

artis...
transforming lives through the arts

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mental health
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skills
challenge

Remember, remember
the fifth of November



KS1

Inspiration & ideas to try...



Bonfire Night Rhyme

Learn the rhyme and speak it together: *Remember, remember the fifth of November, Gunpowder treason and plot. We know no reason, why gunpowder treason, should ever be forgot.* Create actions for rhyme for them to perform or perhaps set it to music and sing it.

Story of Guy Fawkes

Tell the story: *Deep beneath the Houses of Parliament there were some people creeping about. They didn't want to be heard by the king's guards. They weren't happy with the king because they thought he was being very unfair to their people. They were plotting to blow up the Houses of Parliament, the King and all of his advisors.*

Plotters

Everyone becomes the plotters in the dark cellars. Everyone pretends to hold a candle or lantern and look around, then creep around the space. Play percussion to accompany the creeping. When you stop they freeze, listen, look around and discover it's safe, and then off they go again. Have the drum beat to signal that the soldiers are on their way: freeze, listen and blow candles out. Listen. Have them creep in the dark and when they hear the drum beat again have the children hide.

Story of Guy Fawkes Completion

Finish telling the story of Guy Fawkes. Ask if anyone is going/has been to a bonfire, to see fireworks etc. Discuss why we celebrate Bonfire Night each year (we are remembering when Guy Fawkes was found out and the Houses of Parliament saved).

Sparklers

Everyone pretends to have a sparkler and writes their name in the air. Model for the children by showing how small and then how big it can be done by stretching up high, to the sides and down low. *If it would be useful for children to hold something, use arts straws.* Can they write their name to cross the room? Try this in small groups at a time.



Fireworks Actions

Choose a variety of fireworks actions. You could ask the children for theirs or you could demonstrate examples like: whirl/spin (Catherine Wheel); shoot (rocket); fizz, scatter & shower (fountain); jump (jumping jacks). Ask individual children to have a go at modelling for the rest of the class. Try and show three different physicalisations for each action/firework before everyone has a go. Play appropriate percussion for different actions as this will help children to move at different speeds. Try starting slow, getting faster, slowing down, and then stopping.

Different Parts of the Body

Suggest to the children that they use different parts of the body for each Firework action. This will ensure they are being specific with each movement.

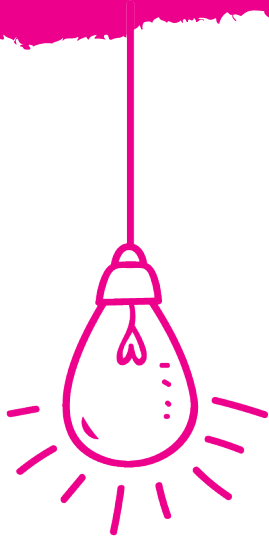
Present Results

Look at each other's actions. Choose a few moves from the class and make a sequence for everyone to repeat together. Put to music. Use same actions as above, but travelling – again, demonstrate and get individuals to model first before everyone having a go. *Learning about pathways – straight or wiggly.*

Fireworks Game

Demonstrate different firework actions. Call them out and have the children make the appropriate firework action. Examples include: rocket; Catherine wheel; roman candle; sparkler; fountain; fiery flower (join hands in circles); magic shower; shaking tree (in 2s); scattering petals; and sky orchard (join together, in big group).

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confidence challenge
listening IMAGINATION spark openness
respect art wellbeing
music challenge learning
public speaking drama self-esteem
writing



Artis is a creative learning charity who exist to ensure that every child reaps the benefits of a creative education at primary school. Artis firmly believes in the transformative power of the performing arts to change lives. We help thousands of children every week by integrating the arts throughout their learning. We believe that the most effective way to tackle cultural deprivation is through schools. Performing arts can deliver all aspects of the curriculum in a way that is inclusive of all children, regardless of their physical, mental, emotional or behavioural challenges.

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