

# Fairytales and Pantomime

## Driving Question:

### **Are Fairytales still relevant today?**

In this theme, students will investigate how various classic stories connect to our modern world. To be able to answer the driving question, students will investigate the characters, narratives and themes of different fairy tales and see if they can still relate to our current times. There is a large focus on creative skills in this theme, as well as communication literacy. Students will explore well-known stories such as Cinderella and Beauty and the Beast, as well as lesser known stories such as Bluebeard or classic Shakespeare texts like Macbeth.

Students will develop their various skills that can be used across different subject areas such as text analysis and annotation when completing reading exercises. They will also develop their teamwork and problem-solving skills when working on performance tasks in Pantomime.

In this theme I will learn...

- How to find morals and meanings in fairy tales
- The various features, conventions and characters that are typical within fairytales.
- How to use dramatic techniques such as narration and still image within performance and to explore narrative.
- Key details of the characters and themes of the classic story of Beauty and the Beast.
- Compare and contrast the character of Maleficent in the original fairy tale of Sleeping Beauty against the modern retelling of the story.
- Detailed knowledge about the story of Macbeth by William Shakespeare including the moral of the play and exploring its relevance today.
- The story of Bluebeard and how to retell this tale in a new style
- How fairy tales have evolved over time to become more suitable to the modern world.
- The stock features and characters of a pantomime and some of the performance skills to present one to an audience.
- The typical features of a biography and sentence structures used within them
- The cultural significance of Wilhelm Grimm and how this links with fairy tales as we know them today.

In this theme the skills I will develop will be...

- How to analyse artwork and other stimuli to find deeper or hidden meanings.
- Confidence in presenting pieces of performance work to an audience
- How to evaluate other people's contributions in their own practical work.
- Detailed analysis of a character from a piece of classic literature.
- Contextualise a classic story in the modern world.
- Present information that compares different versions of the same character.
- How to identify and analyse the theme of a piece of literature in relation to its subjects, characters and plot.
- How to annotate a text with a specific purpose in mind.
- How to discuss a written text by citing examples to support your answer.
- How to create a piece of persuasive writing.

- How to recreate a story in a different style.
- Writing a fractured fairy tale using a range of traditional and adapted features.
- Performance skills such as facial expressions and physicality.
- Writing a biography about a character from a text.
- Applying information from sources and own knowledge to answer a specific question.

Competencies studied as part of this theme:

Competency	Emerging	Developing	Proficient	Advanced
PS.PE.01: Appreciates a variety of artistic forms and states the relevance of the art to one's own life.	Lists design elements. Recognises some famous works of art.	Lists design elements and makes connections to works of art.	Describes design elements of a variety of art forms. Describes unique art in historical and cultural contexts.	Reflects and presents on participation in a fine arts event that includes unique design elements and cultural significance.
PS.HL.04: Recognises how attitude, behaviour, and social choices affect one's personal well-being and self-esteem	Begins to reflect on self-esteem and recognises the power of attitudes, behaviours and social choices..	Reflects on self-esteem through discussion of reactions to attitudes, behaviours and social choices.	*Connects self-esteem to attitudes, behaviours and social choices identifying steps to build a stronger self-esteem.	Demonstrates ways that individual self-esteem can influence family, community, and/or beyond.
PS.PR.01: Defines and demonstrates respect for self, others, and property.	Lists one personal strength. Lists one personal area for improvement.	Lists some personal strengths. Lists some personal areas for improvement.	*Lists many personal strengths. Lists many personal areas for improvement. Discusses ways to improve.	Assists someone else in areas of improvement. Share personal strengths with others.
PL.IE.01: Undertake a self-directed research project: planning, researching and collating information around a chosen topic or concept.	Students use a range of given resources.	Students select appropriate resources from a given set with some guidance.	*Students select well from a set of given resources.	Students make full use of given resources identifying where further information can be found.
CL.WP.02: Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice)	Limited awareness of purpose and audience. May use simple linguistic devices, such as the rhetorical question and lists, but not always appropriately. Register may vary between formal and colloquial or slang, sustaining neither.	Shows awareness of the purpose of the writing. May use limited range of linguistic features, but repetitious. Attempts to write in a register which is appropriate for audience.	*Shows awareness of the purpose of the writing and intended audience. Uses some linguistic features appropriate to purpose. Register appropriate but formulaic or clichéd.	Shows awareness of purpose and audience. Increasing experimentation with linguistic features, mostly accurate. Register appropriate to audience.
RL.ID.01b: Make logical inferences from texts	Little evidence of meaning made beyond the literal and explicit. May make some simple deductions, eg identifying a character's fear or happiness from their facial expression or actions.	Makes largely accurate, generalised inferences from the text but may not be able to identify their specific source, eg infers the writer's broadly negative opinion of their subject.	*Makes largely accurate, generalised inferences from the text and is increasingly able to locate their origin, eg a specific sentence in which the writer implies a negative opinion of their subject.	Beginning to draw inferences and deductions from specific evidence in the text, eg making judgements about a character inferred from their dialogue or actions.

	Entry Level Proficient	Entry Level Advanced	Emerging	Developing	Proficient
RL.PV.02: Analyse the writer's main point of view and likely intention and summarise the key supporting details and ideas	Retell key details of stories and demonstrate understanding of the central ideas	Identify the main theme of a multi-paragraph text as well as the focus of specific paragraphs within the text and determine the central message, lesson or moral	Determine the main idea or theme of a text, recount the key details and explain how they support or convey the main idea/theme or central message	Determine the main theme or idea of a text and explain how it is supported by key details; summarise the text.	Determine two or more main ideas or themes of a text and explain how they are supported by key details; summarise the text (including how characters in a story or drama respond to challenges).
Competency	Emerging	Developing	Proficient	Advanced	
RL.ID.01: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
*TL.IT.01: Explain, demonstrate and justify the use of Information Technology.	Simple comic created in Comic Life, which has been saved and uploaded. Help was needed along the way, and the quality is not as good as I imagined.	Comic created in Comic Life with some comic features such as inserting images and title used. However these don't always improve the overall look of the piece. Work is saved and uploaded. Help was needed	Comic created in Comic Life which demonstrates a wide variety of the software's features, such as titles, images, colour and speech bubbles. Pupils have included at least to two advanced comic life tools such as effects and styles. Overall the quality is close to how I imagined, and has been achieved through a process of trial and error. Both plot and moral of the fairy tale has not been lost in the production .	Comic created in Comic Life to a high standard. All pictures used fit and flow well from one to the other. A range of appropriate software features have been used, such as titles, images, colour and speech bubbles. Pupils have included several advanced tools such as image effects, shadows and styles to contribute to a high quality piece of work. All of which has been achieved through a process of trial and error with no additional help needed. Both plot and moral of the fairy tale are clear to all	
CL.EI.03 To express yourself in an innovative manner. Either independently or collaboratively.	Beginning to add details expands or develops ideas with assistance.	Adds details, expands or develops ideas with assistance.	Expands, develops and embellishes ideas by adding details.	Expands, develops and embellishes ideas by adding details and making changes.	
*RL.PV.02: Analyse the Writer's main point of view and likely intention and; summarise the key supporting details and ideas.	Determine the writer's main point of view or likely intention and make broad comments which recognise that texts are shaped for different purposes and audiences	Determine writer's overall likely intention and intended audience summarise the text.	*Determine the writer's likely overall intention and audience, though this may be largely drawn from recognition of form or text type rather than the text itself ; summarise the text	Determine clearly the writer's overall purpose and likely intention and responds to it, though with limited explanation. Provide a summary of the text (including how the author chooses to present information)	

<p>*CL.WP.04: Write with technical accuracy of syntax and punctuation. Varying sentences for clarity, purpose and effect (Sentence Fluency).</p>	<p>Writes simple and compound sentences (some complex with errors). Writes with some control of agreement, punctuation and sentence construction.</p>	<p>Uses a variety of sentence forms linked in a variety of ways (some subordination with errors). Writes with some control of agreement, punctuation and sentence construction.</p>	<p>*Uses a variety of sentence forms and structures (mostly accurate). Writes with control of agreement, punctuation and sentence construction.</p>	<p>Accurately uses a variety of sentence forms and structures with more sophisticated conjunctions. Writes with control of agreement with punctuation and sentence construction for effect.</p>
<p>*C.DR.01: Using a range of dramatic approaches to explore ideas, texts and issues</p>	<p>Plans dialogue and events to interpret key ideas and issues. Participates in the performance of plays to engage the interest of an audience in school.</p>	<p>Make contributions to the devising and performance of a play for a specific audience.</p>	<p>**Explores ideas, texts and issues through a variety of dramatic approaches and conventions. Takes active role in shaping groups performance.</p>	<p>Uses specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and themes. Takes lead role in shaping groups performance.</p>
<p>SE.HS.01: Analyse periods of historical continuity and change.</p>	<p>Describe an event that led to a period of historical change within a chronological framework.</p>	<p>Explain a period of historical continuity or change within a chronological framework</p>	<p>Beginning to analyse periods of historical change and continuity within a chronological framework</p>	<p>Analyse periods of historical change and continuity within a chronological framework</p>
<p>*CL.WP.03: Organise and present whole texts effectively, sequencing and structuring ideas, information and events (Organisation)</p>	<p>Shows evidence of erratic paragraph structure, with little use of discursive markers (connectives). Shows limited structural features.</p>	<p>Some attempt to write in paragraphs. Attempts at some structural features with occasional success. Some ideas in logical sequence.</p>	<p>*Some attempt to write in paragraphs, beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers (connectives). Shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate. Presents a number of related ideas in an increasingly logical sequence.</p>	<p>Paragraphs mostly accurate with range of discursive markers (connectives). Structure appropriate for purpose with some specific language features. Presents a number of related ideas in a logical sequence.</p>