

# Learning Resource Pack – Lesson 3

## Be Inspired by Dylan – Part 2

### Key Stage 2

History and Literacy

Be inspired by Dylan Thomas to write about your locality.





## Introductory Notes

The previous lessons have explored what influenced Dylan Thomas to write and how he used words. Use this knowledge to inspire writing about places in the locality of the school.

### Curriculum Link – English

**Oracy Skills (5)** – Pupils should be given opportunities to develop their ability to use a range of sentence structures and vocabulary with precision, including terminology that allows them to discuss their work.

**Reading – Skills (4)** – Pupils should be given opportunities to recognize and understand the characteristics of different genres in terms of language, structure and presentation.

**Writing – Skills (4)** – Pupils should be given opportunities to choose and use appropriate vocabulary.

**Writing – Skills (5)** – Pupils should be given opportunities to use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.

### Curriculum Links – Welsh

**Oracy – Range (4)** – Pupils should be given opportunities to work independently, in pairs, in groups and as members of a class.

**Oracy – Range (7)** – Pupils should be given opportunities to increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.

**Writing – Skills (4)** – Pupils should be given opportunities to choose and use appropriate vocabulary, develop language that is both refined and robust, and use it to create effects.

**Writing – Range (3)** – Pupils should be given opportunities to write in a variety of forms, e.g. stories, poems.

**Writing – Range (4)** – Pupils should be given opportunities to write in response to a variety of audio, visual and audio-visual stimuli, e.g. stories, poems, activities and experience in the classroom and elsewhere.

### Cross-Curricular / Curriculum Cymreig

Learners aged 7-14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

### Skills Framework Links – Developing communication across the curriculum

**Writing** – Communicating ideas and emotions – Communicate ideas, emotions and information through more elaborate work in a range of mediums.

### Stimuli

Extracts of the poetry of Dylan Thomas – 'Poem in October\*', 'On His Birthday\*', 'Over Sir John's Hill'\* & Fern Hill / extracts from 'Under Milk Wood'\* or Cadw Outreach School Projects – 'Over Dylan's Shoulder', 'Under Dylan's Pen' & 'In Dylan's Pocket'.

*NB anything marked \* would have to be sourced by the class teacher.*

### Resources

Use any resources as required from Lessons 1 – 3. Additional requirements – iPad or other Tablet Technology equipped with video recording.

Dylan Thomas

## Learning Objective(s)

- To explore knowledge and understanding of how Dylan Thomas carefully chooses words in descriptive writing about the local area.

## Success Criteria – By the end of the lessons pupils will be able to

- Write short descriptive sentences that are inspired by the writing of Dylan Thomas about views of the area within the locality of the school.

## Starting Activity – Whole Class – 10 Minutes

- Play one of the Cadw Outreach Dylan Thomas 100 Projects – ‘Over Dylan’s Shoulder’, ‘Under Dylan’s Pen’ or ‘In Dylan’s Pocket’.
- Explain how these projects were inspired. Dylan Thomas was inspired directly by what he saw, heard and felt. The stimulus for these projects involved pupils working in the environment – recording what they saw, heard and felt in response to views of Laugharne directly onto an iPad without pre-writing.
- Practice using iPad technology to record any previous work prior to working outdoors.

## Exploration – Paired Work / Group Work – This can be time intensive – allow at least a morning. (A whole day was used at each of the schools involved with the project.)

- Pre-plan walk within the locality of the school with 3-4 inspirational views. This may be done with the pupils.
- At appropriate locations encourage pupils to say out loud what they see, feel or hear using Dylan Thomas strategies already learned in Lessons 1-3. Pupils should record each other – and all pupils should be encouraged to take part. For each verbal description they should also take a still photo for future extension work.

## Plenary – Whole Class

Revue ‘writing’ using iPads on return to school. Play extracts of pupil recordings, discuss how these can be used to inspire future work.

## Extension – This learning activity can be the basis of a variety of projects

1. Poetry
2. Descriptive Writing
3. Creative Film Making
4. Assembly Presentations

## Apps that schools may find useful include:

*Puppet Pals*

*Waterlogue*

*Colour Splash*

## Additional Notes

*Dylan Thomas*