

LESSON 2 DRAMA ACTIVITY

Before starting the drama session, show the children the poem 'A Red, Red Rose' by Robert Burns. Focus on the first verse and ask them to identify the figurative language that is being used by Burns.

What is being compared to what?

Explain to the children that they are going to be writing poetry in role as Romeo or Juliet that is inspired by Robert Burns's poem, as well as the language Shakespeare uses in Act 2 Scene 2. The drama lesson today is their opportunity to develop powerful language and work with a partner to come up with the first 2 lines (couplet) of their poem.

LI: To generate ideas and vocabulary for my poem.

National Curriculum Links

Writing

Plan their writing by:

- discussing and recording ideas

Spoken Language

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

WARM UP:

Children walk around the space, making sure they don't walk too closely to anyone else.

They imagine they are Romeo at the beginning of the play, when he is upset about Rosaline.

How would he be feeling/walking round/greeting people?

Repeat with different parts of the play:

- On his way to the Capulet's ball
- When he sees Juliet for the first time
- Walking to find Juliet on her balcony

MAIN DRAMA ACTIVITY:

Put children into pairs (mixed ability). Ask them to make the following pictures using their whole bodies.

- Flower
- Sun
- Angel

Ask some pairs to demonstrate to the rest of the class.

Then ask the children what they notice about the pictures they have made. *Answer: They are used as similes and metaphors used in the play.*

Ask the class to think of other things that you might compare someone to if you loved them and record on a flipchart e.g. jewel, beautiful song, star

In their partners, the children pick ONE thing from the class list that they are going to use to write a simile.

They should write this in the middle of the piece of A4 paper (landscape).

On the left of the page, ask the children to think of as many adjectives they can think of to describe the thing they have chosen.

After about five minutes, ask some children to share the adjectives they have chosen and record on the flipchart. Praise those groups who have picked powerful adjectives and push children to improve weak choices.

The children now think of as many verbs related to the thing they have chosen on the right side of the page. Again, after five minutes, ask the children to share and record.

Now show the children your own version of the activity they have just completed.

precious expensive ruby-red beautiful shiny	jewel	sparkles shines glistens
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Model circling the most powerful adjectives and verbs and using these ideas to develop a couplet based on Robert Burns's poem, extending the verb with more detail:

O my love is like a....
That...

For example:

**O my love is like a precious jewel,
That glistens among damp earth.**

Children then work in their pairs to write their own couplet like the one above (making sure to write their couplet on the back of their named piece of paper). **Make sure they understand that it is not necessary for the couplet to rhyme.**

Each pair should then practise performing their couplet (off by heart). They might like to add an action to help them remember it. They then perform their couplet to the class, using expression and adding actions for emphasis.