

The Little Green Road to Fairyland

KINDERGARTEN, PREP – YR 2

Strands Making (choreography) and Responding (appreciation)

Prior Knowledge Nil required

General Capabilities Literacy, Numeracy, Creative Thinking and Social Capability

Access or download these free classroom resources to complement this Activity Sheet:

VIDEO

[Ballet Mime Vocabulary](#)

PRODUCTION NOTES

[The Little Green Road to Fairyland](#)

FLASHCARDS

1.4.1, 1.4.2, 5.1.1, 5.2.1, 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5

ACTIVITY 1

Exploring emotions through conversation and movement

- As a class, read the synopsis from *The Little Green Road to Fairyland* Production Notes for the Classroom.
- Discuss the different characters from the story and identify the emotions each experienced i.e. sad, shy, disappointed, scared and happy.
- As a class, watch the *Ballet Mime Vocabulary* video, pausing after each mime to highlight how different emotions are portrayed through the facial expression and physical movement of the dancer. For example, during the 'leave' mime, the dancer's face is stern and his movements are sharp and strong. In comparison, during the 'come' mime the dancer is smiling and the movements are soft and fluid.
- Ask students to identify one emotion (i.e. happy/sad/angry) and demonstrate this using their own facial expression.
- Using the viewpoint questions (to the right), discuss how the emotions can also be portrayed using body language and movement. For example, when you are sad your shoulders may droop and your movements are slower.
- Play a freeze game with the students matching an emotion with music. Play a piece of music that reflects an emotion and ask the students to match this music with a facial expression whilst freezing with their bodies. Repeat this multiple times.
- As a group, identify four characters from *The Little Green Road to Fairyland* and create a pose for each character. Poses should reflect the character's emotions.
- Identify the four sides of the room as a location from the story (e.g. four magical trees).
- Discuss different types of locomotor movements and ask the students to practice on the spot (e.g. marching, skipping)
- To play the game, the teacher gives the students three instructions; a locomotor movement, a location and a character. Students then follow these instructions using the locomotor movement to travel to the location and freeze in the pose of the character. Repeat this multiple times using a variety of locations, poses and movements.

Extension Activity

Repeat Activity One with another storybook or fairytale to extend students' understanding, description and analysis skills.

Learning Outcomes

Arts Learning Area, Dance Subject Content Descriptions (version 8.2)

- Explore, improvise and organise ideas to make dance sequences using the elements of dance.
- Use fundamental movement skills to develop technical skills when practising dance sequences.
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community.

Early Years Learning Framework (EYLF)

- Outcome 1: Children develop knowledgeable and confident self identities.
- Outcome 3: Children become strong in their social and emotional wellbeing.
- Outcome 4: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Outcome 5: Children interact verbally and non-verbally with others for a range of purposes.

Viewpoint Questions

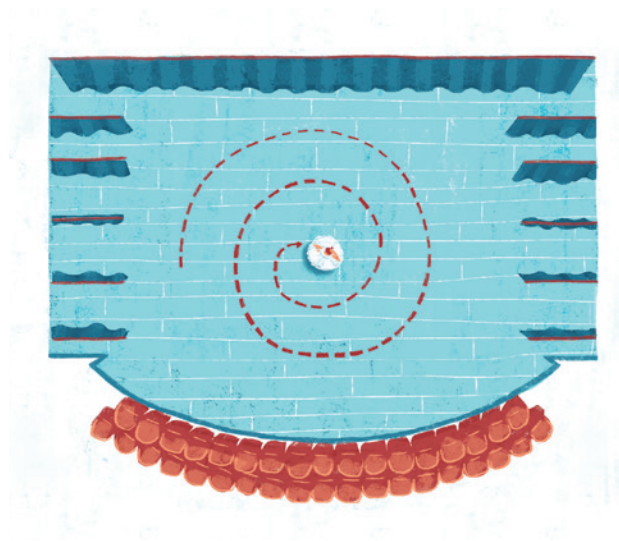
- What shapes would your body be making?
- Would you stand tall or hunch over?
- Would you move quickly or slowly?
- Would your movements be jerky, fluid/smooth, strong/heavy?



ACTIVITY 2

A map of the *Little Green Road to Fairyland*

- Re-read the synopsis of *The Little Green Road to Fairyland* found in the Production Notes for the Classroom.
- Explain the role of a designer; someone who imagines and creates what a story will look like, what the characters will wear, how the fairyland or the house will look.
- Ask students to become the designer of their own fairyland and using the viewpoint questions (to the right) encourage them to discuss their ideas as a group.
- Either in small groups or individually, provide students with a piece of cardboard which will become their fairyland design.
- Firstly, ask students to identify the different locations visited throughout the story (e.g. house, door to fairyland, four magical trees or their own ideas).
- Provide students with time to draw their design featuring each of these places. Support students to use their own creativity and imagination in creating their fairyland.
- Conclude the experience by asking the students to share their fairyland with a friend or the class group.



Viewpoint Questions

- What different objects, plants or animals live in your fairyland?
- Is it night time or day time?
- Is your fairyland cold and dark or warm and sunny?
- What shape is your pathway through fairyland? Is it curved and spiralled or straight and angular?

Extension Activity

Ask students to add sensory elements to their maps including feathers, bark, sticks, cotton, leaves etc. These could be collected from around the school grounds.

Learning Outcomes

Mathematics Subject Content Descriptions (version 8.2)

- Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment.
- Describe position and movement.
- Interpret simple maps of familiar locations and identify the relative positions of key features.

Arts Learning Area, Visual Arts Subject Content Descriptions (version 8.2)

- Use and experiment with different materials, techniques, technologies and processes to make artworks.
- Create and display artworks to communicate ideas to an audience.

Early Years Learning Framework (EYLF)

- Outcome 4: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Outcome 4: Children resource their own learning through connecting with people, place, technologies and natural and processed materials.
- Outcome 5: Children engage with a range of texts and gain meaning from those texts.
- Outcome 5: Children express ideas and make meaning using a range of media.
- Outcome 5: Children begin to understand how symbols and pattern systems work