

# Dragons

## Fact or Fiction?

### Summaries

#### English

- Explore characteristics of legends
- Investigate symbolism of dragons and mythical creatures
- Read different versions of the legend of St George and the dragon (recognition of common themes)
- Poetry - read, rewrite and then rehearse a performance of Beowulf and the dragon or Jabberwocky
- Alliteration and kennings - linked it to their use in the epic poem of 'Beowulf and the Dragon'
- Decoding (Beowulf was written in 'old' English - what is that? Jabberwocky is 'nonsense')
- Design and write a persuasive advertisement for a dragon slayer
- Questions and keys to group dragons
- Imaginative writing about dragons - a fantasy story about finding a dragon's egg, a legend or a new ending to a known legend ie what if George and the dragon were friends?
- Rewriting using different or local dialect
- 'How to Train Your Dragon' - book series by Cressida Cowell

#### Art

- What is your idea of a dragon?
- Dragon sketches, paintings, collage
- Compare and contrast ancient and modern architecture with dragon designs and themes - design a dragon themed building/ city/ park
- Artist Dante Gabriel Rossetti (1862) - stained glass windows depicting story of St George and the dragon
- Find dragons in artistic forms e.g. dragons on trinket boxes, rings, bracelets, water jugs, pipes, bracelets
- Create 3D dragons

#### Applied Maths

- Chinese Dragons - Numerology around the number 9
- Position and direction - find the dragon's lair/egg

#### Languages

- The pupils will meet a very shy little dragon in the story *La petite histoire du dragon timide*.
- They will be Language Detectives, listening and reading the story and looking for clues - identifying words that look the same or similar to English
- Learn the names of colours in French
- Identify the French flag and its colours
- Join in with the words and actions of a French song '1, 2, 3, nous irons au bois'
- Use French to greet one another
- Join in a dragon song
- Read and recognise colours written in French
- Ask what colour something is and respond with *c'est...*
- Begin to learn and remember some parts of a dragon's body
- Use the colours learned to describe dragons orally and/or in writing (labels or simple sentences)
- Begin to use body parts vocabulary to play Pin the Tail on the Dragon (optional)
- Devise and perform simple role-play (optional)

#### Music

- Chinese dragon dance music
- Dragon sounds and noises
- Using percussion instruments to 'narrate' a tale
- 'Walk the Dinosaur' by Was Not Was
- Puff the Magic Dragon song.

#### History

- Who was the real Saint George?
- Saints and Patron Saints across the ages and 'The Golden Legend' book of saints by Jacobus de Voragine
- Flags and heraldic emblems - Origins of the Union Jack
- Beowulf and the Dragon - the first English literature to feature a dragon slayer. Based on real people and events? (6th century Scandinavia and links to Anglo-Saxons)
- Dragons in architecture - past to present (i.e. Gothic architecture, Catalan Modernist architecture, Chinese Imperial palaces, Seoul 'Dancing Dragons' two tower complex)
- Evidence of dragons in history (dragons or dinosaurs?)

#### PE optional addition to your PE programme

- Dance - movement inspired by dragons (hatching from an egg, flying, in battle...). shapes, rolls, turns, jumps, balances. Develop sequences then put movements to music.
- Chinese dragon dance (watch video and use inspiration to plan and develop own dragon dance sequence to relevant music)

#### Geography

- Dragon lair possible UK locations
- Where have dragons been found or reported in UK?
- Maps, routes for the Journalists
- News report plan: Where? Why? Who? When? How?