

# Come to the Rose Theatre

## Entertainment Ks1 and Ks2

### Curriculum mapping

#### History KS2

##### *A local history study*

- A depth study linked to one of the British areas of study.
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

#### Computing KS1

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

#### Computing KS2

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

#### English KS1

##### **Writing – composition Write sentences by:**

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narrative
- Re-reading what they have written to check that it makes sense

##### **Develop positive attitudes towards and stamina for writing by:**

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events



## English KS2

### Writing – composition

#### Year 3 and 4 – evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

#### Year 5 and 6 – plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

### Introduction activity

Look at the drawn image of the Rose theatre located here:

[tudors.lgfl.net/entertainment.html#book/11](http://tudors.lgfl.net/entertainment.html#book/11)

Remind the class that the raised flag meant that a play was being performed. Can they remember what else told you that a play was about to begin (a trumpet was sounded)? Explain that going to the playhouse was really popular in Tudor times, and all entertainment took place on the south side of the river in Bankside. It's a bit like our West End now!

Draw pupil's attention to the different areas in the playhouse: where the stage is, the people standing to watch in front of the stage, and the galleries where people could sit rather than stand.

Remind the class that the reconstruction of the Globe theatre also has these different seating areas (and is open to the elements inside as there is no solid roof)

Watch the video clip 'Find out how the Rose theatre was discovered and how a Tudor playhouse worked' located here: <http://demo.atomwide.com/Tudors/entertainment.html#book/11> and discuss the layout and different prices for seating in the playhouse. Ask the class to vote which area of the playhouse they would like to have sat in and why!



## Main part of the lesson

Explain to the class that the owner of the Tudor Rose Theatre have commissioned them to write a book advertising the Rose Theatre.

Using Book Creator the children will research The Rose Theatre using the LGfL resources found in [tudors.lgfl.net](http://tudors.lgfl.net)

Their book could contain;

- images - (**press and hold** images in the resource to save to **Photos**)
- video - (make your own videos using **Tellagami** and import them into **Book Creator**)
- sound - record sound and music in **GarageBand** and use these in the book
- links to content on the internet
- text written and organised using research from the LGfL content.

Children should be encouraged to use Notes to record any relevant information about the Rose Theatre as they research.

Demonstrate how '**split screen**' can enable the children to use 2 apps simultaneously.

The user guide for Book Creator should also be made available to children.

## Plenary

Ask the children to export the book as an **ePub** and share it to **iBooks**. This will put their book on a virtual bookcase. Use **Apple TV** to share the books. Try to build their written content into a guided reading session later in the term.