



## Dance the Game!

### KS2 Literacy and Creativity at the National Football Museum

Literacy: Speaking, listening, performance poetry

Cross-curricular: Numeracy (counting dance steps), Citizenship

ICT: Easi-speak microphones

Creative curriculum: Creating dance piece, performing poems to whole school

|                                                                                                                                                                                                     |                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Museum Professional/s:</b><br/>Peter Evans, Dawn Thomas<br/><a href="mailto:Peter.evans@nationalfootballmuseum.com">Peter.evans@nationalfootballmuseum.com</a><br/><br/>Tel: 01772-908426</p> | <p><b>Creative Practitioner:</b><br/>Olwyn Maurer<br/><a href="mailto:olwyn@emptyspace.org.uk">olwyn@emptyspace.org.uk</a></p> |
| <p><b>Text type:</b> (Performance) poetry</p>                                                                                                                                                       | <p><b>Key stages 2 and 3</b><br/>Years 5 - 7</p>                                                                               |

**Overview:** The museum visit represents a well-planned, joint effort by teachers, museum professionals and creative practitioners, to create a variety of stimuli for children. Teachers have the opportunity to take responsibility for the delivery of short, tailored sessions, using part of the museum core collection that they have selected to work with. The creative practitioner takes children through a number of dance and movement techniques, giving young people the opportunity to express themselves, and what they are learning, in unique and exciting ways. This session can be tailored to meet the requirements of Gifted, Able and Talented students, in addition to children for whom English is their second language.

“The children are rightly proud of what they have achieved, reluctant writers find they have something to write about, speaking and listening skills are developed and literacy becomes fun and a whole lot more interesting!”  
Sue Alty, teacher

# Preston Museums and Schools in Partnership



## Stage 1: Before the visit: suggested classroom activities

- Make links between literacy (poetry or other text type) and forthcoming museum visit, as children benefit from understanding the reason for their museum visit

### Comments on the session:

‘The planning and preparation with the school prior to their visit meant that their time at the museum was more focused.’ (Peter Evans)

‘Children were able to work together using non-verbal communication using dance and movement as a way of communicating and building up relationships. Children were able to produce some excellent creative responses’. (Olwyn Maurer)

‘Great day – worth the effort’! (Teacher)



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## Stage 2: During the museum visit

**Museum:** The National Football Museum

**Time of visit:** Full day

**Content of museum session: Led by teacher, museum professional and creative practitioner.**

(This session is quite strongly teacher-led, as children are reminded during each session by the teacher to record information (fact, opinion) during each activity. This can be done in individual notebooks, on card designed in the shape of a football, on large pieces of paper placed around the museum, or by the teacher/teaching assistant on a flipchart)

- Arrival and transfer to boot room. Welcome from museum professional, and transfer to ground floor for fifteen minutes free exploration of museum collection.
- Ground tour: Museum professional to lead a short session on chanting and cheering (2-3 minutes) in the stadium stands. Children then to be split into two groups:
  - 1. To be led by creative practitioner in tunnel and on stands (Mexican waves, use of musical instruments etc). Children to record simple vocabulary on large pieces of paper in player's tunnel.
  - 2. To be led by museum professional in changing rooms and tunnel (focus on emotions before a game, after a win/loss, feelings as you walk down the tunnel). Children to record simple vocabulary, either written or using easi-speak microphones.
- As second group leave the tunnel, first group will clap and cheer to create atmosphere during a football game..
- Half time break in boot room.
- First session with creative practitioner – dance and movement related to morning activities.
- **LUNCH**
- Children to rotate around 4 activities: Object handling (with speaking and listening) – museum professional, Movement – creative practitioner, Lower gallery- teacher, Upper gallery- teacher. Children to be split into 4 groups, to be supervised by another adult at all times. (Teachers visit the museum prior to today's visit to locate a part of the exhibition they wish to work with...this can be a single item or picture of a larger part of the collection. Teachers devise and lead their own session with small groups of children). Please see table below.

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|                          | Creative practitioner | Museum professional | Teacher 1 | Teacher 2 |
|--------------------------|-----------------------|---------------------|-----------|-----------|
| Session 1 (12:45 – 1:20) | Group 1               | Group 2             | Group 4   | Group 3   |
| Session 2 (1:20 – 1:55)  | Group 2               | Group 1             | Group 3   | Group 4   |
| Session 3 (1:55 – 2:30)  | Group 3               | Group 4             | Group 1   | Group 2   |
| Session 4 (2:30 – 3.00)  | Group 4               | Group 3             | Group 2   | Group 1   |

Five minutes is built into each session to include movement by the children from one session to the next.

## Stage 3: After the visit: creative practitioner in the classroom

Time of visit: Morning or afternoon

Content of follow-up session: Led by Creative Practitioner, supported by teacher

- Creative practitioner re-caps activities that took place during the museum visit, and asks children to record action words. These can later be used to create written and performance poems.
- Creative practitioner works with the children through a series of dance and movement exercises to produce a dance sequence with the theme 'Going to the Match'.

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### Stage 4: After the visit: suggested further classwork

- Using words, sounds and actions generated by the museum visit and follow up in school, children start to create their own poems. These can be performed, alongside the dance piece 'Going to the Match' at a school assembly.

The cost to schools wishing to deliver this session as a half-term scheme of work is dependent on the level of creative practitioner involvement. The table below can help teachers calculate session cost.

|                                   |                                                                                                                   |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Planning at museum prior to visit | No charge for planning with museum professional/s<br>£125 half day planning with creative practitioner (optional) |
| Entry to museum                   | £2.50 per pupil                                                                                                   |
| Museum session                    | No cost for workshops with museum professional/s<br>£125 half day workshop lead by creative practitioner          |
| School follow up session          | £125 half day workshop lead by creative practitioner (optional)                                                   |

For further information, or to book a session, please contact the museum professional/s listed at the top of this form.

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