

A second level musical experience
Activity pack



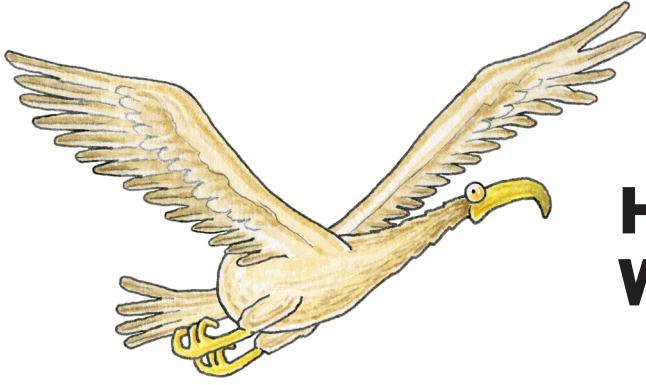
Scottish
Opera



HOW THE **DRAGON** WAS MADE

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Lyrics by Allan Dunn

Illustrations by Iain Piercy
Motion graphics by Viola Madau
Activity pack by Christine Defty



How the Dragon Was Made

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Introduction

Hello and welcome to *How the Dragon Was Made* – a new musical and theatrical experience for second level pupils to help celebrate Chinese New Year in 2024: The Year of the Dragon.

These learning resources are aimed at Primary 6 and Primary 7 children, with scope for engagement with infant classes as part of the project.

This is a project for one class of pupils – divided up into smaller groups; each having responsibility for a different aspect of delivering the performance:

How the Dragon Was Made aims to:

- Improve pupils' comprehension of Mandarin vocabulary.
- Provide a creative opportunity for performance (singing, line delivery, making masks) linked to a key date in the Chinese calendar: Chinese New Year 2024.
- Provide an element of peer-to-peer learning.

How the Dragon Was Made includes online resources to facilitate a class of pupils in performing their own 20-minute musical show in class, including some Mandarin language learning, which can be performed for Primary 1-3 classes in school but also families and other guests.

Resources for rehearsing and preparing for the performance:

- A script, which includes the words of the songs, for your class to learn the words to the show.
- 7 audio files, for your class to listen to and learn the songs. You will also hear, at key points in these recordings, **the voice of a tenor singer**.
- An Ideas for Staging video, with some simple ideas and actions for the pupils to copy when singing the songs. The video's chapters are clearly marked, so you know which ones are for a particular character group, and which are for everyone to learn.
- An activity pack with a range of supplementary activities which can be used to enhance your pupils' learning experience, including making individual masks to be used in the performance. Despite the names, don't worry – all three groups will sing during the show!

Resources to be used as part of the performance

- 7 short animated films which should be projected onto the largest screen you have available – acting as a backdrop to the 'live' action performed by the pupils.
- These are listed in sequence; so you simply press each number on your lap top at the point in the script – called a 'cue' – and the film will play at the right point in performance.
- These films also include an adult male voiceover, linking the story together – the voice of the Narrator.

Getting Started

Divide your class into three groups:

- Mountain Clan
- Valley Clan
- Water Clan

Next, read the story of *How the Dragon Was Made* – you will find this on page 16 of the teaching resources.

Please note that this is Scottish Opera’s retelling of the legend about how the dragon came into being and is one of China’s most ancient tales. There are many versions, all different, depending on which books you may have read. We’ve made some changes for artistic and practical reasons, with the intention of creating an exciting theatrical performance for the pupils and for their audiences.

Learning the Songs

The music for *How the Dragon Was Made* is designed to be learned simply, using teaching tracks to guide you through the music. Your pupils only need to learn the children’s voices and sing along to the tracks.

If you feel confident with the lyrics and would prefer an instrumental-only backing track with no guide vocals for your performance, we can also supply these on request.

Audio Files

Track 1. The Prologue

You will hear the narrator tell the story with a child’s voice telling the last part of the prologue script.

Track 2. The Mountain Clan

In the music you will hear the narrator tell the story along with our opera singer and children. This track introduces us to three animals – **Eagle, Cat and Tiger** – and the Mountain Clan have space in the music to invite their young audience to copy the names of the animals in the song.

Track 3. The Valley Clan

In the music you will hear the narrator tell the story along with our opera singer and children. This track introduces us to three animals – **Ox, Deer and Snake** – and the Valley Clan have space in the music to invite their young audience to copy the names of the animals in song.

Track 4. The Water Clan

In the music you will hear the narrator tell the story along with our opera singer and children. This track introduces us to three animals - **Fish, Frog and Crocodile** – and the Water Clan have space in the music to invite their young audience to copy the names of the animals in song.

Track 5. The Battle

The whole song is sung by our opera singer as a guide. After the first verse sung by everyone, the melody is the same for all three groups and they have different lyrics to sing.

Track 6. 'Enough is Enough'

This track has a little bit of spoken dialogue for one pupil to learn.

Track 7. The Finale

Divide your class into groups for each of the nine animals in the story. Each line is sung separately and then, for a bit of fun, all together at the end.

Staging the performance

We recommend that, if you are planning to stage the performance in early February 2024 (Chinese New Year is 10 February 2024), you begin to work on the project as soon as possible after the school returns after the Christmas holidays.

A shorter, more intensive preparation period can be more effective than starting early and having to stop for other projects/activities. We recommend a minimum of 10 teaching hours for the music and staging if possible.



Curriculum for Excellence & Learning Outcomes

In addition to language learning, the project is designed to tie into some of the Es and Os of A Curriculum for Excellence, including many Expressive Arts and Health & Wellbeing Outcomes:

Activities	Curricular Area	Experiences & Outcomes	Learning Outcomes
Rehearsals and performance – music and singing	Expressive Arts (Music)	EXA 2-01a EXA 2-16a EXA 2-17a EXA 2-18a EXA 2-19a	<ul style="list-style-type: none"> • To perform songs in large and small groups. • To communicate the mood and character of songs to an audience. • To convey mood, emotion and character through voice, body language and facial expressions, and by following performance direction. • To develop the ability to participate effectively in a performance.
	Health & Wellbeing	HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-14a	<ul style="list-style-type: none"> • To recognise the mental health benefits of participating in music and singing. • To develop social skills whilst working to put on a performance. • To develop the ability to work in a team. • To develop self-worth, confidence and resilience. • To make use of opportunities to explore talents and aspirations. • To contribute positively to the life of the school and community.
Rehearsals and performance – drama, dance and movement	Expressive Arts (Drama & Dance)	EXA 2-01a EXA 2-10a EXA 2-11a EXA 2-12a EXA 2-14a	<ul style="list-style-type: none"> • To respond to performance directions. • To convey mood, emotion and character through voice, body language and facial expressions, and by following performance directions. • To demonstrate co-ordination and control in simple dance actions and choreography. • To be able to demonstrate appropriate movement, expression and voice in role.

Task 1. Card matching game

This task will help pupils develop and revise their Mandarin vocabulary.

Learning outcomes

Pupils are able to:

- match nine Mandarin words in English/ Pinyin/Chinese characters.
- say nine Mandarin words from a visual prompt.

Pupils will:

- work as a team.
- play a game.

Set-up: Pupils can work in pairs or small groups. Print off the card templates and cut out the cards to make a set for each pair/group.

Stage 1: Shuffle the cards and put them face up on the table. Working as a pair/group, match up all the cards into pairs. The group can score zero (no correct match), two (two correct matches), three (three matching), and so on up to nine points for correctly identifying all matching sets.

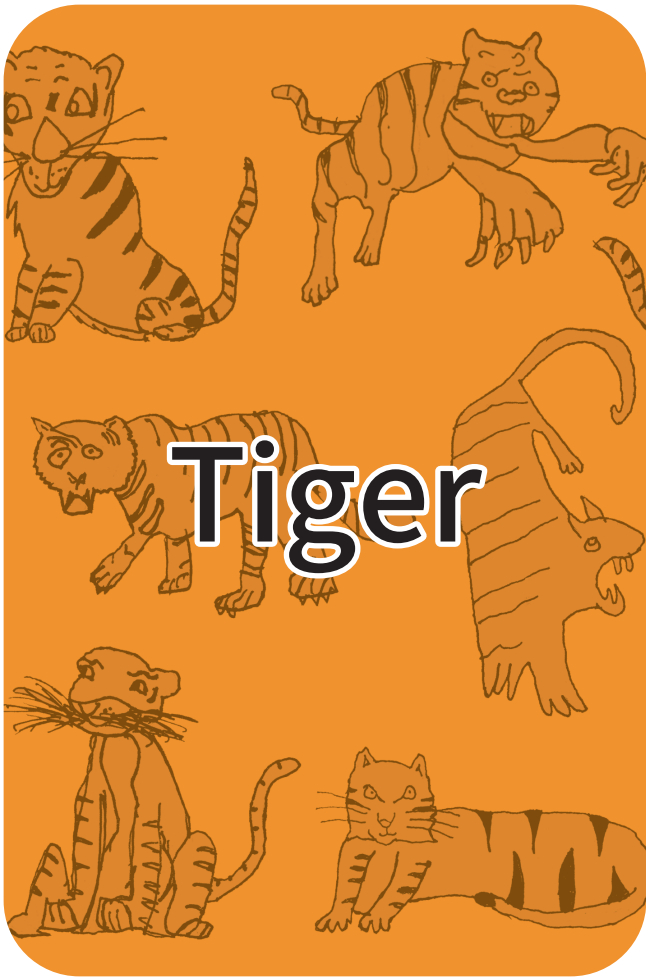
Extension activity: If you enjoy this game, you could make your own card game using the same format for another set of words – e.g. colours, parts of the body, or another areas of vocabulary you have covered.

Resources

9 pairs of animal cards overleaf

Assessment

Teacher observation



Tiger

lǎohǔ
老虎



Cat

māo
猫



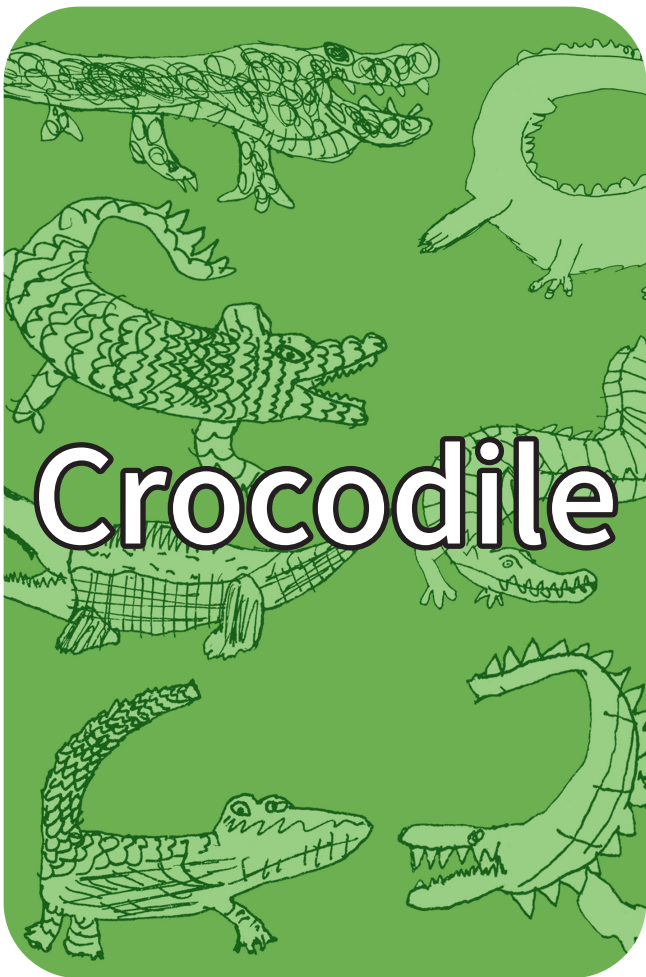
Eagle

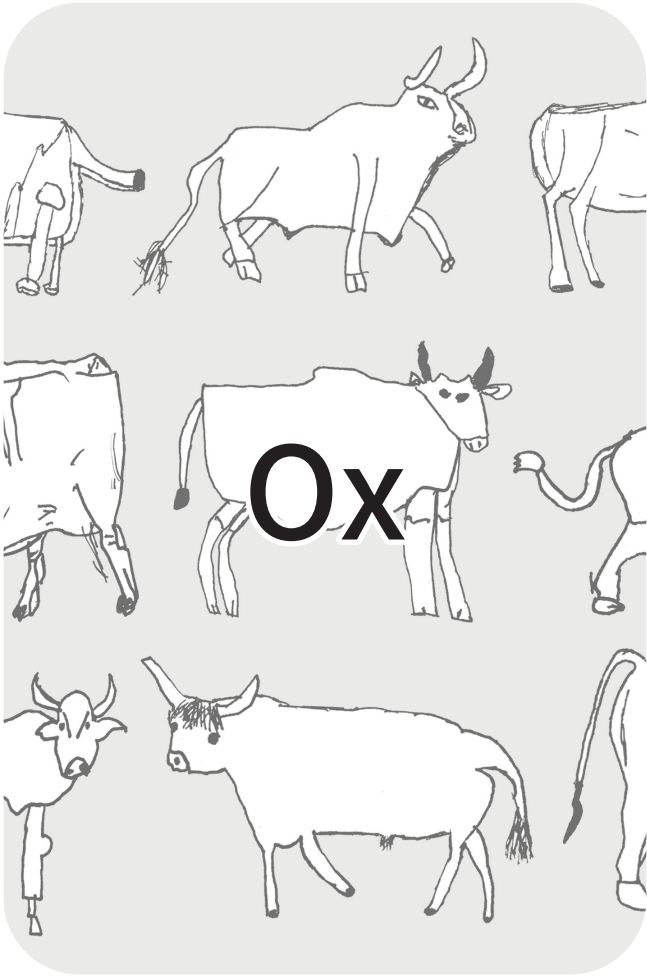
yīng
鷹



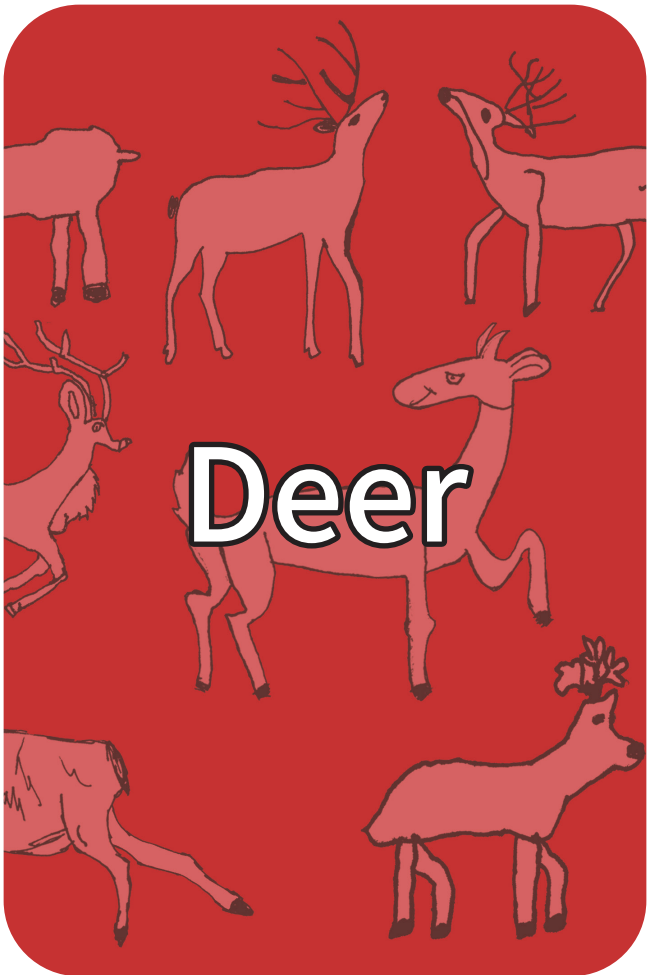
Frog

qīngwā
青蛙

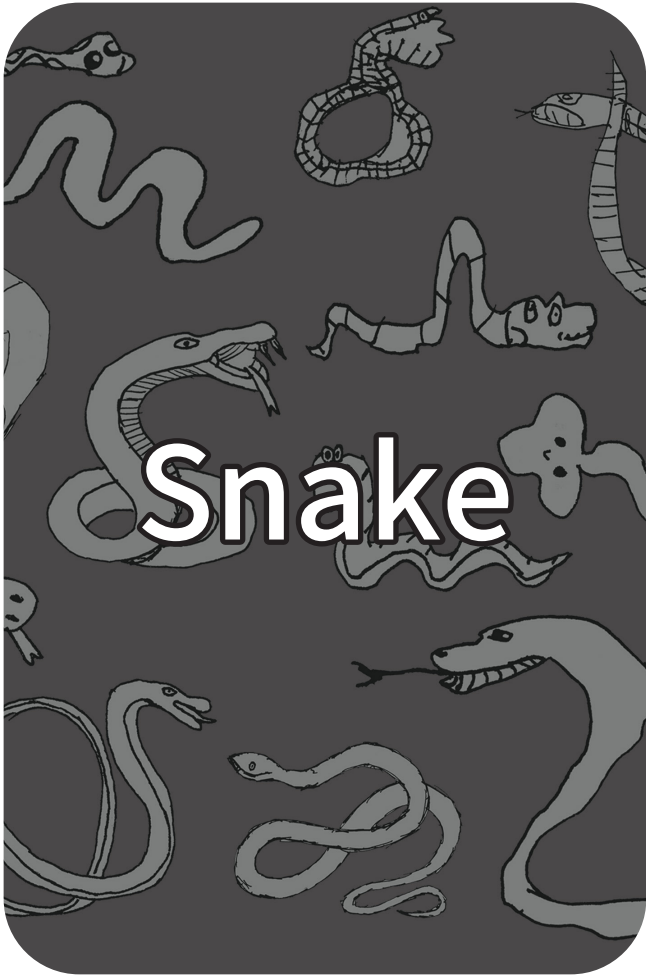




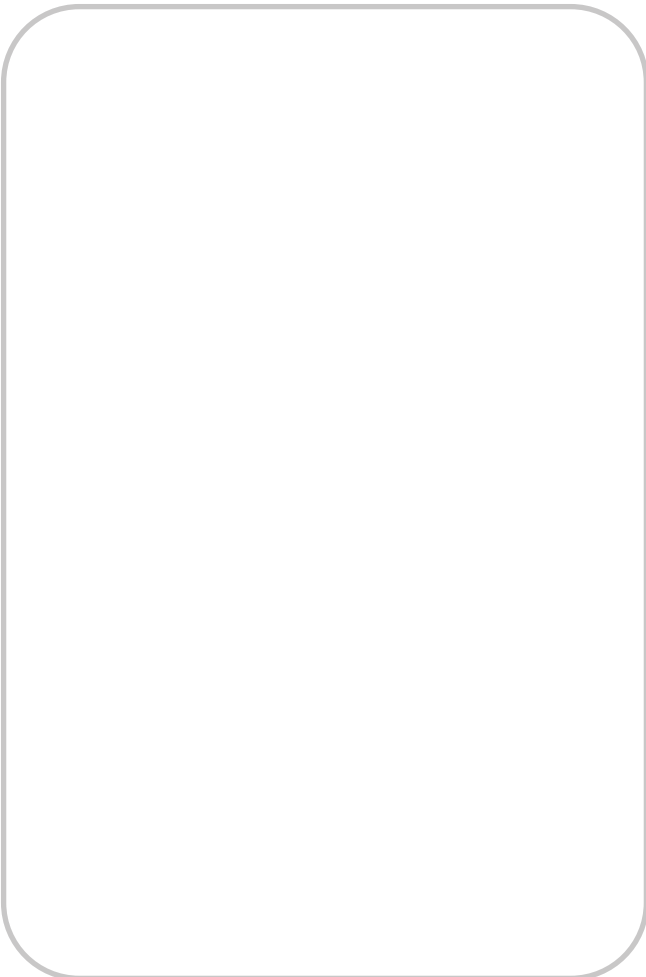
niú
牛



lù
鹿



shé
蛇



Task 2. Storytelling game

In this task, pupils will use Mandarin vocabulary to tell a story.

Learning outcomes

Pupils will:

- use Mandarin vocabulary to come up with a story.
- work together to tell the story.
- learn how to make a storyboard.

Activity

Set-up:

- Do a quick review of vocabulary to identify which Mandarin words the children know, and talk about how these words might be incorporated into the story. These can include some of the words from the Card Matching Game.
- Give instructions for the task.
- Check the children understand the instructions.

Stage 1: Put pupils into groups of four. In their groups, pupils should come up with a short story. They can tell the story in English but it must include four Mandarin words they have chosen.

Stage 2: Students work together to make a storyboard which must include the four Mandarin words they have picked.

Stage 3: Each group tells their story to the class.

Resources

An example storyboard from a section of the *How the Dragon Was Made* animation

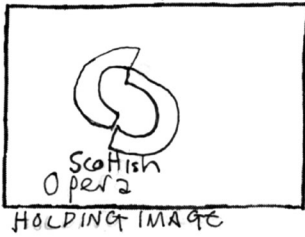
A blank storyboard which pupils can be used to visualise their own story

Assessment

1. Points for cooperation
2. Points for using all four Mandarin words correctly

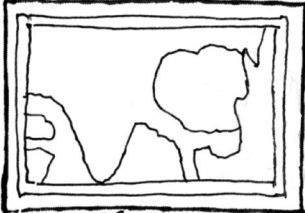
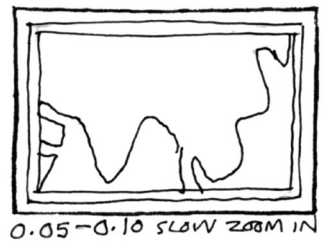
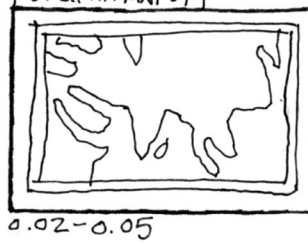
Task 2. Example storyboard from How the Dragon Was Made

PROLOGUE

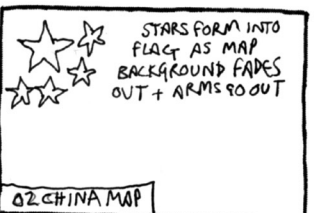
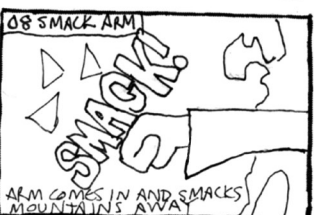
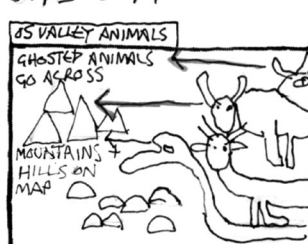
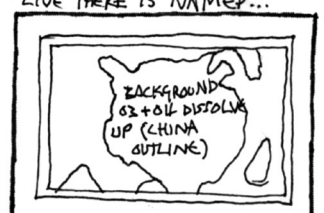
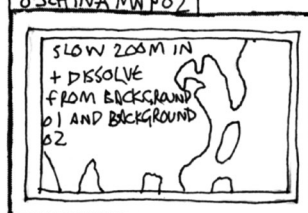
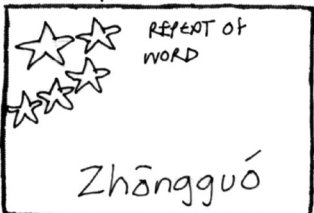
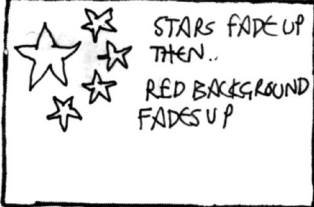


How THE
DRAGON
WAS MADE

01 CHINA MAP 01



02 CHINA FLAG



us Kids simply
wanted the slaughter
to end

1.18-1.22 US KIDS SIMPLY WANT
THE SLAUGHTER TO END

the folk we
are fighting we
long to befriend

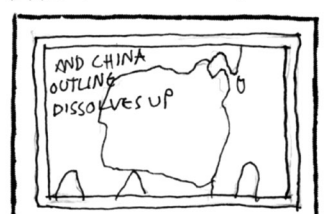
1.22-1.25 THE FOLK WE ARE
FIGHTING WE WANT TO BEFRIEND

and now that you
know how our
wars had begun

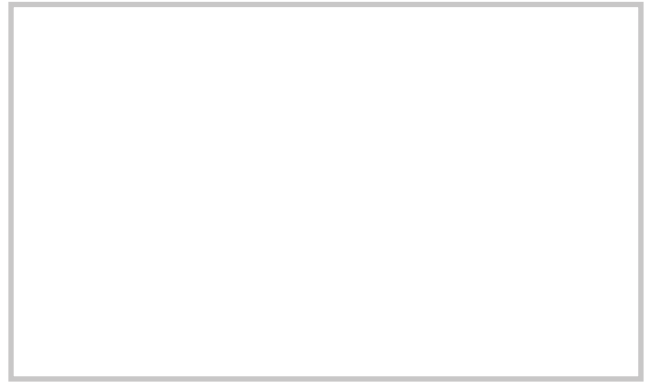
1.25-1.28 AND KNOW THAT YOU
KNOW HOW OUR WARS HAD
BEGIN

you'll learn how
three troublesome
tribes became one

1.28-1.31 YOU'LL LEARN HOW 3
TROUBLESOME TRIBES BECAME ONE.



Task 2. Template to create your own storyboard



Task 3. Reading to younger learners

In this task, pupils will practice using emphasis and delivery to make a story interesting.

Learning outcomes

Pupils can:

- read a paragraph in a way which will interest younger listeners.
- use intonation and speed of reading to add interest to the text.

Activity

Set-up: Whole class discussion on what makes listening to a story interesting for a 5 or 6 year-old.

Stage 1: In pairs, practise reading the story using intonation and speed to make it exciting.

Stage 2: Give each other feedback on your delivery.

Stage 3: Second practice, this time incorporating the feedback.

Stage 4: Read the story to a younger pupil, using what you have learned.

Stage 5: Feedback to the class on what your younger pupil liked or didn't like about the story.

Resources

[Story text below]

Scottish Opera's version of the story of how the dragon came to be made...

A long, long time ago in China, the men, women and children fished, hunted, planted, and lived together in tribes. Some lived near the oceans and rivers, some in the tall mountains, and some in the valleys and plains. Each tribe was helped by spirits who acted as guardians to the people, supporting them in times of trouble.

These spirits looked like the animals the tribes knew best. Those that lived near the oceans or rivers were protected by the fish, alligator, and frog spirits. Tribes in the mountains were guarded by the tiger, eagle, and mountain cat spirits, while those who lived in the valleys where the rice fields grew were looked after by the ox, deer, and snake spirits.

So this is how it was a long, long time ago in China when life was good, the people of the different tribes working and living under the protection of their special animal spirits.

But sadly as time passed, the adults of the tribes grew jealous and suspicious of each other. Often one tribe would fight with another tribe in the name of their spirit, each believing that their special animal spirit protectors would beat the others.

After many years of constant fighting, the children of all the tribes grew tired of it. They decided to put an end to all the fighting. Unlike the grownups, the children came together to talk amongst themselves about how they could make things better. After much thought, they knew what they needed to do.

They would make a new animal spirit; one that would be more powerful than all the other animal spirits and would bring about peace, as the protector of ALL the people of China equally. So they set about creating a new animal.

First, they took the body of the supple snake and attached the tail of the fast-moving fish and the strong back legs of the frog, with the wings of the mighty eagle sprouting from its back. For feet, they used the paws and powerful claws of the tiger. Next, they made the head using the wide, snapping jaws of the alligator, then added the far-sighted eyes of the mountain cat; the super-sensitive ears of the deer and the sharp horns of the ox from the valley. And finally, because it needed to be able to protect ALL the people, they made it able to fly in the sky, swim in the sea, and walk on land. They called their new animal DRAGON!

When the men and women of all the tribes in China saw the animal their children had created, they thought it so beautiful, so strong, and so magnificent that they agreed to stop fighting and live in peace with one another.

Of course, they were not always successful, and over the years there were other wars, but the children's powerful dragon remains a beloved symbol of peace in China today.

Assessment

Score from younger learner for

- a. interest.
- b. fun.

Task 4. Making an animal fact book

In this task, pupils will research and create their own book of animal facts.

Learning outcomes

Pupils can:

- use online resources to research an animal and find unusual facts/information.
- make an information page about an animal.
- work together to create a learning resource.
- evaluate their own or others' work using agreed criteria.

Activity

Set-up:

- Explain that in this task, pupils will act as 'QI Elves' and research an animal. They can use the information they find to make a page in a book on animals. Divide the class into four groups. Each group will make a book with information about the nine animals from the opera. Each pupil should get at least one animal to research.
- Decide how the work will be evaluated and set criteria in advance (e.g. legibility, clarity, visually stimulating, suitable for intended audience, etc.)
- Decide as a class what kind of information is needed and create a template for everyone to follow. Teacher to print out template for each pupil to complete or make an electronic template. Suggested content: habitat, species, size, interesting/unusual facts, etc.)

Stage 1: Do the research – possibly as homework. Find out the information you need about your animal plus some additional interesting facts.

Stage 2: Create the pages. Use the template to make a page about your animal. Perhaps add illustrations to make the page more attractive to your readers?

Stage 3: Make a display or a book of the information that has been found (or possibly poster presentations).

Feedback: Evaluation of finished products and of processes.

Resources

Online research resources
Template pages

Assessment

Marks for
a. presentation
b. content

Task 4. Template to create your own animal fact book

Animal name:

Draw the animal, highlighting any interesting facts

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Task 5. Mask design

In this task, pupils will use a template to create their own animal mask. These can be used in the final performance.

Learning outcomes

Pupils can:

- design an animal mask using our provided template.
- present their design to the rest of their group.
- incorporate feedback in a redraft of a design.

Activity

Set-up: Split class up into groups. Each pupil is assigned one of the animals from the show to design a face mask for.

Stage 1: Design a first draft of your face mask.

Stage 2: Present the draft to your group and note any comments and suggestions from your classmates.

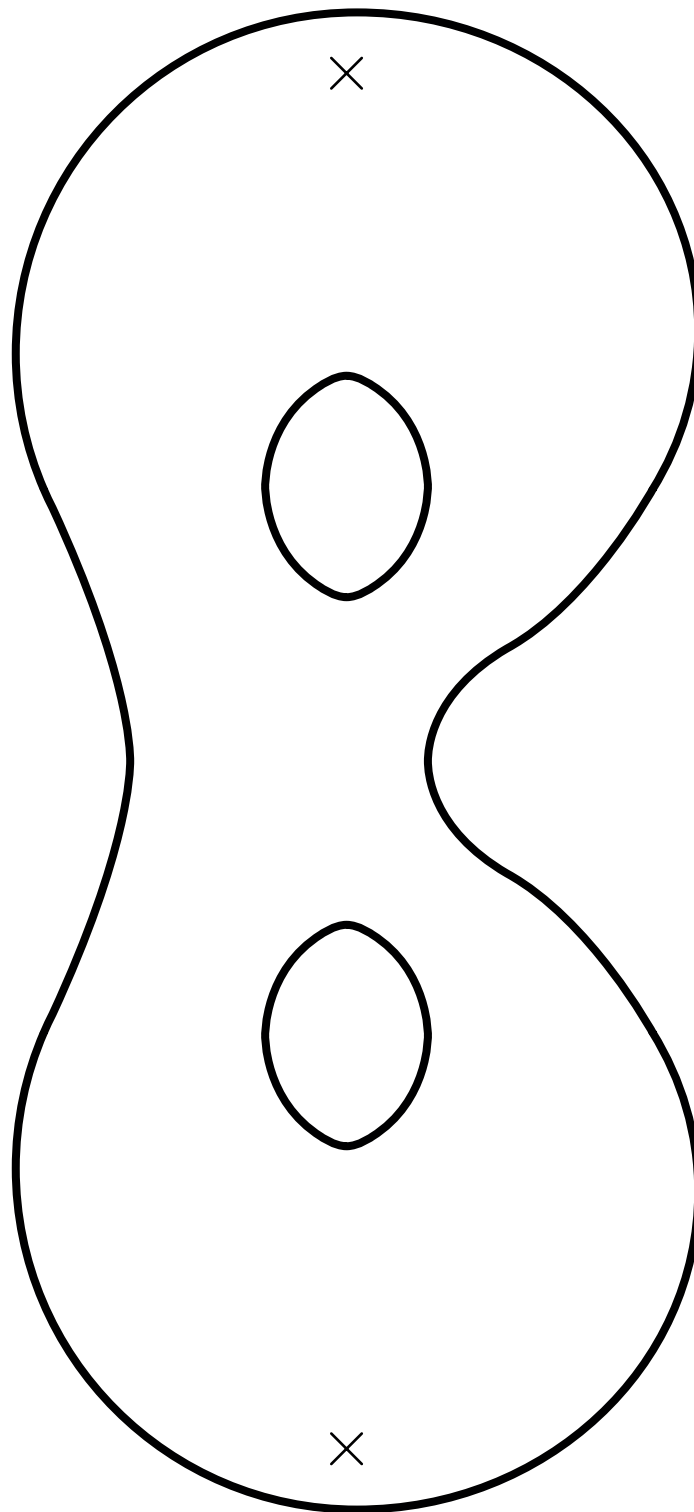
Stage 3: Do a second draft of your face mask, incorporating feedback from your friends.

Stage 4: The animal masks can be used in the final performance if desired.

Resources

Mask template
Coloured pencils
Paper

Task 5. Template to create your own animal mask



Step 1: Cut around the outside of the mask using scissors.

Step 2: Carefully cut out the holes for eyes.

Step 3: Pierce a hole in the centre of each X and tie string through each.

Task 6. Guess the animal

In this task, groups of pupils will act out animals and guess in Mandarin.

Learning outcomes

Pupils can:

- read/understand an animal word in Mandarin.
- use physical movement to show an animal.

Activity

Set-up: Demonstrate the game as a whole class, using more proficient Chinese users to demonstrate.

Task: Split the class into groups of four. Pupils take turns to pick a card of an animal picture with corresponding word in pinyin. After looking at the picture, without showing it to team mates, pupils act the animal and their team mates guess what it is in Mandarin (a bit like the game Charades!). Pupils get a point for getting it right. If no one gets it right, it goes to the bottom of the pile.

Resources

Animal cards from the Card Matching Game (Task 1.)

Assessment

Teacher assessment of accurate vocabulary comprehension and production

Task 7. Mythical creatures of China

This is a creative writing task allowing pupils the chance to use their imagination while also learning more about Chinese folklore.

Learning outcomes

Pupils can:

- use online resources to research different characters from Ancient Chinese folklore.
- use their imagination to come up with a story featuring one of these characters.
- develop their creative writing to tell a story.

Activity

Set-up: Teacher explains the task, perhaps giving some examples of mythical creatures to get the children started. Pupils can work in groups, in pairs, or as individuals for the research task, and as individuals for the creative writing. This task could be set as homework if desired.

Stage 1: Working in groups, in pairs, or as individuals, do some online research into mythical creatures or folk tales from Chinese history. Choose an interesting character you would like to feature in your story.

Stage 2: Make notes on your character – e.g., where did they live, what were their main characteristics, who were their friends or enemies? This will help build the character for your story. Try to answer the questions Who/What/Where/Why/When.

Stage 3: Write a short story using your character from Chinese folklore. Maybe your story will show your character living in their own world and will give your readers lots of interesting facts about this character. Or maybe they'll turn up somewhere they're not meant to be and be doing something unexpected!

Stage 4: Share your short story with the class.

Assessment

Teacher observation