



Fairytales

Recommended year group: Year 7

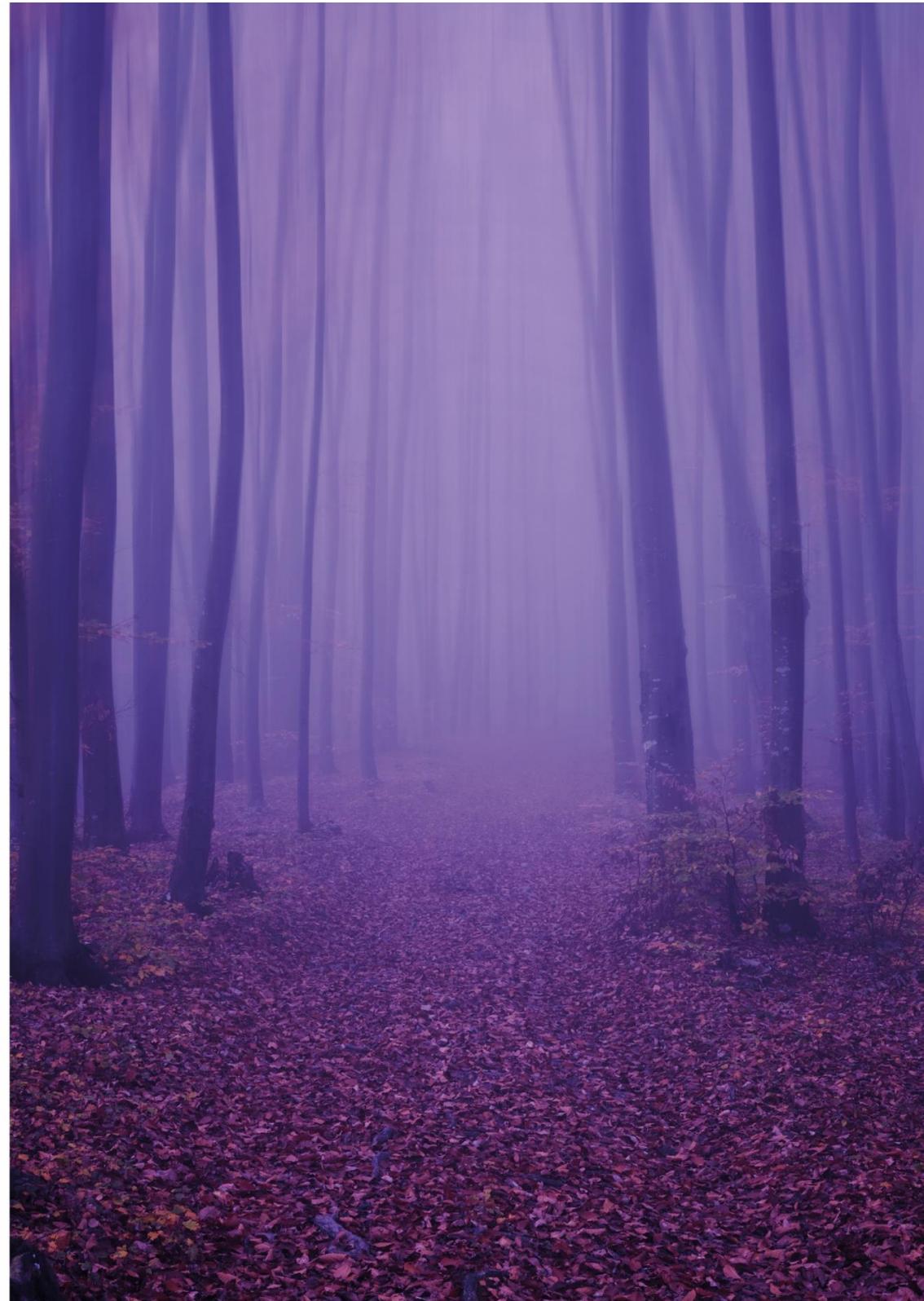
Subject focus: Art, Drama, English

Driving Question

Are Fairy Tales relevant today?

Introduction

The intention of this theme is to complete a depth study of Shakespeare's *A Midsummer Night's Dream*. Students will complete character and language analysis with a focus on being able to cite specific textual evidence. Furthermore, students will need to use their creative skills to create fairy tale settings and perform to an audience. Students will then need to use this knowledge to explore fairy tales around the world and to assess their relevance today.



Assessment outcomes

Lesson 2: Conventions of a fairy tale

Lesson 3: Entertainment news

Lesson 5: Big Read Love's Cruel Sting

Lesson 6: Settings Mood Board

Lesson 7: Big Write Descriptive Settings

Lesson 12: Driving Question answer

Key vocabulary

Actor, adjective, adjudicator, adverb, analysis, audience, characters, choreographer, context, conventions, costume designer, crew, depth, description, differences, dimensions, director, diversity, dream, editing, ending, entertainment, epilogue, evidence, exclamatory sentence, expectations, exposition, extended metaphor, freeze frame, genre, gossip, iambic, impact, inference, interpret, juxtaposition, language, light technician, love, lovesick, marketing officer, materials, metaphor, mood board, morality, narrative, noun, pentameter, perform, personification, playwright, qualifications, quotations, relevance, representation, resolution, rhetorical question, roles, segment, senses, set designer, setting, shading, similarities, sketch, skills stage, stereotypes, stereotypical, stimulus, structure, synonym, theme, verb, vocabulary

Linked reading

- *Grimms Fairy Tales* by Jacob & Wilhelm Grimm, 2016 edition – Students explore a variety of fairy tales collected by the brothers. Reading the book will add wider depth and context to their understanding in this theme.

Flipped learning opportunities

- **Lesson 1:** Read the plot summary for the first part of the play – Act 1, Scene 1 to the end of Act 2, Scene 1 and answer the questions to be done by lesson 2.
- **Lesson 1:** Collect materials for mood board. To be done for lesson 6.
- **Lesson 2:** Read Act 1, Scene 1 of *A Midsummer Night's Dream*. Note down any of the key words you are uncertain of and check their meaning. To be done by lesson 3.
- **Lesson 3:** Read Act 1 Scene 2 and Act 2 Scene 1 of *A Midsummer Night's Dream*. Answer the questions. To be done by lesson 4.
- **Lesson 8:** Read Act 5, Scene 1 of the play. Watch the video on the theme of 'dreams' and identify two quotes from this scene that fits in with this theme. Learn about Sigmund Freud and his theories of psychoanalysis and dreams. To be done by lesson 9.



People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:** Provides a visual representation of a fabulous tour of favourite fairy tales from around the world.
- **Time:** highlights of the history of fairy tales. Students will explore some of this in more detail during a lesson. They provide students with further context and depth of the history of fairy tales.

Family learning opportunities

'Believe it or not' and 'Once Upon a Time' activities allow students to complete quests with friends, family or guardians outside of the classroom environment. These activities are engaging and provide additional context to the lessons studied in the theme.

Ideas for discussion at home:

Discuss fairy tales that you may have read to your child when they were younger. What can they remember? Ask whether they can attach a message to any classic fairy tales.

Extended learning opportunities

Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons:

[Wandeling door het Sprookjesbos 🤖 - Geniet thuis van de Efteling - YouTube](#)

<https://www.shakespearesglobe.com/discover/about-us/virtual-tour/>

<https://www.shakespeare.org.uk/visit/shakespeares-birthplace/>

Cultural capital suggestions

Read: A Midsummer Night's Dream – William Shakespeare

Look: <https://www.amazon.co.uk/A-Midsummer-Nights-Dream/dp/B01GD2KOEK>

Russel T Davies offers a dystopian take on A Midsummer Night's Dream, with a twist ending.

Listen: William Shakespeare: Home school History - <https://www.bbc.co.uk/programmes/m000skm0> A brief history into the life and times of William Shakespeare

Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
Lesson 1: A Midsummers Night's Dream: A Shakespearean Fairy Tale	English	Discover the conventions of a typical fairy tale. Explore the connection between Shakespeare and fairy tales.	CL.SL.05: Develop and adapt discussion skills and strategies in formal and informal contexts (Group Discussion and Interaction).	English Understanding and using the conventions for discussion and debate, as well as continuing to develop skills in working collaboratively with peers to discuss reading, writing and speech across the curriculum.
Lesson 2: Conventions of Fairy Tales A Midsummer Night's Dream	English	Identify the conventions of a fairy tale from the exposition of A Midsummer Night's Dream. List the main events in the exposition of the story.	RL.PV.01: Cite specific textual evidence to support conclusions drawn from the text.	English Develop an appreciation and love of reading, and read increasingly challenging material independently through Shakespeare. Read critically through studying setting, plot, and characterisation, and the effects of these.
Lesson 3: Entertainment News: Love in Athens	English	Work collaboratively to create a realistic news segment. Use technology efficiently, safely and responsibly.	C.DR.02: Performing to an audience. (Performance Skills)	English Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.
Lesson 4: What is love?	English	Analyse the text, identifying and explaining the key features of the middle part of the story. Explain, interpret and examine key quotations on the theme of love.	RL.ID.01: Make logical inferences from texts	English Develop an appreciation and love of reading, and read increasingly challenging material independently through Shakespeare. Read critically through studying setting, plot, and characterisation, and the effects of these.

		Use iambic pentameter to create poetry.		
Lesson 5: Big Read Loves Cruel Sting	English	<p>Explain Helena’s thoughts and feelings in her speech in Act 1 Scene 1.</p> <p>Identify and interpret Shakespeare’s use of language to convey Helena’s thoughts and feelings.</p>	RL.ID.03 - Language Devices. Identify and interpret language devices, sentence forms, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.	<p>English</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through Shakespeare.</p> <p>Read critically through studying setting, plot, and characterisation, and the effects of these.</p>
Lesson 6: Creating settings	Art	<p>Explore different types of music and the emotion they evoke.</p> <p>Create rough sketches.</p> <p>Produce a mood board to gather inspiration for an art project.</p>	C.OI.02: Express a variety of relevant thoughts and ideas	<p>Art</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>
Lesson 7: Big Write: Descriptive Settings	English	<p>Determine the differences between descriptive and narrative writing.</p> <p>Practice my vocabulary, sentences and paragraphs for writing descriptively</p>	CL.WP.05: Word Choice: Select effective vocabulary appropriate to task and purpose.	<p>English</p> <p>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p>
Lesson 8: Careers in Theatre	PD	<p>Identify different roles within theatre.</p> <p>Research the necessary qualification, skills, and</p>	PD.CA.02: Experiencing the world of work	<p>Gatsby Benchmark 4:</p> <p>Linking curriculum learning to careers</p>

		<p>experience to successfully pursue a career in theatre.</p> <p>Application of job role skills.</p>		
Lesson 9: Happily ever after?	English	<p>Identify, explain and analyse the structure of A Midsummer Night’s Dream.</p> <p>Interpret the ending of A Midsummer Night’s Dream – happily ever after?</p>	RL.TS.01 - Structure of Texts. Analyse the structure of texts (Inc. characters, events and ideas), and how specific sentences, paragraphs, and sections of the text develop and relate to each other and the whole.	<p>English</p> <p>Reading a wide range of fiction and non-fiction. The range will include high-quality works from: Shakespeare.</p> <p>Read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p>
Lesson 10: Fairy Tales Comparison	English	<p>Identify and explain similarities and differences between 3 Fairy Tales.</p> <p>Design a future fairy tale</p>	CL.WP.01 – Write imaginative, interesting and developed texts (Ideas).	<p>English</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing.</p>
Lesson 11: Fairy Tales around the world	Geography	<p>Locate fairy tales on the world map.</p> <p>Explain the impact and relevance your Fairy Tale had had on today’s society.</p>	PL.TP.01: Collaborate with others to reach a common goal	<p>Geography</p> <p>Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world. Build on their knowledge of globes, maps and atlases.</p>
Lesson 12: Are fairy tales relevant today?	English	<p>Discuss a variety of reasons assessing the relevance of fairy tales.</p> <p>Conclude whether or not you think fairy tales are relevant today.</p>	PS.SC.02: Demonstrates examples of diversity, empathy, and equality from one's own life experiences.	<p>Citizenship</p> <p>Apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.</p>

