



# Home Learning Introduction: Topic 7 Let's Perform: Lights, Camera, Action!



We hope you are all keeping safe and well. **We also wish families celebrating Eid, Eid Mubarak!**

These may be of help to you, particularly if you are trying to manage several children's needs or have limited access to the Internet.

*Page 1: activities – no IT needed Page 2: web links - if you have internet access and some extension.*

*The most important thing is that you are calm for your children and should only do whatever you can manage. Remember that children also learn a lot through play such as Lego and playing games and even through chores such as helping to prepare a meal. Great learning can happen when it's not always adult directed.*

## Wellbeing and Building Resilience

For resources to support this please click this link to our Padlet: <https://padlet.com/HLTWellbeing/jukwcst2scmfbd7t> or use this QR code:

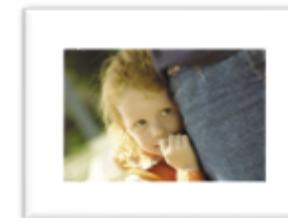


### Managing Feelings – Talking about feelings and worries

(please see further website resources for support on the third page)

The Prime Minister announced that from 1st June all Nursery, Reception, Year 1 and Year 6 may return to school. Some children will be excited and encouraged by this news. Others, we know, will feel worried, anxious and/or nervous about the return to school and what school will be like whilst they are there. We know all feelings are valid and completely normal. Acknowledging and talking about feelings is an important first step in learning how to manage these feelings and, in doing so, build resilience. At home, children could:

- Look at pictures of people in books and magazines. Ask your child, *'What is happening in this picture? What is this person feeling like? How do you know? Have you ever felt like this? If you felt like this, what would your face look like? What would it feel like inside your body? What might a person do, feeling like this? Can you think of other words to describe this feeling?'*
- Draw or write their feelings down, about the prospect of returning to school on a piece of paper, and 'post' these into a 'My feelings' box. Talk about their drawings or words e.g. *Tell me about what is happening in your picture. I can see you look (name emotion) because ..... Tell me more.'*
- Follow up with strategies e.g. *'When you are at school and if you feel like this, what could you do?'*
- Recognise with your child that all feelings are okay and that it is okay for them to be honest in feeling that way.



**Talking through play can also help!**

**Dancing in symmetry**

Dancers in musicals and in the theatre often create symmetrical shapes with their bodies when dancing. This is quite hard to do and your balance may be tested but have a go. Can you make a symmetrical shape with your body?



Try to draw the shape you made with your body using squared paper. Then draw the line of symmetry. Can you make a body shape with two lines of symmetry? Can you make a symmetrical shape with two people?



**Going to the cinema**

Tickets type	Ticket Prices
Adult weekday	£7.00
Child weekday	£3.50
Adult weekend	£10.50
Child weekend	£5.00
Family ticket weekday	£18.00
Family ticket weekend	£20.00

(Family tickets are for 1 adult and 3 children or 2 adults and 2 children.)

How much will it cost for a family of 4 to go to see a film on Tuesday? (two adults, two children)

How much do they save by buying a family ticket?

How much will it cost for 4 children and 2 adults to watch a film on Sunday?

What type of tickets should they choose to get the cheapest deal.

What is the total for 6 adults to go to the cinema on a Sunday?

**Make a cinema maths challenge!**

Use the Cinema tickets table in the previous task to make some questions up to ask the adults or family at home to solve. Try to make questions for the 4 different operations: +, -, x and / Vocabulary should include sum, total, difference, lots of and shared between

**Direct a play!**

You are film set manager. Draw a design of your set and write instructions to tell the actors where they will be positioned and how they will be moving. E.g. Stand adjacent to the stage and then turn 45 degrees clockwise so you are facing the audience. Think about positions and angles and include vocabulary like right angle, perpendicular, opposite, adjacent to, clockwise, anti-clockwise.



**Walk of fame**

In Hollywood, there is a famous walk of fame; a 2.1 mile long pathway where famous people in film, TV, radio, live performance and music have stars. The stars are set into the footpath with people's names on them. We want to make a Walk of Fame for our area.

Who would you choose and why? Any special achievements? You could have a ceremony at home and give a presentation of the star and say all the reasons the star is being awarded. We would give a star to Colonel Tom!

**Write a play!**

Plays have been written for thousands of years! The Ancient Greeks used to put on plays. Plays can make you laugh (comedies), or make you sad (tragedies).

The **Hackney Empire** was built as a music hall in 1901, designed by the architect Frank Matcham and is famous for pantomimes. Turn your favourite story or book into a play or make a real-life play based around something that happens at home! You could try a fairy tale like Red Riding Hood or The Gingerbread Man, or a picture book like Where the wild things are.

- Remember plays have:
- **Character's names** to show who's speaking – no speech marks or 'said'
  - **Stage directions in brackets** – to describe the setting or to tell the actor how to say something – **Scene 1: A castle**  
Prince: Who goes there? (shouting)  
Little girl: It's only me (hiding)

Create a stage for it perform it. Can you use curtains and furniture at home to create the set? Draw some scenery. Dress up in different clothes for costumes. Make props and enjoy! If you film it then it is a movie!

Could you write a trailer for your play/movie to tempt people to watch it?



**What's the job?**

At the end of a film or TV programme there are credits. These are the names of the people who were involved in the acting and the making of the film or programme.

There are lots of different jobs that people have for us to watch these shows. - can you find out what they do and find out any more by watching credits? *director; producer; editor; script writer; props; lighting; costume designer; runner; location manager; sound; camera operator; hair and makeup; actors real names. What is a gaffer?*

Each job is important to the whole show. Write a job description for them. You might want to assign different jobs for people in your play!

**Seeing shadows**

Shadows are formed because light shines in straight lines and can't bend around objects unless they are transparent e.g. a window, or are reflective e.g. mirror.

Get a light source (lamp/torch) and investigate: What happens when the light shines on toys or things at home? What happens to their shapes when light sources falls on them? What happens if you put the shape close to the light source? Or pull it further away? If you can do an activity outside, have a go at different times of the day when sun is lower or higher in sky. Look at your own shadow at lunchtime – is it long or short? What about earlier/later in the day? Or sit near a window, what shadows fall inside your home. Can you put some paper on the floor or table and trace around the shadows?

**Shadow Puppets**

Shadow puppets are created by cutting out characters in card and then putting them in front of a light source. Shadow puppet shows are done all over the world. Make your own shadow puppet – It could be for your play or story. What happens if you cut holes in it?



**Sound Effects**

To add atmosphere to films, TV, Radio and theatre shows music and sound effects are added. When you hear a creaking door, is it really a door or is someone making a sound like that? You can use everyday materials to make sound effects. Below are ideas to make animal sounds.

Experiment: Can you make other sound effects?

**Make a snake sound:** You will need: sealable container/tube and rice. Fill the container with the rice.

Turn the container over and over **Make cricket sounds** You will need: jar lids/flan tins/similar. Gently push down in the middle of the overturned lid.

**Make a chicken sound:** You will need: tin can/plastic cup, string.

Make a small hole in the base of a can or plastic cup.

Thread string through with a knot on the inside.

Wet your fingers and run them down the string to produce a chicken noise.

Investigate volume: *Sound travels in vibrations through the air (gas). Try changing the volume of your sounds. Remember the stronger the vibrations, the louder the sound! Do you think sound can travel through liquids and solids as well?*

**The spotlight!**

Light is important when making films, TV and in the theatre. A light engineer is someone whose job is to understand how light works.

Do the experiment below. What have you found out about light?

**Bending Pencils**

You will need a: -clear glass

-water

-pencil or drinking straw

Fill a glass with water. Put the pencil or straw in the water. Then look through the side of the glass. What do you see?

Does the pencil look straight or bent? Does the pencil look smaller or larger in the water?

Why do you think this is?

*Explanation: Light travels slower through water than air. As the light enters the glass of water, and as it leaves the glass, it changes speed and direction, making*

**QUIZ**

1. To whom does Woody from Toy Story belong? Billy, Bob, Andy, Albert
2. Who lives in a pineapple under the sea?
3. Where does Harry Potter go to school?
4. What is the name of the Theatre in Hackney?
5. What kind of animal is Sonic?
6. What is the last Star Wars film called?
7. Name 3 Minions.
8. What's the name of the programme set in a jungle in Australia with Ant and Dec as hosts?
9. What film would you expect to find a T-Rex or Stegosaurus in?
10. Who is the famous animator of Mickey Mouse?

Answers on the next page!

**Josephine Baker!**

Josephine Baker was the highest paid performer in 1927. She was an African-American singer and actor. But in WWII she was a spy for the French Resistance. Her dance moves have inspired performers today and Beyoncé describes Josephine's dance moves as inspirational.

What stars inspire you?

Think of a star and imagine another secret life for them like Josephine's life as a spy!

**The history of TV and film!**

Find out from people you know what the first thing they remember watching was and when!

By asking people in your family can you find out these things? When did someone get their 1st TV?

When did they get their 1st colour TV?

When did they watch their first Video/DVD?

What was the 1st film they saw at the cinema?

What was their favourite TV show as a child?

Try to organise them by date (you might need to use some maths to help you work out years!)

Make a zig zag book about the history of TV and film for your family.



**Do they remember?**

Look at these pictures and ask someone what they are and what they were used for!

Think about how TV and Film has changed from the past (then) to



**Movie around the world!**

Hollywood is famous as a place where American films are made but films and TV are made all over the world!

Bollywood is the Hindi film industry in India  
Nollywood is the Nigerian film industry in Nigeria

Not only are films made across the world, but they are set in other parts of the world too Draw a circle to be your globe and then try to add on as many places where films are set or made! It could be the country or the continent You could write the film name or draw a character from the film! Make it as interesting and as colourful as you can. How many different places can you find?



**Where are your favourite stars from?**

Think about who your favourite stars are from TV, Film, YouTube, bands etc.

Where do they come from? Can you find the continent, country, town/city they are Can you find a person from 5 different countries or continents!

**Topic 7: Let's perform: Lights, Camera, Action!**



# HackneyHomeLearning @hackneysuccess



This half term week is all about performing! Singing, acting, dancing, playing music – your chance to shine! Your challenge is to write and act a play or script, write a piece of music or choreograph a dance – have fun! You could use shadow puppets, your sound effects and your own music to create your fabulous show! Why not try a new skill or teach yourself an instrument? Watch a play, opera, film, dance or concert.

**The great dilemma! Questions to think about! (P4C)**

In Hollywood it is estimated that male stars earn \$1.1 million dollars more per film than equally experienced female stars. Why is that and is that fair? The most expensive film budget was for Pirates of the Caribbean: At World's end at \$300 million. Do you think it is right that that amount of money is spent on making a film? Is film piracy OK? Piracy is when people copy the films and either sell them or show them to other people for free. No money goes to the filmmakers, production crew or actors or towards the cost of making it.

**Creative Arts**

**Spot the instrument!**

Listen to a piece of music you like and then listen to other types of music such as classical, jazz, rap, folk, rock etc and music your family likes. What different instruments can you hear? Do different genres of music use different instruments? What about music from different countries? Can you spot drums, piano, guitar, violins etc? How do you feel when you hear these pieces of music?

**Let's make music!**

Can you create your own song / rap / piece of music? You could start with a lyric, a beat, Can you use harmonies where sounds blend together well? If that's too hard can you change the words to a song you know? **Dance! Dance! Dance!**

Practise your favourite dances and try making up your own and record them.



**Playing charades**

Charades is a game where you think of a film, book or TV show; how many words are in the title and act out each word. Your audience must work it out from your actions. You give an action for 'book' with two hands opening like a book, for 'film' you hold your dosed hand to your eye like a telescope and make a winding action with your other hand. For TV you draw the shape of a TV screen in the air. You can wiggle your ear for 'sounds like' clues and act out the sounds like like and/or/in from the title by showing your thumb pinched together. You show how many words in the title by holding up the number of fingers e.g. The Lion, the Witch and the Wardrobe. ( 7 words)

To show the – you can do a sign language T with your hands Lion – act it out without the sounds Witch – act out a pointy nose and hat Wardrobe – act out putting clothes



**Mime like Charlie Chaplin**

Sir Charlie Chaplin was famous for his silent films.

A silent film is a film with no recorded sound! So you would not have heard what the actors said to each other! Live music often accompanied the silent film to make people feel an emotion. The actors needed their expressions, actions and live music to tell the story. Think of your favourite movie. Which character do you like best in the movie? Which is your favourite part in the movie?

Can you re-enact your favourite scene as this character in a silent film? Is it a sad part or a funny part? How do you want people to feel?

Film it and try to think of some music that would add to the



# Topic 7: Let's perform – Lights, Camera, Action!

These are links to websites – please practise Internet safety with your children whilst accessing these websites. 

## Useful websites for parents and carers:

- In response to the coronavirus lockdown and backed by the Government, The **Oak National Academy** website, is a new collection of high-quality lessons and online resources. For more information for parents and carers: <https://www.thenationalacademy/information-for-parents-pupils/>  
**Wellbeing, Building Resilience and PSHE**
- The CAMHS Alliance for Hackney has produced a comprehensive list for parents and carers <https://www.learningtrust.co.uk/sites/default/files/document/City%20and%20Hackney%20CAMHS%20support%20for%20parents-carers.pdf>
- Talking to a child with who is worried about COVID-19: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>
- Supporting your child's emotional wellbeing: <https://www.worldvision.org.uk/news-and-views/blog/2020-blogs/april/coronavirus-lockdown-supporting-your-childs-mental-wellbeing-times-anxiety/#activities>
- First Aid and Kindness: Being safe at home <https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-kindness>  
Learn simple first aid with your child: <https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-kindness>
- The National Education Union has published a new website for providing advice, latest news and resources for parents and carers on the Coronavirus crisis: <https://coronavirusschools.org.uk/advice/>

## Films and TV shows

High School Musical, Sing the Movie; Coco; Alvin and the Chipmunks, Mary Poppins; Sound of Music, X Factor; Britain's Got Talent, The Greatest Dancer; Strickly Come Dancing; Ballerina

## Websites

<https://www.raiseonlineintraining.co.uk/videos/ks2-history-sources-history-and-hollywood/>

## Religious Education

### Eid Mubarak!

Eid is a Muslim Celebration for the end of Ramadan, a month of fasting. It starts when the new moon is sighted in Mecca. It could be on Sunday 23rd May. Find out if anyone you know is celebrating Eid and how they will celebrate it. Eid Mubarak means Happy Eid!  
<https://www.bbc.co.uk/bitesize/articles/z4cmkm>

### Vaisakhi

In Sikhism the festival of Baisakhi or Vaisakhi celebrates the New Year and the occasion when Guru Gobin Singh founded the Khalsa (The Sikh Community). A Baisakhi groups of men perform original Bangra dancing, a folk dance that began in Punjab, India. It is performed at the end of Harvest and tells the story of a farmer's life. The dance is accompanied by a solo singer and a big drum called a dhol. Can you think of any religions where music and dance is used to celebrate? Could you make up a dance to celebrate an important event in your life?  
<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqy9q>  
[https://www.youtube.com/watch?v=XYPb\\_2e55do](https://www.youtube.com/watch?v=XYPb_2e55do)

## Literacy

### Hollywood Walk of Fame:

[http://encyclopedia.kids.net.au/page/ho/Hollywood\\_Walk\\_of\\_Fame](http://encyclopedia.kids.net.au/page/ho/Hollywood_Walk_of_Fame)

### All about plays:

<https://www.bbc.co.uk/bitesize/topics/zsn4h39>

### Script writing:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-write-a-script/z4tmd6f>

<https://www.mensaforkids.org/teach/lesson-plans/writing-a-screenplay/>

**Little Angel theatre** <https://www.youtube.com/watch?v=NBjMp1c3XIQ>

**Film Trailers** <https://www.literacyshed.com/the-film-trailers-shed.html>

## Books

**EYFS  
N  
and  
R**

**Angelina Ballerina  
centre  
stage:** Katharine  
Holabird



**Riley know he can:**  
Davina Hamilton



**Maisy goes to a show:**  
Lucy Cousins



**KS1  
Y1-  
Y2**

**Amazing Grace:** Mary  
Hoffman



**A is for  
Audra:** Broadway's  
Leading Ladies  
from A to Z:



**Josephine; The dazzling  
Life of Josephine  
Baker:** Patricia Hruby  
Powell,  
Christian Robinson



**The dark:** Lemmony  
Snicket



**The King who  
banned the dark:**  
Emily Haworth-  
Booth



**KS2  
Y3-  
Y6**

**The Owl who was  
afraid of the dark:** Jill  
Tomlinson



**Drama:** Raina  
Telgemeier



**Newskids on the net:**  
Nick Handel



**Shadow of the Silver  
Screen:** Christoher Edge



**Theatre Shoes:** Noel  
Streatfield



## Science

Shadows <https://explorify.wellcome.ac.uk/en/activities/whats-going-on/shadow-shapes>

Shadow puppets: <https://www.bbc.co.uk/bitesize/clips/z87jimp3>

Sound effects: <https://www.bbc.co.uk/bitesize/clips/z4vs34j>

Sounds around the home: <https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills/zbc4y9g>

Light: <https://www.bbc.co.uk/bitesize/clips/zqg3cdm>

Sound KS1: <https://www.bbc.co.uk/bitesize/clips/zt9tfrd>

## Humanities

### Bollywood:

[http://news.bbc.co.uk/cbbcnews/hi/find\\_out/guides/2003/bollywood/newsid\\_2683000/2683809.stm](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/2003/bollywood/newsid_2683000/2683809.stm)

History of TV <https://www.dkfindout.com/uk/science/amazing-inventions/television/>

Timeline of TV: <https://www.thoughtco.com/the-invention-of-television-1992531>

Film Resources <https://www.bfi.org.uk/education-research/education-events>

## Creative Arts

**Cbeebies Pantomime** <https://www.bbc.co.uk/iplayer/episode/b08mp5wv/cbeebies-presents-goldilocks-and-the-three-bears>

### British Library (make a book)

<https://www.theguardian.com/books/2020/may/12/british-library-asks-nations-children-to-write-miniature-books-in-lockdown>

**Guess the film – with emoji's** <https://www.bbc.co.uk/cbbc/quizzes/bp-tricky-emoji-quiz>

**Music:** <http://www.hackneymusic.co.uk/primary-online-resources/>

<https://www.sadlerswells.com/whats-on/2020/take-part-family-dance-workshops/>

**Gareth Malone**

**choir:** <https://www.youtube.com/watch?v=rFgYqP2wJQU&list=PLaLGHvdHfRMfkIzQvNMOmp4eJCHxBAI6m&index=39&t=0s>

**Shakespeare plays** <https://www.rsc.org.uk/shakespeare-learning-zone>

<https://www.nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources>



### Spanish:

Stories, songs and poems in Spanish

<https://www.bbc.co.uk/bitesize/topics/znc2tfr/resources/1>

## Maths

### Cinema and Maths activities:

<https://www.ncetm.org.uk/resources/25971>

Scaling in theatre design <https://www.ncetm.org.uk/resources/9680>

Lines of symmetry <https://thirdspacelearning.com/blog/what-is-line-of-symmetry-explained/>

### Answer to the Let's Perform Quiz

1. Andy
2. Spongebob
3. Hogwarts
4. The Hackney Empire
5. Hedgehog
6. The Rise of Skywalker
7. Kevin, Bob & Stuart
8. I'm a celebrity, get me out of here
9. Jurassic Park
10. Walt Disney