

AAC ICL 11

P5

Scottish Wars of Independence

Aims of Project

Curriculum for Excellence

This project aims to enable participants to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors and targets the following outcomes and experiences.

Social Studies	SOC 205E	(Explore conflict)
Literacy and English	ENG 230AH	(Structure / Character / Setting...)
Expressive Arts	EXA 213N	(Drama Script / Impro...)

5 – 14

Environmental Studies – People in the Past

Drama Techniques

Characterisation, Role Play, Mime, Stage fighting, Script work, Improvisation...

Other Learning Outcomes - Relating to 5 National Priorities to Improvement

- **#1 Context for developing literacy skills**
Storytelling / communication / Script work
Presentation and recording of information
- **#2 Sustainable resource for teachers (DVD)**
- **#5 Participation in arts / cultural activity**
Teamwork / Delegation (Entrepreneurship)

General Approach

Drama / Media exploration of key events and characters surrounding the Scottish Wars of Independence. As the class had already covered the William Wallace era it was decided that the activities should focus specifically on Bruce, Bannockburn and The Declaration of Arbroath.

Contact details

Class teacher, Head-teacher, Artist, Council support (CLO or CC)

Provisional Session Outline

Session #1

Gym

Warm up game

Discussion points

Independence
Nationality / Passport?
Freedom / Oppression?

Basic mime - stage fight

Broadsword
Battleaxe / Sword & shield
Longbow / Spear

Class

Recap Wallace (ppt)
Intro Bannockburn (ppt)

Follow-up

Select weapons / parts of the battlefield
Watch battle sequence (Braveheart DVD)
Create action sequence as a list

Session #2

Gym

Develop fight and build formations
Shiltrom (spears)
Archers
Knights

Class

Recap Bannockburn (Schama DVD)
Storyboard exercise

Characters and events

Longshanks
Balliol Stone of Destiny
Wallace Stirling Bridge / Falkirk

Edward II Bannockburn
Bruce Declaration of Arbroath

Follow up

Develop action sequence as storyboard / script

Session #3

Gym / Outdoors?

Rehearse action sequences

Class

Anthems
Declaration of Arbroath
Prop demo

Follow-up

Build props
Practise songs

Session #4

Gym / Outdoors?

Camera / Sound rehearsal
Kings Queens – medieval life (loan kit)

Class

Script Demo
Explore loan-kit
Create characters / dialogue

Follow up

Develop scripts

Session #5

Gym / Outdoors?

Shooting

Class

Watch rushes
Evaluation (vox pops / comment sheets)

Evaluation

Key success factors

- Clear links between 5 – 14 and curriculum for excellence
- Solid background knowledge and understanding shown by the class
- Excellent preparation and follow-up work
- Enthusiasm for both the topic and artistic techniques
- DVD production
- Good weather

The following CfE experiences and outcomes as well as the overarching experiences were clearly met.

Social Studies – People, past events and societies

SOC 205E

Through researching a past conflict, I can identify possible causes of that conflict and report on the impact it has had on the lives of the people of that time.

Literacy and English - Writing

ENG 230AH

Having explored the elements writers use in different genres, I can use what I learn to compose stories, poems and plays with:

- *An interesting and appropriate structure and/or*
- *Interesting characters and personalities and/or*
- *Settings which come to life*

Expressive Arts - Drama

EXA 213N

I have experienced a sense of achievement by creating and presenting scripted or improvised drama, sometimes through other areas of the curriculum, showing awareness of aspects such as audience and atmosphere.

Pupil Comments

What did they enjoy most about this learning experience?

...took more information in...helped us use our imagination... better than having to write things down...didn't become as easily distracted...getting fresh air as well as learning... using imaginary weapons helped us imagine the battle better... exciting waiting for what would happen next...felt famous when credits came up with your name on it... remembering the topic watching the DVD...funniest and best way to learn about the Scottish Wars of Independence...like to do it again...excellent – it was the best topic ever...

Overall assessment by Teacher:

This was an excellent series and fitted in perfectly with our topic of Scottish Wars of Independence. It was a “grand finale” to an amazing topic, which the pupils thoroughly enjoyed.

Reading, writing, researching, art and design, ICT, PE, music and drama were all part of the topic, which was curriculum for excellence in action. Joe Gallagher was most impressed with the children's interest and knowledge of this topic. A number of children had done extra research at home. Learning about fighting / defending and marching were well-liked. Filming was new to a number of pupils as was being the actual stars of the video.

Pupils learned a lot, were very involved and enjoyed this series very much indeed. The “dressing up” added some authenticity! Many thanks to Joe for all the effort he went to to make everything so worthwhile and enjoyable. An extremely positive learning experience for us all.

Artist's Observations

This unit epitomised the value of the AAC programme in every respect. As a topic, the Scottish Wars of Independence yielded a wealth of learning opportunities, which far exceeded initial expectations in terms of both the artistic, and curricular outcomes stated above.

This success was in no small way influenced by the diligence and surprising maturity of the pupils, who clearly had a fascination for the topic, and the enthusiastic support of class teacher. Thorough research and preparation by the class was embellished by activities, discussion and follow-up work. I was genuinely impressed by their knowledge and understanding of the history and this allowed us to explore the topic in much greater depth, with respect to human stories, current relevance and cinematic possibilities.

I was delighted that the other P5 group at the school were able to make use of resources such as the medieval loan kit from the Dick Institute and elements of the lesson plan. Despite the limited time available, an extraordinary amount was achieved and the staff and pupils deserve credit for this.

This, in my opinion, is a conspicuous example of Curriculum for Excellence working in practise.