

Receptions Tale of The Tempest...A Play written by William Shakespear

The children began their Tempest journey being introduced to the text through props that are used in the initial parts of the story, from these the children were tasked with coming up with the characters they thought they would come across and how these props would link to what kind of story line.

The play was broken down into 4 main Learning Objectives:

- To know the name Shakespeare & that he was a writer. To gain an understanding of the story & how Prospero & Miranda landed on the island & why
- To gain an understanding of the next part of the play. To know the other characters in the play Caliban & Ariel. To know what an island is.
- To understand why Prospero asked Ariel to create a storm to cause a shipwreck & for children to act out being on a ship in a storm using the relevant vocab from the play e.g. 'mercy on us', 'farewell brother', 'we split, we split!'
- To know what happened to the sailors & what happens at the end of the play. To bring all the parts together & perform the play to the nursery in the order that it has been taught.



Here the children were introduced to the Play through props and looking at the front cover.



Linked activities:

Children were eager to recreate the ship in the storm, bringing into their independent play drama techniques taught, such as using their voices and bodies to create the storm.



Linked activities:

The children discussed materials that the ship would have been built with and why it 'split' when the lightening hit. They wanted to investigate different materials and see whether what they built would float or sink.





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Children's Choice:

When discussing the journey on the ship the children discussed their personal journeys and what they would take, they decided that food would be a priority on a long journey at sea, and so they engaged in making sandwiches for this journey.

There is a plague upon us!



Farewell Brother!

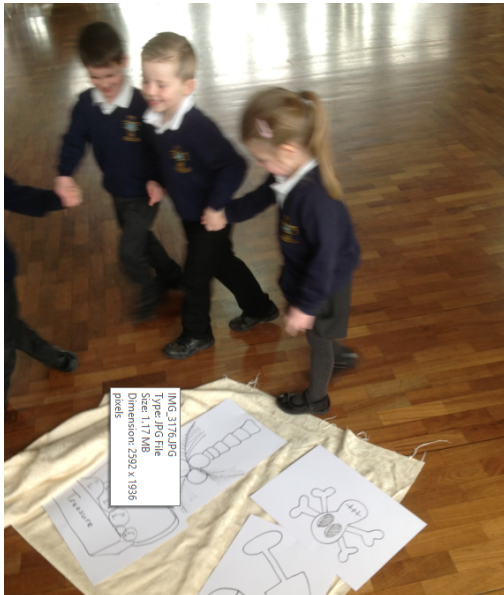


Using the ship on the playground we created the storm scene, the children engaged with using language directly taken from the script.

We split! We split! We split!



Have mercy upon us!



The children were taken to the island and in pairs they were tasked with walking around the island and as one of them had their eyes closed the other had to describe what they saw upon the island.

Impact: The drama activities that the children engaged in promoted high-quality thinking, discussions and writing. The children took part in discussions that they may not have normally done and this enriched the narrative writing. During independent play the children were using the language of Shakespeare as they became the characters. It promoted their understanding of emotions and it allowed for me to introduce them to new vocabulary such as language used to describe the storm, raging, gloomy.