

CREATIVE ARTS learning springboards



Seed dispersal drama and role play

A very active task that supports work in science on seed dispersal

Aim: Build on pupils' knowledge of the variety of seed dispersal mechanisms employed by plants.

Split the class into at least 5 groups; secretly allocate a different seed type to each group; they then discuss how they could represent their seed's dispersal method with their bodies. Such as:

- **Wind dispersal** – free floating, calm dandelion seeds, with a 'parachute' such as a lightweight scarf/muslin square as a prop; ash trees are also wind pollinated - see the Plant ID sheets for dandelion and ash.
- **Sticky seeds/burrs** - walk (not run) past each other sticking 'burrs' to each other's back (burrs can be imaginary or represented by real burrs, or sticky dots, or velcro balls)
- **Helicopter/flying seeds** - invent a twirling, rhythmic dance to represent seeds from maple/sycamore trees swirling quietly from high up to ground level.
- **Explosive seeds** - watch a slow-motion film of exploding seeds before this activity. Find a way to represent the quiet explosion, for example star jumps or dives or squats.
- **Animal dispersal** – some nuts and fruit are buried or eaten and then excreted by birds and mammals. This group will no doubt have fun representing this dispersal method.

The performance should be carried out silently; the other groups should try to identify which dispersal method is being demonstrated. As well as a simple one-off activity, consider choreographing the dances, adding music and performing as an ensemble piece in an assembly.

Success criteria:

- ✓ I can identify and describe seed dispersal methods correctly.

Resources:

Support pupils' understanding of the properties of plants by using the relevant Pappus Plant ID sheets.

Fungus feet and Fairy Tales

Storytelling and story boards using school grounds as setting and inspiration

Aim: Use the grounds as a starting point for a story walk and the development of a story board to create a new fairy tale. These images of a fungus called "dead man's fingers" are a great 'starter' for dramatic story telling.

- Pupils work in small groups to explore part of the school grounds, whether urban or rural, to "find" their story.
- Each group is given a photograph of the 'toes' or 'fingers' and their task is to find a place where these could grow, for example under a tree or a recycling bin.
- The task is to create a story board for a dramatic telling of the new fairy tale.
- The bodily experience of moving around the grounds helps to develop the details of the story – what the weather was like, the ambient sounds, the views etc.
- Draw out or script the fairy tale, then use this storyboard as the prompt for re-enacting the tale.
- Each group leads the class around the grounds, performing each section of their tale in their chosen locations, so the whole class has a 'promenade' experience.



Success criteria

- ✓ I can use my imagination to create a story using my environment.
- ✓ I can plan a sensory description of my setting.
- ✓ I can explore how characters might feel at different points in my story through drama.
- ✓ I can perform my story for my peers.

Resources:

Large copies of photographs of the fungi.



Dead Man's Fingers Fungi

