

A STORY IN A DAY

1. PLAN FOR 'THE ENCHANTED WOOD'

Working with 30 Y5/Y6 pupils from Penygloddfa Primary School, Newtown

In The Classroom

9.05 Introduction – 'we're going to learn and perform a story in a day'

- Show location map and photos of story site on the interactive whiteboard
- Tell the story (or read the 100-word précis).
- General discussion points:
 - Traditional fairies (very different from the modern view of fairies)
 - Atmospheric story
 - Importance of knowing your local stories

In The Hall

9.35 Retelling the story as a group

- Swoosh - a physical way of retelling and embodying the story.
 - The class stand in a circle. One child is asked to volunteer to begin retelling the story (allow help from other children as needed). As the story is told, go round the circle clockwise from the teller, each child moves into the middle to contribute to a freeze-frame from the story – this includes characters, but also trees, chairs, roads, houses etc as these aspects are mentioned. When every child except the narrator is in the freeze-frame, everyone says 'swoosh'. The freeze-frame is dissolved, the children return to standing in a circle, a different narrator is chosen to continue the telling and a new freeze-frame begun. Continue until the whole story has been retold.

10.00 – Developing and deepening appropriate vocabulary

- Dance sculpture - using the physical feeling to lead into vocal description.
 - The children stood in a circle. We played appropriate mysterious music and asked the children to listen to the music and, one at a time, move to the centre of the circle and become part of the forest – tree, bush, bramble etc. Each child must physically join on – by toe, elbow, knee etc.



- Forest chant: Children were given a minute to talk to the child next to them about things they might hear/see/feel/smell in a forest.
 - We used a simple clap – knees, then hands to create a rhythm and went around the circle, each child saying one sentence beginning with I feel / I see / I hear or I smell and this developed into a class chant.
 - This could also be used for character development by saying Harri / Ianto could feel / could see / could hear / could smell

11.00 BREAK

In The Classroom

11.20 – making session

- We continued the enchanted forest theme with each child making their own sash and crown and decorating this with 'leaves'.
- These could be made to help emphasise the story – a year passes between one scene and another and the class could be split into four groups with each group being given a palette of colours that represent one of the four seasons to use for their sash.

12.15 LUNCH

In The Classroom

1.15 – Word / Sound Orchestra

In four groups, agree on words / sounds describing the sounds of the forest. Volunteer 'conductors' bring in each group in turn; adjust the volume and bringing the 'music' to an end.

In The Hall

1.35 – Retell the tale

- Sit in a circle and retell the tale, one sentence each, clockwise.

1.50 – Describe a physical scene

- In four groups, agree on pairs of words describing the way the fairies danced in the forest, with a different group acting this out.

2.10 – Decide how to tell the story

- As a class, decide how to allocate the storytelling: We decided one part should be told by a narrator backed by the word orchestra and the rest split between the four groups.
- Each group practise their section. Two of our groups decided to share the storytelling, two decided some members would mime while others narrated.

2.30 – Added Extras

- Talk about the dance sculpture, chant and word orchestra – should they be included? If so, where? Can they be included more than once?

2.40 – Put it all together and have one straight run-through final rehearsal

2.55 – Admit the audience

3.00 – Performance

2. PLAN FOR 'THE CHANGELINGS'

Working with 18 Year 6 pupils from Caersws Primary School

In The Classroom

Introduction – 'we're going to learn and perform a story in a day'

- Show location map and photos of story site on the interactive whiteboard
- Tell the story (or read the 100-word précis).
- General discussion points:
 - It has a traditional view of fairies, very different from that of today.
 - There is lots of opportunity to play with the ideas of mischief-making
 - Blue is the colour of magic.

In The Hall

Retelling the story as a group

- Swoosh - a physical way of retelling and embodying the story.
 - The class stand in a circle. One child is asked to volunteer to begin retelling the story (allow help from other children as needed). As the story is told, go round the circle clockwise from the teller, each child moves into the middle to contribute to a freeze-frame

from the story – this includes characters, but also trees, chairs, roads, houses etc as these aspects are mentioned. When every child except the narrator is in the freeze frame, everyone says 'swoosh'. The freeze frame is dissolved, the children return to standing in a circle, a different narrator is chosen to continue the telling and a new freeze frame begun. Continue until the whole story has been retold.

Exploring the atmosphere

- We adapted the game 'The Queen and the keys'.
 - We talked about dangerous fairies and being frightened. Then children were set up sitting/lying in two parallel lines to be the goblins. One child was chosen as the mother in the story to walk along the path of 'goblins'. The 'goblins' smile sweetly when the mother is looking at them and make nasty faces, stick their tongues out etc, when she is not. The mother points to the first nasty face she sees. That child then becomes the mother walking along the path.

Artwork

- We continued our exploration of mischievous, frightening fairy goblins. Children worked in pairs, each drawing a portrait of their partner as a goblin. They were given a limited palette of black and blue using charcoal and pastels.

BREAK

In The Classroom

Retelling the story:

The class fed back the main plot points of the story and adults scribed these onto lining paper. The class split into pairs, each took a plot point of the story.

Each pair had three challenges to complete before the lunch break:

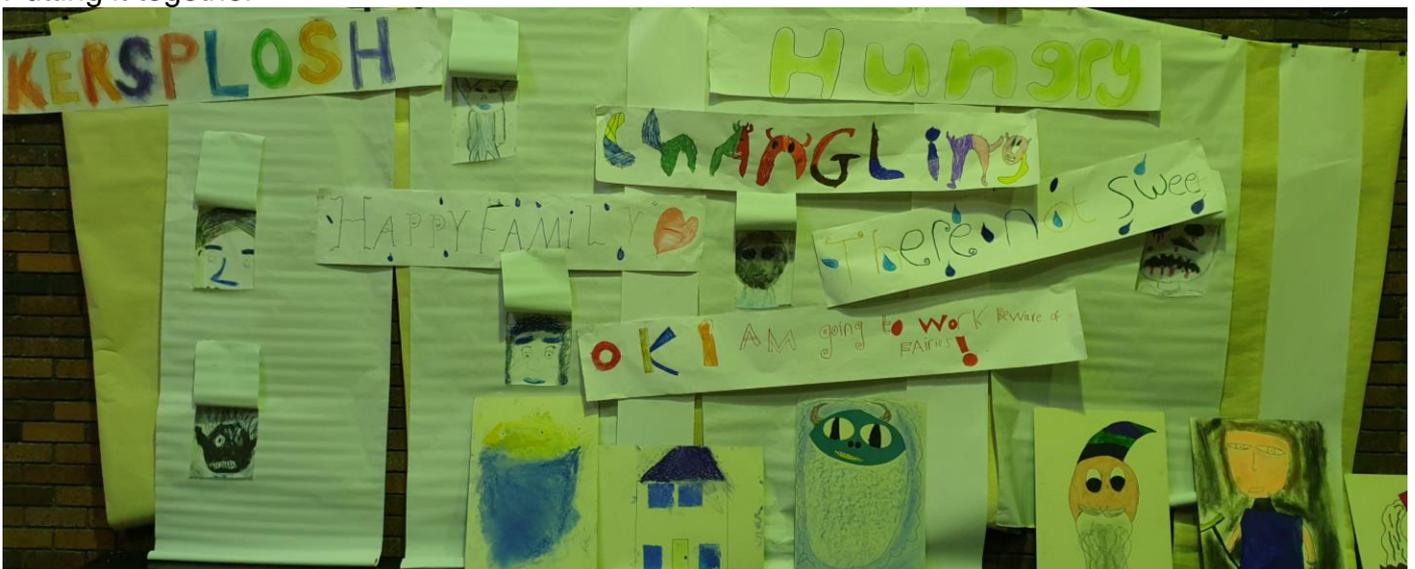
- Retell their part of the story in their pair.
- Agreeing one key image to sum up their part of the story and drawing it.
- Agreeing one key phrase to sum up their part of the story and writing it

The images and phrases were to be included in the staging, so were large scale on lining paper.

LUNCH

In The Hall

Putting it together



- We set up a wall of lining paper on the back wall of the stage. We cut flaps in it and put the pictures of the goblins behind so that they were revealed peering out.

- The children told their parts of the story in pairs, displaying their key object and phrase at the same time, building up a tapestry of images as they told. (In the actual performance, the children stuck their key object and phrase on to the lining paper on the back wall of the stage).
- We incorporated the path of goblins with the mother walking along through the goblins.
- We agreed a story end that all the class would recite at the end of the tale.

Performance

The children invited parents and other classes to come and hear their story.

3. PLAN FOR 'HAFREN' AND 'EINION'S HARP'

Working with 8 Y5/Y6 pupils from Abermule Primary School.

With a small group you can work with two different stories in parallel

In The Classroom

Introduction – 'we're going to learn and perform a story in a day'

- Photos of storysites and map printed out and handed around
- Tell the stories – Hafren (a tale located on the school's doorstep) and Einion's Harp (another love story, but less gruesome and with a simpler structure).
- Children chose partners and story to work on

Retell the story

- The children immediately retell their story in two groups, the pair(s) telling the same story working together
- Children break the story down into the main plot points. Adult works as scribe to write plot points on BIG piece of paper.

BREAK

- In The Classroom Swoosh - a physical way of retelling and embodying the story.
 - The class stand in a circle. One child is asked to volunteer to begin retelling the story (allow help from other children as needed). As the story is told, go round the circle clockwise from the teller, each child moves into the middle to contribute to a freeze frame from the story – this includes characters, but also trees, chairs, roads, houses etc as these aspects are mentioned. When every child except the narrator is in the freeze frame, everyone says 'swoosh'. The freeze frame is dissolved, the children return to standing in a circle, a different narrator is chosen to continue the telling and a new freeze frame begun. Continue until the whole story has been retold.

Art activity - Story Jars

- Introduce the concept of story jars. (These are lidded glass jars which contain an item or items representing parts of the story)
- Class discussion on different approaches to filling the story jars:
 - portraying one strong image or character, or
 - portraying key items/images from throughout the story
- and to methods of making them:
 - using objects and drawings
 - hanging things from the inside of the lid,
 - using stickers/ribbons on the outside of the jar etc.
- Each pair create the jar for their story.



LUNCH

In The Classroom

Practising the story:

- The children work in their pairs, telling the story with their story jar.

Setting up a space for the telling:

- The children work in their group, chose a nook or corner and set up a telling space with drapes and rugs, possibly using colours to reflect the context of their story.
- And put together chairs / rugs on the floor for their audience.

Rehearsing the story and trying out the space

- The children work in their pairs, telling their story to one of the pairs working on a different story in their space ...
- ... then swap and listen to the other pair in their space
- They agree any adjustments to the telling and audience spaces (eg: lowering chair heights)

Performing the story

- Invite other classes and parents to come and listen to the stories.