

## Teacher Resource

# Performance, Paintings and Propaganda

## Lesson Ideas

Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre visit	Being a historian	<p>Learning objectives: To use research and enquiry skills to find out about the past</p> <p>Working as a whole class, in small groups or individuals, depending on abilities and the age of the year group, discuss/note down ideas about:</p> <ul style="list-style-type: none"> <li>• What is research?</li> </ul> <p>Then consider:</p> <ul style="list-style-type: none"> <li>• How many different ways can you find out about things?</li> <li>• Make a list of them.</li> </ul> <p>Working as a whole class or in small groups, depending on abilities and the age of the year group, use the Research methods you have to make a timeline of all the important things that happened to the king during the years 1536 &amp; 1537.</p>	<ul style="list-style-type: none"> <li>• History, rough books or lined paper.</li> <li>• Research tools - history resource books, history magazines, ICT access, encyclopedias, etc.</li> <li>• Tudor resources on <a href="http://hrp.org.uk">hrp.org.uk</a></li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> </ul>



Pre Visit	Title	Activity	Resources	National Curriculum Links
Pre and Post Visit	What Do We Know About Hampton Court Palace?	<p>Learning objective: To share thoughts and ideas about Hampton Court Palace and the monarchs who have lived there</p> <p><b>Pre Visit</b> Before your visit, the children can show how much they already know about Hampton Court and the stories in its history.</p> <ul style="list-style-type: none"> <li>To work as a class: have the children sit in a circle on the carpet. The teacher acts as scribe. Write 'Hampton Court Palace' in the centre of the sugar paper, and mind map all suggestions given by pupils about the Palace.</li> <li>To work as individuals: at tables, give all the pupils a plain piece of paper and one coloured pen, and have them mind map what they already know about Hampton Court Palace. They can draw if they would prefer!</li> </ul> <p>It doesn't matter how much the class know, or if some facts aren't quite true!</p> <p><b>Post Visit</b> On the same piece of paper, whether as a class or as individuals, use a different coloured pen to add in all the things you know about Hampton Court!</p> <p>Particularly when working as individuals this exercise should give the children confidence in how much knowledge they have gained from the trip to the Palace.</p> <p><b>Extension:</b> Discuss what was the favourite fact the children learnt? What surprised them the most? etc.</p>	<ul style="list-style-type: none"> <li>A2 plain sugar paper and a coloured felt tip if working as a class; plain A4 and coloured pens if working as individuals.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>

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Post Visit	Super collage	<p>Learning objective: To create a super collage depicting major events in Henry VIII' life</p> <p>As a class thinking about the workshop we have just done, pupils choose a major, event in Henry's life then draw it and finally put them all into a "Super-collage!"</p>	<ul style="list-style-type: none"> <li>• Plain paper, pencils, coloured pencils (and coloured paints or pens if a bolder look is needed, i.e. if the collage is for display in the classroom.</li> <li>• Tudor timeline from MMM teacher resource</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>

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Pre Visit	Title	Activity	Resources	National Curriculum Links
Post Visit	Depicting key events in history through drama	<p>Learning objective: To use drama to tell stories in history</p> <p>Working in small groups of 5 or 6, pupils will come up with tableaux depicting some of the key stories they have heard or learnt about on their visit to Hampton Court.</p> <p>They should be encouraged to think about their use of space and levels to illustrate status, as well as how the relationships between characters and the events shown can be conveyed with very little movement.</p> <p>Each group should have some rehearsal time, and then show their work to the class. The audience should be encouraged to say who they think everyone is, and what is happening.</p> <p>Moments which work well, depending on the teacher's focus, include:</p> <ul style="list-style-type: none"> <li>• The birth of Prince Edward (later Edward VI) in 1537.</li> <li>• Katherine Howard's supposed flight down the Haunted Gallery to beg Henry VIII's forgiveness in 1541.</li> <li>• Charles I's escape through the Privy Gardens in 1647.</li> <li>• George II and Queen Caroline's sparkling summer parties by the Maze.</li> <li>• Prince Frederick and Augusta's midnight flight from the Palace when Augusta went into labour in 1737.</li> <li>• Queen Victoria opening the Palace to the public, and appointing the Grace and Favour apartments.</li> </ul>	Tudor resource from MMM teacher resource pack	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.</li> <li>• Adopt, create and sustain a range of roles, responding appropriate to others in role.</li> <li>• Opportunities to improvise and devise drama.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>

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