

# WICKED ACTIVE LEARNING

## English KS2

### Lesson Plan

The lesson plans provided cover essential KS2 writing genres, whilst some also extend children's creativity and immersion in the magic of fairy tales and magical worlds, which are key to a creative, thought-provoking, and fun classroom.

#### English National Curriculum Links:

- Literacy (descriptive)
- Literacy (persuasion)
- Literacy (narrative - description)
- Literacy (non-chronological report)
- Literacy (non-fiction)
- Drama
- Oracy
- Art & Design
- PSHE



# Introduction

*We first meet the characters of 'Elphaba' and 'Galinda' (later 'Glinda') at Shiz University in Oz. It's the first day of a new term and these two very different individuals dislike each other for entirely superficial reasons. When the character of Fiyero arrives, he and Galinda arrange to go out dancing at the Ozdust Ballroom. Galinda cruelly persuades Elphaba to wear a witch's hat to the ballroom, causing her to be mocked by her fellow students...*





# Diary Entry

## Learning Objectives:

- 1) *Diary entry from Glinda's perspective on the night at the Ozdust Ballroom*
- 2) *Diary entry from Elphaba's perspective on the night at the Ozdust Ballroom*

**English National Curriculum Links:** Literacy (non-fiction), Oracy

**Wider Curriculum Links:** PSHE (empathy, emotional literacy, kindness)

## Lesson Structure:

- Introduce diary entry purpose, structure and features
- Recap the party, key characters and chronology of events
  - Glinda disliked Elphaba and tricked her into accepting the witch's hat as a gift
  - Other students mocked Elphaba and the hat
  - Elphaba danced defiantly with the hat
  - Glinda felt sorry for her and danced with her, which created their friendship
- Identify emotional vocabulary and emotive language
- Develop key grammatical features, for example:
  - subordination (Year 3)
  - cohesion (Year 3)
  - direct speech (Year 3)
  - fronted adverbials (Year 4)
  - relative clauses (Year 5)
  - ellipsis (Year 5)
  - parenthesis (Year 5)
  - modality (Year 5)
- Create a diary entry
  - 3-4 paragraphs detailing the chronology and emotional development of chosen character

## Extension:

- 1) Elphaba to respond to Glinda to show empathy, perspective and understanding
- 2) Glinda to respond to Elphaba to show empathy, perspective and understanding

# Character

**Learning Objectives:** *Character description of a chosen character from **Wicked***

**English National Curriculum Links:** Literacy (descriptive), Oracy

**Wider Curriculum Links:** Art, Design & Technology

## Lesson Structure:

- Recap character description purpose, structure and features
- Recap key characters from **Wicked**
- Create 'inside/outside' plans of chosen character to detail:
  - appearance
  - personality
  - behaviour
  - movement
- Develop descriptive vocabulary to include:
  - similes and metaphors
  - expressive verbs
  - expanded noun phrases (Year 3)
  - fronted adverbials (Year 4)
  - parenthesis (Year 5)
- Create in-depth character description
  - 3-4 paragraphs detailing top-to-toe appearance, behaviour/personality, movement

# Character

**Learning Objectives:** *In-depth character backstories/biographies*

**English National Curriculum Links:**

Literacy (narrative - description; non-fiction - non-chronological report), Oracy

**Lesson Structure:**

- Recap biography or non-chronological report purpose, structure and features
- Recap key characters from **Wicked**
- Recount key events for chosen character from the show
- Develop creative ideas to build character's profile, for example:
  - family
  - birthplace
  - education
  - key talents
- Develop vocabulary based on chosen ideas:
  - expanded noun phrases (Year 3)
  - subordination (Year 3)
  - fronted adverbials (Year 4)
  - possessive (LKS2)
  - relative clauses (Year 5)
  - time adverbials (Year 5)
- Create biography or non-chronological report - structure will be dependent on chosen writing outcome

# Persuasive Writing

**Learning Objectives:** *Persuasive letter/speech to citizens of Oz to prove Elphaba's innocence*

**English National Curriculum Links:** Literacy (persuasion), Oracy

**Wider Curriculum Links:** PSHE (emotional literacy, empathy, fake news/misinformation, British Values)

## Lesson Structure:

- Recap persuasive writing purpose and structure
- Recap Elphaba's chronology in **Wicked** and being misunderstood
- Find evidence from the show that proves Elphaba's innocence
- Develop vocabulary based on chosen ideas:
  - rhetorical questions
  - emotive language
  - persuasive devices
  - Standard, formal English
  - direct speech (Year 3)
  - subordination (Year 3)
  - fronted adverbials (Year 4)
  - parenthesis (Year 5)
  - relative clauses (Year 5)
  - active vs passive voice (Year 6)
  - subjunctive (Year 6)
- Create speech or letter using persuasive devices - structure will be dependent on chosen writing outcome

# Persuasive Writing

**Learning Objectives:** *Debate based around themes raised in **Wicked***

**English National Curriculum Links:** Literacy (persuasion), Oracy

**Wider Curriculum Links:** PSHE (emotional literacy, empathy, fake news/misinformation, bullying, body image, British Values)

## Lesson Structure:

- Use **Wicked** PSHE resources to explore themes raised in **Wicked**
- Develop debate motions based on issues raised, for example:
  - *This house believes that Glinda was right to outwardly oppose Elphaba*
- Develop arguments for and against the chosen motion
  - *Note: it is a higher-level skill for a child to argue against what they might believe - challenge your greater depth children to debate against their instinct.*
- Familiarise children with the structure of a debate
- Create individual debate speeches
- Allocate teams, chair and audience - encourage audience members to create questions from the floor
- Debate!

# Informative Writing

**Learning Objectives:** *Newspaper report about changes in Oz*

**English National Curriculum Links:** Literacy (persuasion), Oracy, Drama

## Lesson Structure:

- Recap newspaper report purpose, structure and features
- Generate ideas about news stories in Oz, for example:
  - *Animals being banished from Shiz University*
  - *Elphaba turning 'wicked'*
- Use these ideas to answer the '5Ws' and generate headline
- Identity characters to 'interview' and hot-seat them
- Develop vocabulary based on chosen ideas:
  - rhetorical questions
  - Standard, formal English
  - direct speech (Year 3)
  - subordination (Year 3)
  - fronted adverbials (Year 4)
  - reported speech (Year 4)
  - relative clauses (Year 5)
  - modality (Year 5)
  - active vs passive voice (Year 6)
  - subjunctive (Year 6)
- Write a newspaper report based on interviews and chosen story



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