

Sleeping Beauty

Year 2

Notes

1. Show children mysterious golden box.
What could be inside? Pull out wand.
Pass around silently and ask children to think about to whom it might belong.
With talk partners discuss: Whose it could be? What might it be used for? Guide discussion to traditional tales and characters and begin a class list of characters that are good or bad. Children come up with ideas of what different characters might say and what they might do with the wand.

Paired improvisation – one child plays a police officer in the lost and found department and the other child will play the owner of the wand. Come up with questions then model part of the interview that might take place before children work with partners. Hot-seat one or two children in character as owners of the wand.

2. Research fairy tales - ask children search books for magic spells and magical characters. As a class create a mind map of known stories, characters, magic and add to it throughout the unit. Children read stories with partners. Use this as a starting point for reading exploring different fairy tales and begin a class list of characters (good/bad), settings and events (especially magical ones) and story language. Refer to these as key ingredients for a fairy tale.
3. Hidden screen activity - explore the characters in story. Using interactive whiteboard reveal picture of only part of a character. Who could it be? Help children to describe and explain. For example: "It's a wolf because it has sharp claws and I can see a bushy tail." Children to grow into one character, using facial expressions and gestures and then freeze. Teacher models language to describe: "Sarah has terrible claws, a hideous crooked smile and wicked eyes, she must be a fearsome wolf!" to expose children to some adventurous descriptive language. Record descriptive language on a chart for later use.
4. Dance - this activity can be used to spark the imagination and develop language for use in description of setting in the story. Ask children to remember a magical event in story and focus on the falling asleep of everything in the castle and the growth of the thorny vines as Sleeping Beauty's drop of blood falls to the snow below. Re-watch this section of the DVD. Briefly ask children to imagine they are the flies, or the hen, or something else in the castle and when you signal, they fall to sleep and freeze. In groups, come up with some other things that might fall asleep, and put into language: 'even the swaying trees fell asleep'

Play Philip Glass' *'A Gentleman's Honour'* and create a dance to this music. Begin by having them represent their own object in the castle (trees, stream, birds, flies, children playing) as a repetitive motion either as they stand still or as they move over their space on the floor. The children freeze in a balance to demonstrate the falling asleep. Some children could freeze together in a balance.

The middle part of the dance starts with the slow growth of the vines (children unfreezing at different times). They can use balances, movement in own restricted space on floor, floor work, twists, turns and rolls to recreate the growth of vines. The children then work together in pairs, creating a winding, twisting effect with balances and movement. Finally they can combine with another pair in perhaps a circle or train to continue the effect then gather together as whole class. As an ending they return to their space as frozen characters. To begin or end dance, some children could take turns as a storyteller to say aloud a statement to describe the magical moment. For example: 'Even the air became heavy and fell asleep.' 'A busy spider spinning his web suddenly dropped and hung silently from his thread.'