





# Disney ON ICE

EDUCATION PROGRAMME

## Fit to Dance

### SCHOOLS

## ENGLISH LESSON PLANS

### OVERVIEW

In these four lessons the children work together to develop a class story with a beginning, middle and end. They identify key features of a story based on their experience of seeing the *Disney On Ice* show and knowledge of other well-known stories. We suggest you guide them towards a quest-based scenario and, in preparing for the first lesson, the children start by deciding what they are going to do e.g. find a lost item or rescue an imprisoned friend.

#### ★ Lesson one: Characters

The class chooses two characters for their story from a suggested list inspired by *Disney On Ice*, or create their own. They describe their characters physically and think about how they feel and what their personalities are like. They draw pictures of their characters.

#### ★ Lesson two: Settings

They place their characters in an appropriate setting e.g. a snowy mountain or under the sea. Again we have suggested some ideas based on show settings and you may have some of your own. They describe the setting using all five senses and think about how their character would move through the setting. They can create a picture of their setting using different colours, patterns and textures.

#### ★ Lesson three: Obstacles

The class chooses one or more obstacles that the characters must surmount to achieve their quest e.g. a lily pad lake or an icy bridge. These all require specific movements e.g. hopping from lily pad to lily pad or sliding smoothly over the bridge, which will form elements of the dance later.

#### ★ Lesson four: Recap

Finally they bring their whole story together, identifying the beginning middle and end sequence and practice telling their story as a class.

The four English story builder lessons broadly mirror the dance lessons in sequencing as the children work through the character, setting and obstacle elements.



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These printable resources are also included in the pack:

- ★ Character, setting and obstacle inspiration sheets to help create the story. These are designed as a bank of ideas to support you as you work with your class.
- ★ A pupil character description worksheet.
- ★ A pupil setting worksheet.
- ★ A pupil *Disney On Ice* Story Builder worksheet.
- ★ Simple mask templates for colouring and decorating.

The Materials page on the website contains a range of images of characters, settings and obstacles that you may find helpful in inspiring the class as they work up their ideas.

### CURRICULUM LINKS AND AND LEARNING OUTCOMES ✨

#### English:

- ★ Planning or saying out loud what they are going to write.
- ★ Become familiar with retelling a range of stories and fairy tales.
- ★ Use well known stories from books and *Disney On Ice* to identify key features of a story.
- ★ Participate in role play, presentations and discussions.
- ★ Use a range of vocabulary.

### SUGGESTED PRIOR LEARNING AND PREPARATION ✨

Depending on the age of your class it would be useful if the children are familiar with the key features of a story e.g. the beginning, middle and end and typical characters e.g. goodies and baddies. They may have practiced retelling classic and familiar fairy tales.




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 ENGLISH LESSON PLANS
 

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Once you've seen the show, discuss one of the stories shown in *Disney On Ice*. Use the images from the Materials page to help. Discuss with the class:

- ★ Who are the main characters?
- ★ Where is the setting?
- ★ What happened at the beginning?
- ★ What happened in the middle?
- ★ What happened in the end?

Establish what themes are told in the different stories, such as an adventure or mystery. Introduce the idea of a quest to discover something, or save somebody.

Explain you are going to work as a class to create a quest based story and decide on the main objective or plotline that will drive the narrative, for example:

- ★ To find an item that has been lost.
- ★ To rescue a friend that has been locked up.

Once your class has decided on your quest objective you are ready to start the story builder lessons.





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## LESSON ONE: CREATING A CHARACTER

### RESOURCES

- ★ Characters Inspiration Sheet
- ★ Characters Description Worksheet
- ★ *Disney On Ice* images to display on the whiteboard (you will need internet access)

### LESSON OBJECTIVES

- ★ Describe a character using a range of vocabulary.
- ★ Write sentences and draw a picture of a character.
- ★ Start the story by choosing two characters and agree as a class what the characters are like.

### STARTER

Children describe their favourite character from the *Disney On Ice* show to a partner. How do they look? What are they wearing? What do they like doing? What is their personality like? To help children, you can start them off by describing a character, without revealing their name, and ask the class to guess who he/she is.

You could display some *Disney On Ice* character images from the Materials page on the whiteboard as a prompt.

### DISCUSSION TASK:

Referring to the Characters Inspiration Sheet, choose one or more characters to feature in the class story. The characters in the list are based on typical characters from different Disney stories.

Talk more about characters and how they help tell a story. In *Disney On Ice*, there are sometimes lots of characters in the story, and sometimes just one or two. They can be animals, humans or mythical creatures.

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## LESSON ONE: CREATING A CHARACTER

Ask children to discuss or write down what they think the character is like. Use questions to prompt them e.g. what colour hair do they have? What is their job? Where do they live? What do they sound like?

Take ideas from each group to build up a bank of descriptive words and sentences for the chosen character(s) for the class story.

### ACTIVITY

Using the Characters Description Worksheet, children describe more about their class story character. If you are creating two characters you could split the class up. They should try to include as many descriptive words from the class list as possible. They can then draw a picture of what the character looks like.

Bring the children's ideas together and build up a picture of what the class agree the two characters are, what they look like and other main characteristics.

### PLENARY






Demonstrate how different facial expressions can show how the character is feeling. Ask the children to show different emotions like happy, sad or scared. Get the children in a circle, then walk around them, when you stop and tap their shoulder, they do the face of their character. Do this in groups if children are not confident.

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## SCHOOLS

### LESSON TWO: DESCRIBING THE SETTING

#### RESOURCES

-  Mini whiteboards
-  Settings Inspiration Sheet
-  Settings Worksheet
-  *Disney On Ice* images to display on whiteboard
-  A range of art tools and materials

#### LESSON OBJECTIVES

-  Use the five senses to describe a setting
-  Use a range of descriptive vocabulary to describe the setting
-  Use art supplies to create a visual picture of the setting

#### STARTER

Show an image from the *Disney On Ice* show, which clearly shows the setting. (e.g. Sleeping Beauty's castle or underwater with Ariel and friends). Ask children to discuss what they think the Disney characters can see/hear/feel/touch/taste in that setting.  
 e.g. Anna from Frozen feels cold in the ice. She can hear the snarling of the wolves.

#### DISCUSSION TASK:

Ask your class to choose a setting for the class story, reminding them that this needs to be an appropriate setting for the characters that they have chosen for their story. Once children have chosen their setting, write up a selection of objects from different settings, you can find some suggestions on the Settings Inspiration Sheet. Ask the class to select which objects would be found in their setting. Encourage use of adjectives to describe each object found in the setting.





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### LESSON TWO: DESCRIBING THE SETTING

In small groups, they talk about other things they think they might find in the setting. Ask pupils to write down some ideas down on mini-whiteboards to prompt them.

Remind them of the character they created in lesson one, and decide what activity they might be doing in in the setting, e.g. building snowmen in the snow setting or picking fruit in the woodland.

#### ACTIVITY ✨ ✨

Children can do this activity individually or in pairs and they need the Settings Worksheet. Using colours, materials and different types of art tools, they create a visual picture of their setting. They think about the textures and colours in their story setting.

Children write words or sentences to describe the setting, object and activity that their character does in the setting. Back together as a group, share and discuss some of the children's work.

#### PLENARY ✨ ✨

Make up some simple sentences for the children based on the chosen setting and ask them to make them more exciting by using more adventurous words e.g. "He walked through the grass" or "She swam through the seaweed".

#### Extension:

Add another setting to the story; perhaps the lost item leads them to a different setting to where the character lives. Discuss the difference between real and fantasy settings.their character. Do this in groups if children are not confident.




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 LESSON THREE: OBSTACLES
 

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 RESOURCES ✨ ✨

- ★ Obstacles Inspiration Sheet
- ★ *Disney On Ice* images to show on whiteboard

## LESSON OBJECTIVES ✨ ✨

- ★ Understand that in the middle of a story there is a problem/challenge that a character has to overcome.
- ★ Choose an obstacle to challenge the character.
- ★ Through dramatic techniques, use language and actions to convey characters, situations and emotions.

## STARTER ✨ ✨

Ask children to remind you of the features of the story they have developed so far; the characters, where they live and what activity characters are doing at the beginning of the story.

Discuss different adventures or challenges that characters face in well-known fairy tales or traditional stories.

## DISCUSSION TASK: ✨ ✨

Remind children that the middle of the story usually has a challenge for the character. Briefly discuss traditional stories or stories from the show. What problems did they face? What is an obstacle? Show the image of Captain Hook and Smee looking scared of the crocodile or Prince Philip facing the Dragon, Maleficent. How did they overcome the obstacle? How do you think they are feeling?

Ask children to choose which obstacle(s) they want their character to face.

**Note:**

Each setting has a particular obstacle, but these can be blended if the story features more than one setting.








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## LESSON THREE: OBSTACLES

### ACTIVITY

Once the class decide on the obstacle, put them into small groups. In their groups, they have to decide how the character will overcome the obstacle. For example, if they choose the Lily Pad Lake, the character may leap over the lily pads or wade through the murky water.

Discuss ideas as a class and decide how the character will overcome the obstacle.

### Extension:

Add more obstacles to the story. Encourage children to think of some of their own.

### ROLE PLAY ACTIVITY:

How is the character feeling? Get children to stand in a circle. Choose volunteers to become the characters from the story and they come into the middle of the circle. Ask them to imagine they are waking up and doing an activity, e.g. sweeping leaves. Ask the other children to think about how the character is feeling. Next, the character faces the obstacle. Bring more children in to the circle to help become the obstacle they have to face, e.g. the sleeping troll. Ask the children to use actions and expressions to show how the characters' feelings might change. E.g. if they're scared, how might their body language change, in comparison to feeling happy or brave?

### Extension:

Ask groups to do the same exercise in smaller groups.

### PLENARY

Give each group a different character action from the story, for example, chopping logs or brewing a potion in a cauldron. On your instruction, a group performs a freeze frame. Ask the other children to guess what is happening in the story and how the character is feeling.



## SCHOOLS

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## LESSON 4: PUTTING IT ALTOGETHER

### RESOURCES

- ★ The *Disney On Ice* Story Builder Worksheet

### LESSON OBJECTIVES

- ★ Choose an ending to the story.
- ★ Practise retelling the story.
- ★ Use the *Disney On Ice* Story Builder Worksheet to sequence the story.

### STARTER

In groups, pairs or as a class, ask children to talk about their story so far. Use these questions to stimulate discussion:

Who is your character?

Where do they live?

What do they like to do?

Why are they going on a journey?

What obstacles are they going to meet on their journey?

### DISCUSSION TASK:

Tell children you are all going to put the story together. Write an opening sentence on the board, e.g. "On a cold dark night, a long time ago, once upon a time or on a warm, spring time morning..."

Talk through the beginning, middle and end and sequence together as class. Use connectives to join each part together.



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## LESSON 4: PUTTING IT ALTOGETHER



### ACTIVITY

Split the children in small groups to practise retelling the story.

Show children the *Disney On Ice* Story Builder Sheet. Children use this sheet to write and draw pictures to sequence the story.

To make it easier, children write key words in each box to describe what is happening in the story.

To make it more difficult, children write sentences using connectives to link the story.

### Extension:

Create masks or props to help retell the story. Using masks, how else can the children show how their character is feeling?



### PLENARY

Choose groups of children to present the story.

Ask children to give some verbal feedback on what they liked about their story and what they could do to improve it, e.g. add more characters or use more descriptive words.



### LESSONS BEYOND:

Now children have the basic structure of their story, get them practising it verbally and using drama/actions to embed the story well. It will help them to retell through dance.

Now it's time to start the dance lessons!

