

# *Creative Classrooms*

Cragside “The Tempest”  
Lesson Plan

## Risk taking – CREATIVE IDEAS FOR DEVELOPMENT

See the annotated lesson plan to find examples of how Cragside Primary support and develop risk taking

**What part of the play do  
you think this speech is  
from?**



Using challenge to push students out of their comfort zones.

Experiencing the world from different perspectives helps develop children's capacity for empathy and compassion.



**Did you enjoy this performance?**

**Be ready to explain your answer referring to your knowledge of the play and our work in drama!**

**talk partners**

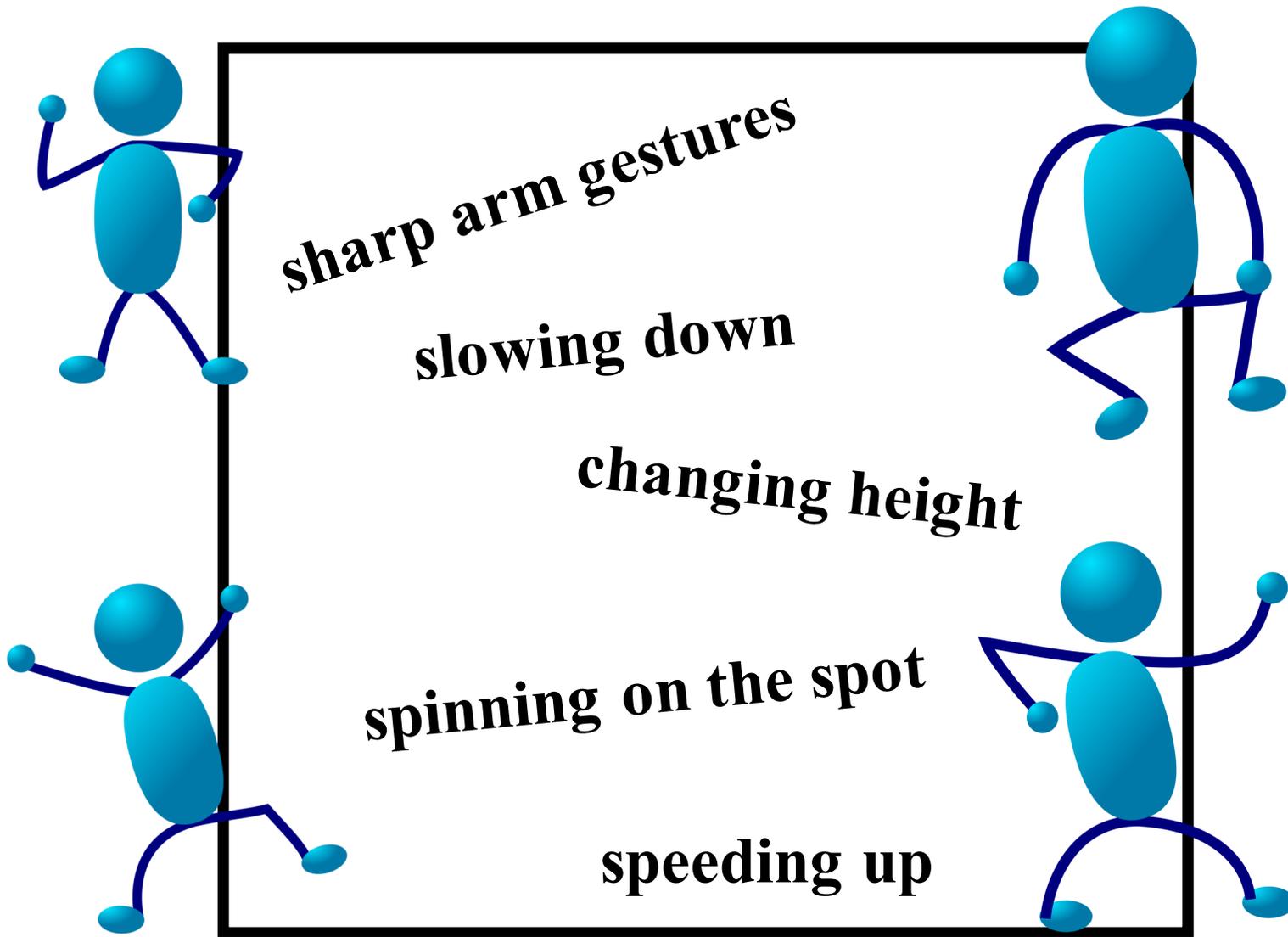
**This time when I play the  
speech I'd like you to  
move as though you are  
Prospero.**

**What kind of movements  
will you make?**



Teacher use of modelling to help reduce any reluctance to perform.

Focusing on the use of faces, gestures and bodies through mime and movement helps children understand how powerful non-verbal communication can be for self-expression and understanding others.



A supportive environment for risking and experimenting, not knowing whether the outcome will be worth it.



**Left side of the room perform and right side watch.**

**Then swap!**

**What movements did we  
think worked?  
Which movements didn't?**

**Do we agree with each  
other?**

**as a class**

Expressing feelings and interpreting the feelings of others helps to enhance communication skills.

Increasing students belief in their own judgements.

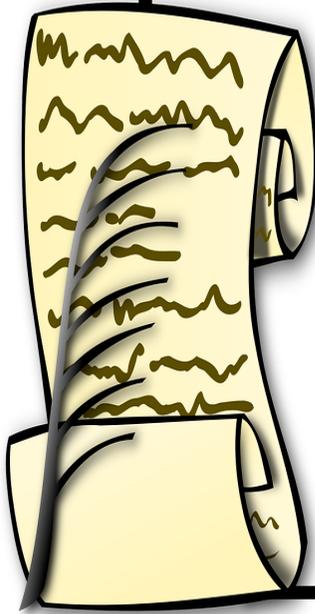
**In groups of 5/6**

**One of you is Prospero – the rest of you are the storm.**

**Prosperos' complete a suitable movement while reading/chanting or singing your spell.**

**The rest of the group act like the storm and respond to your masters spell!**

**How will you move?**



Drama allows students to bend time and space to explore, interact and represent new thoughts and ideas.

Stepping into the shoes of others and risking being criticised builds trust and resilience

## **2 groups volunteer to perform!**

Developing confidence in the expression of their ideas.

Providing an outlet for emotions and thoughts that they might not otherwise have means to express.



What  
do we  
notice?



**Light crash! Thunder boom!  
Sky, turn to dust!  
Citizens toss upon the island  
Never to know  
I have conjured my creation  
The tempest.  
Gale! Gale! Twist and curve!  
Gale! Gale! Wreck and ruin!  
Storm! Storm! Attack the prey!  
Storm! Storm! Sink and scatter!**

Encourages students to see their peers as important resources to support their learning.

This helps to create a positive climate in which students feel safe and supported and are more likely to 'have a go'.

What  
do we  
notice?



*imperative verbs*  
rhythm  
repetition  
onomatopoeia

*description of a storm*

How  
could  
we  
improve?

Light crash! Thunder boom!  
Sky, turn to **deadly darkness!**  
Citizens toss upon the island  
Never to know  
I have conjured my **crazed** creation  
The **terrifying** tempest.  
Gale! Gale! **Thrash and slash!**  
**Rip the sails from their ancient masts**  
Gale! Gale! Wreck and **wave!**  
**Cast those aboard to a watery grave.**  
Storm! Storm! **Attack the cursed ship with all**  
**of its lost souls onboard!**  
Storm! Storm! Sink and see!  
**Do my bidding. Bring my wicked brother to**  
**me!**

Students are learning acceptance of and positive response to feedback, and cooperation with others.

## Your challenge

Trying out and experiment with various personal choices and solutions to problems or challenges. This happens in a safe atmosphere, where actions and consequences can be examined, discussed, and in a very real sense experienced without the dangers and pitfalls of the "real" world.

**Add to and alter your version of the spell within your group.**

**Use the same techniques we have discussed.**

**Once you are happy begin rehearsing it. How does it change or affect your dance?  
(Beyond making it longer!)**

**Keep editing, refining and improving.**

## Plenary

**Go around and read each others new spells. Take note of things that you like. Once you have spotted a word, phrase or an alteration from a different group that you like come and add it to our graffiti wall.**

**We will use these to improve and up level a wasteland spell tomorrow!**

While engaging in stories that lead to “as if” experiences, children cultivate their imagination, try out creative ideas and build confidence in not only who they are but who they would like to become.

**On your new sheet:**

**Start converting your spell to summon the tempest into a spell to summon the sandstorm.**



How  
could we  
improve?

**Winds hiss! Gales slither!  
Sky, turn to dust filled darkness!  
Citizens toss upon the Brink  
Never to know  
I have conjured a swirling sinister sandstorm  
The terrifying tempest.  
Gale! Gale! Thrash and slash!  
Rip the doors from the armoured hold  
Gale! Gale! Bite and scratch!  
Condemn those aboard to the sandy cold  
Sandstorm! Sandstorm!  
Attack the cursed truck and let me see.  
Storm! Storm! Ruin and explode!  
Do my bidding. Bring my wicked brother to  
me!**

Students are given valuable opportunities to reflect on their learning and progress and to make improvements through a reviewing and editing processes. This increases confidence and in turn their willingness to take further risks.