

## 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'

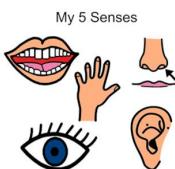
Viola does as Orsino asks and goes to see Olivia. Olivia tells 'Cesario' that she does not love Orsino. After 'Cesario' leaves, Olivia realises that she has fallen in love with 'Cesario' and asks her servant Malvolio to send a message to 'Cesario'.

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

<b>Learning Intention</b>	To generate language and to create a soundscape for a setting
<b>Key Vocabulary</b>	soundscape, conductor, orchestra, body percussion, adjective, noun, onomatopoeia, volume
<b>Activities/ Lesson</b>	<p><u>Introduction</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Suggest to them that there was probably a huge storm at sea which led to the event.</li> <li>- 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.</li> </ul> <p><u>Warm Up</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Practise this with the children so that they understand how to adjust their volume gradually.</li> <li>- 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.</li> </ul> <p><u>Main Activity</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask the children to come up with an adjective to go before their noun e.g. <b>angry</b> waves, <b>terrified</b> sailors, <b>towering</b> mast.</li> <li>- Now ask them to come up with onomatopoeic words to go with the phrase e.g. angry waves <b>thrash</b>, <b>splash</b>, towering mast <b>creak</b>, <b>crack</b>. Ask the children to write their phrase onto their piece of paper.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Practise this with them. After some practice use your hands to manipulate their volume by raising and lowering your hands.</li> <li>- When the children are clear on their phrases and actions, put everything together and conduct your 'storm' of phrases.</li> <li>- The performance could be recorded for the children to watch back.</li> <li>- Make a record of the phrases from each group so that you have a record of the language created by the children.</li> </ul>
<b>Notes for Teachers</b>	- 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.
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Pictures of a ship in a storm (see resources)</li> <li>- Drama Soundscape Nouns (see resources)</li> </ul>

	- A piece of paper per group with one of the following; waves, sailors, mast, sails, wind, rain, thunder, lightning (see resources)
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## Week 1 - Lesson 2: Using Your Senses

<b>Learning Intention</b>	To describe a setting using the sense
<b>Key Vocabulary</b>	describe, setting, scene, senses, see, hear, smell, touch/feel,
<b>Activities/ Lesson</b>	<p><u>Introduction</u></p> <ul style="list-style-type: none"> <li>- Show the children some pictures of a ship in a storm (see resources).</li> <li>- Ask the children what they can see and give them time to talk to their partners.</li> </ul> <p><u>Main Teaching</u></p> <ul style="list-style-type: none"> <li>- 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:</li> </ul> <div style="text-align: center;">  <p>My 5 Senses</p> <ul style="list-style-type: none"> <li>• hear</li> <li>• smell</li> <li>• taste</li> <li>• touch/feel</li> </ul> </div> <ul style="list-style-type: none"> <li>- Show the children the following video clip from 2:45 and stop at 3:27. <a href="https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s">https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s</a></li> <li>- Ask the children what they saw and heard.</li> <li>- Ask the children what they would be able to smell in the scene.</li> <li>- 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,</li> </ul> <p><u>Independent Activity</u></p> <ul style="list-style-type: none"> <li>- Children create their own mind map of what they can see, smell, hear, taste and touch/feel.</li> <li>- Some children will enjoy the freedom to create their own mind map of ideas while others might want to use a template (see resources).</li> </ul>
<b>Notes for Teachers</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Pictures of a ship in a storm (see resources)</li> <li>- Video clip from 2:45 and stop at 3:27 <a href="https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s">https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s</a></li> <li>- Five senses template (see resources)</li> </ul>

## Week 1- Lesson 3: Personification

<b>Learning Intention</b>	To use personification to describe a setting
<b>Key Vocabulary</b>	personification, mood, violent, aggressive, noun, verb
<b>Activities/ Lesson</b>	<p><u>Introduction</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Tell them that today we will use personification to describe the storm that Viola and Sebastian's ship is caught in before they become shipwrecked.</li> <li>- 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 (nouns) as they can see in each picture.</li> <li>- Ask children for their ideas and quickly make a list.</li> </ul> <p><u>Main Teaching</u></p> <ul style="list-style-type: none"> <li>- Explain that we are going to personify some of the nouns in the setting but before we do that we are going to come up with verbs.</li> <li>- Refer back to the pictures and explain that we are going to come up with some <b>violent</b> verbs to describe the storm. Explain the word violent. Offer synonyms for the word or use the word in a sentence so that the children understand the meaning and thus the mood we are trying to create.</li> <li>- Have the word 'violent verbs' in the middle of the board and come up and model writing the violent verbs 'smashed', 'punched' onto the board.</li> <li>- Give the time for the children to come up with more violent verbs with their partners and write these down on the board (strangled, attacked, punched, kicked, ravaged, stabbed, ripped, tore, threw, gripped, tossed).</li> <li>- 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.</li> <li>- Tell them that we are going to use these violent verbs to personify the nouns that we can see in the picture (waves, wind, storm, lightning).</li> <li>- Think aloud and show the children how to personify an element of the storm e.g <b>The angry waves gripped the boat</b>. Then model how you can extend the sentence with the conjunction 'and' e.g. The angry waves gripped the boat and tossed it from side to side.</li> <li>- Pick an element of the storm and get the children to pick a violent verb and write another sentence together.</li> </ul> <p><u>Independent Activity</u></p> <ul style="list-style-type: none"> <li>- The children work in pairs to generate their own personification sentences. Make sure that they have access to the nouns of the storm that they have to personify and a list of violent verbs that they can use.</li> </ul> <p><u>Plenary</u></p> <ul style="list-style-type: none"> <li>- Ask the children to share their sentences and read them aloud to the class.</li> <li>- 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.</li> </ul>
<b>Notes for Teachers</b>	- Make sure that the children have access to a list of the storm elements to personify and a list of violent verbs when they come to do their independent activity.

	<ul style="list-style-type: none"> <li>- Display examples of personification on the working wall so that they can see the learning journey throughout the week.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>- Ship in storm pictures (see resources)</li> </ul>

## Week 1 - Lesson 4: Stormy Similes

Learning Intention	To generate similes to describe a setting
Key Vocabulary	simile, like, as, compare, position
Activities/ Lesson	<p><u>Introduction</u></p> <ul style="list-style-type: none"> <li>- Ask the children to recall what they learnt yesterday (personification) and explain that today we are going to focus on a different language device - similes.</li> <li>- Explain that a simile describes something by comparing it to something else, using like or as</li> </ul> <p><u>Main Teaching</u></p> <ul style="list-style-type: none"> <li>- Give the children examples of similes and discuss each simile so that they can distinguish what is being compared.</li> </ul> <p><b><i>The snake moved like a ripple on a pond.</i></b>  <b><i>It was as slippery as an eel.</i></b>  <b><i>Jess is as graceful as a gazelle.</i></b></p> <ul style="list-style-type: none"> <li>- Explain that today we will create similes to describe the storm.</li> <li>- Show the children the following starters and allow children time to generate their own ideas to finish the sentences.</li> </ul> <p><b><i>The waves were as tall as...</i></b>  <b><i>The wind was as fierce as...</i></b>  <b><i>The lightning lit up the sky like...</i></b>  <b><i>The thunder was as loud as...</i></b>  <b><i>The ship rocked like a...</i></b></p> <ul style="list-style-type: none"> <li>- Once you have filled in the sentences, focus on The thunder was as loud as _____.  - With the children, generate a comparison bank of animals or things that are loud e.g. hurtling train, jet plane engine, enraged lion, stampeding herd.  - Model using one of the ideas to write a simile about the thunder.  - Point out that similes can be used at the end of a sentence or at the beginning and model both e.g. <b><i>The thunder was as loud as a hurtling train / Like a hurtling train, thunder echoed through the sky.</i></b></li> </ul> <p><u>Independent Activity</u></p> <ul style="list-style-type: none"> <li>- Children write their own similes about the storm. Make sure that the children have access to some of the ideas that were generated during the input when they are writing.</li> <li>- Children may want to come up with other similes to describe different aspects of the storm.</li> <li>- Challenge HA children to rewrite their sentences so that they are in a different position of the sentence.</li> </ul> <p><u>Plenary</u></p> <ul style="list-style-type: none"> <li>- Allow children time to peer assess each other's writing. Ask them to check for errors and to pick their favourite simile that they could 'magpie' for their writing.</li> </ul>
Notes for Teachers	<ul style="list-style-type: none"> <li>- Make sure that all the children have access to some of the ideas generated as a class when they are writing.</li> <li>- Display some of the children's similes on the working wall so that they can see the learning journey throughout the week.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>- BBC Bitesize video on similes <a href="https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr">https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr</a></li> </ul>

## Week 1 - Lesson 5: Setting Description

<b>Learning Intention</b>	To write a setting description
<b>Key Vocabulary</b>	setting description, language devices, five senses, personification, similes, onomatopoeia, violent verbs
<b>Activities/ Lesson</b>	<p><u>Introduction</u></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Show the children the video clip again (from 2:45 and stop at 3:27) <a href="https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s">https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s</a></li></ul> <p><u>Main Teaching</u></p> <ul style="list-style-type: none"><li>- Recap the onomatopoeic phrases created during the drama lesson.</li><li>- Recap the violent verbs and the examples of personification that the children generated in lesson 3.</li><li>- Recap the similes that the children came up with in lesson 4 and remind the children of examples where similes can be placed at the end or beginning of a sentence.</li><li>- 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 learnt by the children throughout the week and should be an ambitious example that the children can aspire to.</li><li>- Allow children time to read it in pairs and ask them to spot<ol style="list-style-type: none"><li>1) onomatopoeia</li><li>2) description based on the different senses</li><li>3) personification</li><li>4) similes</li><li>5) anything else that they like about the description</li></ol></li><li>- Highlight the features spotted by the children.</li><li>- Explain to the children that they are going to write their own setting description and their job is to include the language devices that they have learnt this week.</li></ul> <p><u>Independent Activity</u></p> <ul style="list-style-type: none"><li>- Children write their setting description. Provide the children with a checklist so that they can tick off each language device when they have used it.</li><li>- Allow children to read their setting descriptions to the class while you play storm sound effects in the background <a href="https://www.youtube.com/watch?v=9sMKG2dx0r4&amp;t=7741s">https://www.youtube.com/watch?v=9sMKG2dx0r4&amp;t=7741s</a></li></ul>
<b>Notes for Teachers</b>	To prepare <u>before</u> the lesson: <ul style="list-style-type: none"><li>- 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.</li><li>2) A checklist of what the children need to include in their setting description should be available while the children are writing .</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>- <a href="https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s">https://www.youtube.com/watch?v=A9f8T5GF784&amp;t=177s</a></li><li>- A model setting description (see above for details).</li><li>- A checklist of what the children need to include in their setting description should be available while the children are writing.</li></ul>

- Storm sound effect <https://www.youtube.com/watch?v=9sMKG2dx0r4&t=7741s>

## Resources

Drama Soundscape Nouns

waves

sailors

**mast**

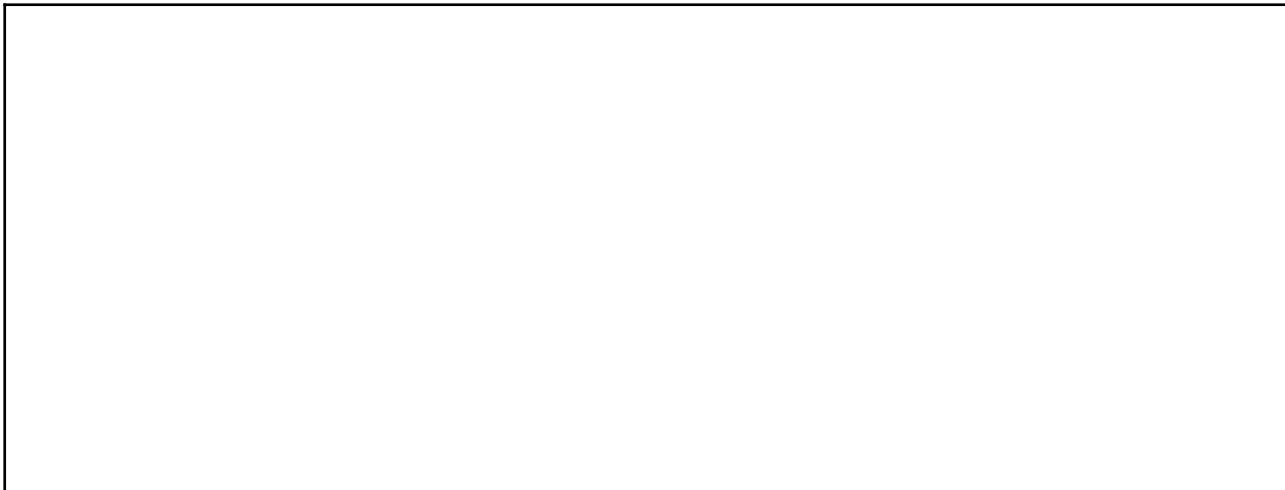
**sails**

**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.