

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	At the Pantomime	4	Autumn 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hr	To explore design features of a pantomime.	<p>Have you ever been to a pantomime? What can you tell us about it? Give children some time to discuss their ideas.</p> <ul style="list-style-type: none"> • Go through the brief information on the slides about the history of pantomimes. • Explain that most pantomimes have certain things or events in common. What would you expect to see at a pantomime? What kind of characters are there? What always happens during a pantomime? Invite children to share their ideas, then go through the suggestions on the slides. • Explain that there are lots of things that need to be designed for a pantomime, such as costumes, props and sets. Tell children that over the next few lessons they will be designing some of these elements for themselves. To help you do this, we are going to look at some pictures of pantomimes to see what you can see. What kind of things do you think we should be looking out for? Invite children to share their 	<p>Plan B lesson resources Slides Worksheet 1A/1B/1C UK Productions Panto Showreel video Picture Cards Sketch books Video links and PPT support</p>

			<p>ideas, then go through the points on the slides.</p> <ul style="list-style-type: none"> • Show children the UK Productions Panto Show reel video to give them more of an idea of what pantomimes are like. What can you see? What words do you think of when you see this video? <p>Activity</p> <p>Red/Yellow/Green</p> <p>Provide children with the Picture Cards and give them some time to look through them. Children to choose their favourite, then use worksheet 1B to sketch and describe some of their favourite design aspects.</p> <p>Blue</p> <p>Provide children with the Picture Cards and give them some time to look through them. Children to choose their favourite, then use worksheet 1C to sketch some of their favourite design aspects and answer the questions.</p> <p>Remind children that most pantomimes are based on traditional stories, such as Jack and the Beanstalk .As a class, write a list of as many stories as they can think of that would be good to be made into a pantomime. If you were going to design a pantomime, which one would you most like to do and why? Which costumes do you think would be the most fun to design? Which sets? Invite children to share their ideas.</p> <p><i>NB: At this stage, you may want to choose one particular pantomime to focus on throughout the scheme of work. This could be a traditional story or a story related to a relevant teaching topic.</i></p>	<p>materials embedded within notebook</p>
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Lesson 2	1 hr	To be able to design a set for a particular pantomime scene.	<p>What do we mean by the word 'set' when we are talking about pantomimes? Invite children to share their ideas, then go through the information on the slides.</p> <ul style="list-style-type: none"> • Explain that before a pantomime can be staged, the set needs to be designed so that the stage can be transformed to reflect the scenery where the action of the pantomime is taking place. Show children the examples of pantomime sets on the slides. What can you see? What colours have been used? Which scenes could take place with this set? • Tell children that today they will be designing a model for a set that they will create in the next lesson. <p>Show children how the model set will be constructed and which parts they will need to design during the lesson.</p> <p>Activity Red/Yellow/Green Provide children with worksheet 2B. Children to design and label their sets using the template provided, then answer the questions.</p> <p>Blue Provide children with worksheet 2B. Children to design and label their sets using the template provided, then answer the questions. Encourage children to think about how they could create moving parts on the set or have objects dangling from the ceiling.</p> <p>When children have completed their designs, provide them with the Checklist Card. In pairs or small groups, children to go through the questions on the checklist together to make sure they have included everything they need to include in their design.</p>	Plan B lesson resources Slides Worksheets 2A 2B Video links and PPT support materials embedded within notebook.
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Lesson 3	1 hr	To be able to create a model set for a pantomime based on a design.	<p>Ask children to get out their set designs from lesson 2 and give them some time to look through them to remind themselves of what they need to do.</p> <ul style="list-style-type: none"> • Explain that today they will be using their designs to make a model set. Go through the suggestions on the slides for how to do this, using a shoe box or similar as the basis. Show children some of the techniques they could use, e.g. for making realistic rocks, trees or bricks and for making the flats stand upright. • Do you have any questions before you start your model sets? Invite children to share any questions they have before starting. <p>Activity Red/Yellow/Green/Blue</p> <p>Children to follow their designs from lesson 3 to create their model sets.</p> <p>Encourage the children to look carefully, paying attention to details.</p> <p>When children have finished their model sets, give them some time to look at the work of others. Can you tell what pantomime and/or scene this set was designed for? Whose set model do you like best? Why? Give children some time to give each other feedback on their model sets, ensuring children give both positive feedback and areas they think could be improved upon in a constructive way.</p>	<p>Plan B lesson resources</p> <p>Slides</p> <p>Designs from Lesson 2</p> <p>Boxes and other appropriate art materials</p> <p>Video links and PPT support materials embedded within notebook.</p>
Lesson 4	1 hr	To be able to design costumes for pantomime characters.	<p>Think back to last lesson and the set that you designed. Which pantomime did you design your set for? Which scene within the story did you design your set for? Children to discuss quickly with a partner.</p> <ul style="list-style-type: none"> • Explain that one of the most important aspects of designing a pantomime production is the costumes. Costumes help the audience understand what the character is like. Show children the 	<p>Plan B lesson resources</p> <p>Slides</p> <p>Worksheet 4A/4B/4C/4D</p> <p>Picture Sheets</p>

			<p>examples of costumes on the slides. Who might these costumes be for? How do you know? Go through the pictures on the slides. Encourage children to think about what it is about the costume that makes the character identifiable, e.g. colours, motifs, etc.</p> <ul style="list-style-type: none"> • Can you remember what a pantomime dame is? Explain that dames have the wackiest costumes then show the pictures on the slides. Discuss the costumes and what features they can see as a class. • Tell children that today they are going to be designing their own costume for a pantomime dame and other characters for their pantomime. Go through the information on the slides about how to do this. <p>Activity</p> <p>Red/Yellow/Green</p> <p>On worksheet 4A or 4B (depending on whether they are designing a costume for a male or female), children to use the outlines to sketch some design ideas. Once they have had a go at some different designs, ask them to create one labelled design on the relevant Character Costume sheet.</p> <p>Blue</p> <p>On worksheet 4C or 4D (depending on whether they are designing a costume for a male or female), children to use the outlines to sketch some design ideas. Once they have had a go at some different designs, ask them to create one labelled design on the relevant Character Costume sheet. Invite a few children to share their pantomime dame costume designs with the rest of the class. What design features have you chosen and why? Why did you choose these colours? What do you</p>	<p>Character Costume sheets</p> <p>Video links and PPT support materials embedded within notebook.</p>
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			think of the finished design? Discuss and evaluate the designs as a class.	
Lesson 5	1 hr	To be able to design a costume accessory for a pantomime.	<p>What is a prop? Invite children to share their ideas, then go through the information on the slides.</p> <ul style="list-style-type: none"> • Explain that certain characters in a pantomime have props that are very important to their costumes, such as a shield or a wand. In Peter Pan for example, Captain Hook needs a hook for a hand. In Cinderella and other stories, the palace guards might have swords and shields. Can you think of any other characters who would have specific props? Children to think, pair, share their ideas. • Tell children that today children will be designing some of these props for themselves. Go through the example costume accessories on the slides and ask children to discuss what design features each could have. • What kind of costume accessory do you think you would like to design today? Why? Which character will it be for and in which pantomime? Invite children to share their ideas. <p>Activity Red/Yellow/Green On worksheet 5B, children to choose two different costume accessories or props to design. Children to label their designs when finished.</p> <p>Blue On worksheet 5C, children to choose one of the scenarios that lists the same costume accessory that might be used by different characters, such as a wand or a sword. Children to design each one, one for a goody and one for a baddy. How might the accessories be different? What colours will you use for each and why?</p>	Plan B lesson resources Slides Worksheet 5A/5B/5C Video links and PPT support materials embedded within notebook.

			<p>What other kind of props would you expect to see in a pantomime apart from costume accessories? As a class, discuss some different props, who might use them, what design features they could have, what colours they could use, etc.</p>	
Lesson 6	1 hr	To be able to design a poster to advertise a particular pantomime.	<p>What have we learnt about pantomimes over the last few lessons? Which aspect of pantomime design have you enjoyed the most? Why? Invite children to share their ideas.</p> <ul style="list-style-type: none"> • If you were going to put on a pantomime, which story would you choose and why? Invite children to share their ideas, relating this to aspects of set, costume and prop design. • Tell children that today they will be creating a poster to encourage people to come and see their pantomimes! What kinds of features do you think a pantomime poster should have? Why? Invite children to share their ideas, then go through the suggestions on the slides. If possible, do an internet search for 'pantomime posters' and have a look at some different examples. Ask children to identify common features and colours that are generally used. <p>Activity for all</p> <p>Provide children with Challenge Card A or B and some plain paper. Children to follow the steps on the card to create a poster to advertise their pantomime. Children to create their own fonts. Gather all the work that the children have created throughout this scheme of work to create a 'pantomime gallery'. Which pantomime do you think you would most like to see? Why? Invite children to share their ideas. As a treat, you may wish to show children a video of a full-length panto! There are plenty of options online for this.</p>	<p>Plan B lesson resources Slides Challenge Cards A/B Font Cards Video links and PPT support materials embedded within notebook.</p>