

Mantle of the Expert: The Beggar King

What is it we want the children to learn - start with the curriculum.

What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?

Step 1: Theme Castles/Knights	Step 2: Overview of learning <ul style="list-style-type: none"> Knowledge: Roles in a medieval castle. Features of a medieval castle Defences on a medieval castle. Jobs in a medieval castle. Geographical features and how these relate to castle locations. Skills: Geographical field skills (identifying physical features): Understanding: Differences between 'then and now'. 	Step 3: List of things that make the theme interesting <ul style="list-style-type: none"> Castles – the building Castle defences Knights and knight roles Battles Dragons Difference between 'then' and 'now' 	Step 4: Generate questions for inquiry <i>Social, political, historical, environmental, critical, ethical, philosophical, spiritual</i> <ul style="list-style-type: none"> How was life different 1000 years ago? What would it have been like to live in a village 1000 years ago? Should we always do what someone in power tells us to?
Step 5: Invent a narrative – include tension, location and time Characters: Queen Matilda Locations: Various locations – the team will be on the move, looking for somewhere to locate the new kingdom Time: Medieval time period Narrative: Queen Matilda is kingdomless. She has been made homeless and needs a new kingdom. For this Tensions: Homelessness. Danger from..... . Dragon living in the hill where we want to build the castle.	Step 6: Select the expert team and list powers, responsibilities and values Team: A team of knights Powers: To support and protect the queen by whatever means necessary. Responsibilities: To support and protect the queen. To carry out her wishes. Values: To behave with bravery and honour. To protect anyone in need of protection.	Step 7: Decide on the client and their role, purpose and authority Client: Queen Matilda Role: To lead her team of knights on a quest to find a new kingdom. To set tasks for the knights to carry out. To feed back to them about Authority: Very high – she is the queen. She can demand anything that she wants once they have pledged their loyalty to her.	Step 8: Devise the commission Queen Matilda has lost her castle and her possessions in a huge fire. There is no hope of recovery or repair. As a result she is in need of a whole new kingdom: castle and all. She recruits some local, poor villagers on the promise that they will be her knights and will sit at the round table with her to make all decisions. On their quest they meet various foes and complete a range of tasks in order to satisfy the queen and show their loyalty to her
Step 9: Other points of view <ul style="list-style-type: none"> Dragon Other villagers at the start of the story Landowners Pretender to the throne Other knights they encounter 	Step 10: Possible team tasks and classroom activities: <ul style="list-style-type: none"> Considering the best materials from which to build a castle Considering the best location for a castle Learning about and taking on different roles in a medieval village Learning about a motte and bailey castle Designing shields Taking part in an oath-taking ceremony Planning and carrying out a medieval banquet: food, decorations, music, dancing 	Step 11: Possible EYFS and NC links <i>Subject to change as the mantle develops</i> <i>See highlighted objectives below</i>	Step 12: Sequence of steps into the fiction See below for steps 7 aspects of planning a start: <ol style="list-style-type: none"> What's happening? Location, people, events? What signs are there for the students to interpret – words, pictures, movement? What's going to attract their interest – the tension? What questions are raised – the inquiry? What tasks are the students going to do to bring them into the fiction? How are students going to take on the mantle of the expert team? How are they going to be introduced to the client and the commission?

Mantle of the Expert: The Beggar Queen

Steps in:

Step 1: A village in 2021 pt 1

Go for a walk around a local village, or use Youtube to explore features of a village, noting the geographical features it has. Encourage children to take lots of photographs and talk about what they see and why it is there.

Step 2: A village in 2021 pt 2

Upon return to the classroom, do some work around this (geography link): naming the features, adding them to a pre-prepared map of the village, creating symbols and a key.

Step 3: A medieval village pt 1

Begin the session with the children gathered around the map of the local village. Say to them *Back in the year 1100, a village like this would have looked quite different. Yes, there would have been houses, there would have been a road and a church... But not like we know them.* Show children images of medieval villages from 1100s (discussing the fact that we only have drawings, not photographs).

Step 4: A medieval village pt 2

I wonder if our village were a medieval village, what it might look like? Using the images and discussion, invite the children to create a medieval village together – using junk modelling, blocks and other resources. Adults to participate to ensure that there are the key features by the end of it. Take photos of each feature.

Step 5: Medieval villagers

Create a map of the village together, using the photographs taken. Display the map of our medieval village somewhere, with the title of 'Medieval XXXXX (insert name of village)'. Say to the children *We've done a good job of creating a medieval village with all of its geographical features. They are quite different to the ones we have now, aren't they? Do you think the people might be different too?* Discuss (using images) how people in medieval times would have looked (clothing wise) and anything else the children want to discuss.

Step 6: Medieval jobs

Bring the discussion around to jobs. Wonder aloud what sort of jobs and roles people in a medieval village would have had. Address any misconceptions and use images to compile a list of possibilities. Say to the children *If you were one of these villagers, which one would you be?* Children choose a role for themselves. On A6 paper they draw themselves in that role, using images for support. Invite children to glue themselves onto our village, wherever they think their role would be.

Step 7: A Day in the Village

Mark out a space which for the purposes of this session will represent the medieval village. Make some agreements with the children and possibly mark out, for example, where the church is, some houses.... Invite the children to step into the village and take on the roles they have chosen. Adults to join in to support this, modelling to the children where necessary.

Step 8: A Visitor.

Either following on from the previous step, or starting a new session: say to the children *The sun was setting in the village. The villagers were preparing for dinner, or were on their way home from their jobs to eat the dinner being prepared. As the blacksmith was walking past the old oak tree, he noticed a figure slumped against it.* Explain to the children that an adult will represent that figure. Adult steps into the village and sits, slumped and looking tired. *The blacksmith did not recognise the woman – she certainly wasn't a villager. Her gown was dirty, but still expensive-looking. On her head was.... A crown?!* Pause the story and invite children to look at the figure and speculate as to who she is and where she has come from. At an appropriate moment, children in role as villagers are invited to interact with the adult in role.

Step 9: The Queen's Story

As the children interact with the queen, her story will come out: she is Queen Matilda. She has travelled a long way – she has been travelling by day down quiet roads and across country. Her castle was captured by her enemies – they were going to kill her so she had to leave. As she was leaving, her castle was being burned to the ground. She has nothing left. Children talk to her and ask her questions, in role as the villagers.

Step 10: An invitation

At an appropriate moment, adult in role to explain that she has come looking for help. She has nothing left – she needs a new **order of knights** to act as her protectors, advisors and counsel. Will the villagers leave their quiet lives and come on a quest to find a new kingdom and even build a new castle?

Rough story path

Steps in – agreeing to become knights.	Establishing selves as knights: coats of arms, moral conduct for the order	Creating hobby horses – noble steeds	Looking for good castle locations
Finding a location but discovering a dragon living in the hill. Decide what to do about it	Carrying out actions regarding the dragon living in the hill	Learning about the best materials for making a castle.	Designing a castle
Making a castle	Portraits for the Queen's bedchamber	Castle comes under imminent attack – ensure it is well defended	Bow and arrow making
Battle occurs but castle survives	Plan and hold a celebratory feast		

TIME
MOVING FORWARD AT A NATURAL PACE

TIME
CAN BE STOPPED, REWOUND AND MOVED FORWARD

TIME
HELD AT A PARTICULAR MOMENT

PEOPLE
ENACTIVE - CHARACTERS IN ROLE

ABSTRACT REPRESENTATIONS:
ICONIC - IMAGES

ABSTRACT REPRESENTATIONS:
SYMBOLIC - WRITING

ABSTRACT REPRESENTATIONS:
SYMBOLIC - VOICE

CONVENTION 1
1 NATURALISTIC

CONVENTION 2
2 FRAMED AS A FILM

CONVENTIONS 3 - 7
3 EFFIGY
4 EFFIGY CAN SPEAK 7 MOVE
5 PORTRAIT
6 PORTRAIT CAN HEAR
7 PORTRAIT CAN SPEAK

CONVENTIONS 8 - 11
8 AN IMAGE (DRAWING, PAINTING, PHOTOGRAPH)
9 A DRAWING BEING MADE
10,11 STYLISTED DEPICTIONS

CONVENTIONS 16 - 24
16,17,18,19 ACCOUNTS
20 STORIES
21 REPORTS
22, 23, 24 LETTERS

CONVENTIONS 25 - 30
25,26 VOICE
27,28,29 CONVERSATION
30 PRIVATE READING

CONVENTIONS 12 - 15
12 LIFE-SIZE MODEL
13 MODEL DRESSED
14 CLOTHING
15 OBJECTS

CONVENTIONS 31 - 32
31 CRYPTIC MESSAGE
32 SIGNATURE

CONVENTIONS 33 - 34
33 SIGN: A SPECIAL MARK
34 HERALDRY

Givens:

Always consider what your givens are and how you will weave these in. Anticipate the ideas the children might come up with and whether or not that will be okay with you for the story. If not, how will you ensure you direct them towards the givens without compromising the collaboration?

The continuum of engagement:

- Attraction
- Attention
- Interest
- Extrinsic Motivation

- Concern
- Investment
- Obsession

Dramatic Imagination:

- Light and dark
- Silence and sound
- Movement and stillness

Strategies for dramatic enquiry:

- Sharing a story
- Sharing a partial narrative selected or created in advance
- Interacting with an adult or the teacher representing a point of view in the fictional world
- Creating an image or other resource with the students
- Students create images or resources
- Interacting with the students representing one or more points of view (students in role)

Heathcote&Pennington's 7 mandates for sustaining the Mantle of the Expert mode of dramatic activity



Elements of a story:

- Characters
- Locations
- Time
- Narrative
- Tensions

Cycle of Invested Action



Projections of role:

1. Full role – Always in role, often requires someone else. Representing someone for a while. Someone who is the story, needs the same negotiation. The teacher can then mediate, helping the students, might choose to lower their status to raise the demand on the students. Teacher can stop the fiction & start in order to develop the inquiry.
2. Twilight role (sometimes called shadowy) – used when the teacher is in the early stages of developing the context (frame distance v helpful). Often used to protect the students 'into' the fiction.
3. Secondary role –The person implied who is not here... Yet. Receiving the role thru other theatrical device.
4. Teacher in and out of role – teacher selects a POV, moving in and out as needed by the students, role always has dimension (what was he like?), what was the role's function? You might ask: "what sort of person do you want me to be?"

Forms of representation:

- Enactive** – the use of action
- Iconic** – the use of image
- Symbolic** – the use of language

7 aspects of planning a start:

1. What's happening? Location, people, events?
2. What signs are there for the students to interpret – words, pictures, movement?
3. What's going to attract their interest – the tension?
4. What questions are raised – the inquiry?
5. What tasks are the students going to do to bring them into the fiction?
6. How are students going to take on the mantle of the expert team?
7. How are they going to be introduced to the client and the commission?

Cycle of Progression (The 'Teacher Compass')

