and watch the video more than once if needed to get the children enthused and talking.
Resources	<ul style="list-style-type: none"> - Video clip from 2:45 and stop at 3:27 https://www.youtube.com/watch?v=A9f8T5GF784&t=177s - Five senses template (see resources)

Week 1- Lesson 3: Personification and Similes

Learning Intention	To use personification to describe a setting
Key Vocabulary	personification, mood, violent, aggressive, verbs, simile, like, as, compare, position
Activities/ Lesson	<p><u>Introduction</u> - Explain to the children that we are going to learn and practise different language devices to help us write a setting description at the end of the week. Today the focus will be on personification and similes</p> <p><u>Main Teaching- Personification</u> - Show the children different pictures of a ship in a violent storm (see resources). Challenge them to talk with their partners to spot as many things as they can see in each picture. - Explain that personification is when we give human qualities to something that is not a human. Give the children a few examples of personification on the board and discuss each example so that they understand. - Refer to the pictures and tell them that we are going to generate violent verbs to describe the storm. Explain the word violent. - Have the word 'violent verbs' in the middle of the board and model writing the violent verbs 'smashed', 'punched' onto the board. - Give the time for the children to come up with more violent verbs with their partners and write these down on the board (e.g. strangled, attacked, punched, kicked, ravaged, stabbed, ripped, tore, threw, gripped, tossed). - Spend some time acting out the verbs with the children if they are unfamiliar with any of them. Make sure that the children have the opportunity to say the verbs aloud. - Tell the children that we are going to use these violent verbs to personify some of the things that we can see in the storm (e.g.waves, wind, storm, lightning). - Pick an element of the storm and personify it with a violent verb</p> <p><u>Main Teaching- Similes</u> - Give the children examples of similes and discuss each simile so that they can distinguish what is being compared. <i>The snake moved like a ripple on a pond.</i> <i>It was as slippery as an eel.</i> <i>Jess is as graceful as a gazelle.</i></p> <p>- Explain that today we will create similes to describe the storm. - Show the children the following starters and allow children time to generate their own ideas to finish the sentences. <i>The waves were as tall as...</i> <i>The wind was as fierce as...</i> <i>The lightning lit up the sky like...</i> <i>The thunder was as loud as...</i> <i>The ship rocked like a...</i></p> <p>- Point out that similes can be used at the end of a sentence or at the beginning and model both e.g. The thunder was as loud as a hurtling train / Like a hurtling train, thunder echoed through the sky.</p> <p><u>Independent Activity</u> - The children can go back to their tables to generate their own sentences using personification and similes. Make sure that the children have access to the elements of the storm that they have to personify and a list of violent verbs that they can use.</p> <p><u>Plenary</u> - Ask the children to share their sentences and read them aloud to the class.</p>

	- The class teacher can collect some of the sentences for the working wall so that the children can refer back to this later on in the week.
Notes for Teachers	- Display examples of similes and personification on the working wall so that they can see the learning journey throughout the week.
Resources	- Ship in storm pictures (see resources)

Week 1 - Lesson 4: Relative Clauses and Onomatopoeia

Learning Intention	To write effective sentences for a setting description
Key Vocabulary	relative clause, embedded, middle, commas, onomatopoeia
Activities/ Lesson	<p><u>Introduction</u></p> <ul style="list-style-type: none"> - Tell the children that we are going to practise using relative clauses and onomatopoeia today and that the ideas we come up with today can then be used in our setting descriptions. <p><u>Main Teaching- Relative Clauses</u></p> <ul style="list-style-type: none"> - Explain that a relative clause is used to add extra information. - Explain that a relative clause can be used at the end of a sentence or embedded in the middle of sentence. - Teach the children that relative clauses start with a relative pronoun and the most common ones are who, which, where, when, whose, that. - Tell the children that today they will be expected to write their own sentences to describe the sailors on the ship and the sentences must include a relative clause embedded in the middle. - Display this sentence on the board The sailors, who scrambled helplessly around the deck, were being battered by the ferocious waves. - Ask the children the following questions: <ul style="list-style-type: none"> • <i>Can you underline the relative clause?</i> • <i>Which relative pronoun is used and why? (as we are writing about the sailors today the relative pronoun that they will use in their sentence today will always be 'who')</i> • <i>What punctuation surrounds the relative clause on both sides? (commas are used on either side of a relative clause which is embedded in a sentence).</i> • <i>Does the sentence still make sense if we take the relative clause out of the sentence? (Yes, the sentence should still make sense when you take the relative clause out of the sentence). e.g. The sailors were being battered by the ferocious waves.</i> - Ask them to help you write another sentence about the sailors that includes an embedded relative clause. <p><u>Main Teaching - Onomatopoeia</u></p> <ul style="list-style-type: none"> - Refer back to the drama session and present children with some of the onomatopoeia that they produced as part of that lesson (e.g. snap, crack, split, splinter, crash, splash, whosh, swish, sizzle, slosh). - Recap that onomatopoeia is a word that sounds like what it means. - Model the using onomatopoeia to describe the ship in the storm: Crack! Snap! The lightning slashed the towering mast and threw it onto the poor sailors below. - Ask the children to help you write using the same structure of this sentence. <p><u>Independent Activity</u></p> <ul style="list-style-type: none"> - Children write 4 sentences that include an embedded relative clause about the sailors - Children write 4 sentences that include onomatopoeia. <p><u>Plenary</u></p> <ul style="list-style-type: none"> - Allow children time to peer assess each other's writing. Encourage the children to check that the relative clauses are marked by commas and whether the sentences still make sense when the embedded relative clause is taken out.

Notes for Teachers	- Display a selection of sentences showing relative clauses and onomatopoeia on the working wall to remind the children of their learning journey.
Resources	- Some children may find relative clauses tricky and might need stem sentences with the relative clause taken out so that they can fill in the relative clause. e.g. The sailors, <u>who</u> _____, held their breath as they were battered by the waves.

Week 1 - Lesson 5: Setting Description

Learning Intention	To write a setting description
Key Vocabulary	setting description, language devices, five senses, personification, similes, onomatopoeia, relative clauses, violent verbs
Activities/ Lesson	<p><u>Introduction</u></p> <ul style="list-style-type: none"> - Tell the children that today they are going to take all the things that they have learnt throughout the week to write a setting description of the Viola and Sebastian's ship in a storm. - Show the children the video clip again (from 2:45 and stop at 3:27) https://www.youtube.com/watch?v=A9f8T5GF784&t=177s <p><u>Main Teaching</u></p> <ul style="list-style-type: none"> - Remind children that we should describe using a range of senses to paint the most vivid picture for the reader. - Recap the personification and similes that the children came up with in lesson 3 and remind the children of examples where similes can be placed at the end or beginning of a sentence. - Recap relative clauses and onomatopoeia from lesson 4. - Show the children a good model of a setting description describing the ship in the storm. This needs to be prepared by the teacher prior to the lesson. The model should demonstrate all the language devices and sentence types learnt by the children throughout the week and should be an ambitious example that the children can aspire to. - Allow children time to read it in pairs and ask them to spot <ol style="list-style-type: none"> 1) description based on the different senses 2) a relative clause to describe the sailors 3) onomatopoeia 4) personification 5) simile - Highlight the features spotted by the children. - Explain that they are going to write their own setting description and their job is to include the language devices/sentence types that they have learnt this week. <p><u>Independent Activity</u></p> <ul style="list-style-type: none"> - Children write their setting description. Provide the children with a checklist (see above) so that they can tick off each language device/sentence type when they have used it. - Allow children to read their setting descriptions to the class while you play storm sound effects in the background https://www.youtube.com/watch?v=9sMKG2dx0r4&t=7741s
Notes for Teachers	<p>To prepare <u>before</u> the lesson:</p> <ul style="list-style-type: none"> - A model setting description. This needs to be prepared by the teacher prior to the lesson. The model should demonstrate all the language devices learnt by the children throughout the week and should be an ambitious example that the children can aspire to. 2) A checklist of what the children need to include in their setting description should be available while the children are writing .
Resources	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=A9f8T5GF784&t=177s - A model setting description (see above for details). - A checklist of what the children need to include in their setting description. This should be

	available to them while they are writing. - Storm sound effect https://www.youtube.com/watch?v=9sMKG2dx0r4&t=7741s
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Resources

Drama Soundscape Nouns

waves

sailors

mast

sails

wind

rain

thunder

lightning



Resources

Ship in Storm Pictures



Source: Literacy Shed



Source: Pond5



Source: Wallpaper Flare

Resources

Five Senses Planning



...hear.



...see.



...touch.



...taste.



...smell.