Module: Classic Plays

Unit: Fantasy

Title: The Magic Paintbrush

Key stage targets:

Interpersonal Strand/Dimension (ID)

- To converse about feelings, ideas, experiences and plans (IDb)
- To participate with others in making choices and decisions for carrying out events (IDd)
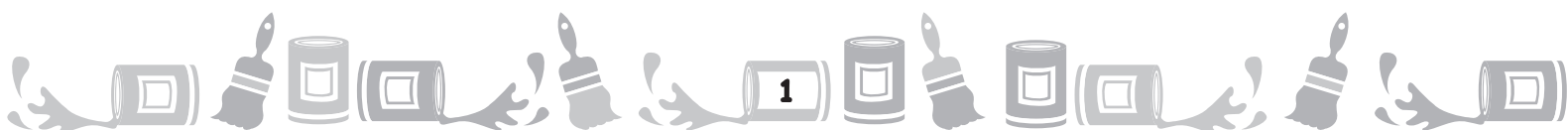
Knowledge Strand/Dimension (KD)

- To identify ideas in simple spoken and written texts, form opinions and express them (KDc)
- To understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organized; and apply this understanding to one's learning and use of the language (KDf)

Experience Strand/Dimension (ED)

- To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through presenting short simple plays (EDa)
- To respond to characters and events in imaginative and other narrative texts through oral, written and performative means (EDb)
- To give expression to imaginative ideas through oral, written and performative means (EDc)
- To give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them (EDd)

Language focus:

- Use adjectives to describe people, animals, objects and conditions
  e.g.   My <u>gold</u> snake has chased away the <u>greedy</u> Emperor forever.

- Use imperatives to give commands
  e.g.   <u>Paint</u> me a picture of a mountain of gold, now!

- Use the simple past tense to talk about past states and activities
  e.g.   Yeah, the painting <u>came</u> to life and <u>jumped</u> away.

- Use the future tense to talk about future events, actions and processes
  e.g.   Liang, someday, you <u>will have</u> enough money to buy one.

Synopsis:

Liang was a poor Chinese boy who could not go to school and had to work hard. He was very talented at painting but could not afford a paintbrush. One day, he had a dream. In the dream, a ghost gave him a paintbrush. When he woke up, he really found one beside him. It was a magic paintbrush, as every time he finished a painting, it came to life. The Emperor heard about this and wanted Liang to paint him a mountain of gold. Liang knew it was wrong and he decided to chase the Emperor away. He then used his talent and magic paintbrush to help the poor in his village.

Key movements:

a. Working hard in a field
b. Painting a picture
c. Having a good dream
d. Stretching out the arms
e. Jumping up in surprise
f. Being chased by a snake/animal

Key dialogues:

a.   Dialogues which convey the meaning of the play to the audience

    e.g.   **Emperor:**   I'm rich, I'm rich! I'm the richest person in China! With this paintbrush, I can have anything I want.
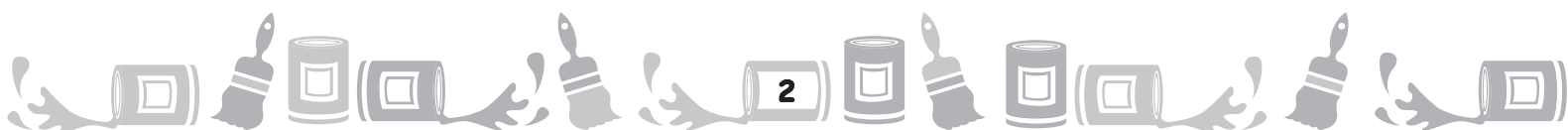
        (*While the Emperor and the soldier are talking, Liang continues to paint. He paints a big gold snake that chases the Emperor and the soldier away. Nobody ever sees them again.*)

      Liang: My gold snake has chased away the greedy Emperor forever. I'll use this magic paintbrush to paint beautiful pictures and help poor people. It'll always be a special brush to me.

    This dialogue conveys the most important lesson in the play: the Emperor is punished for his greed and Liang has accomplished his dream of becoming a very good painter.

b.   Dialogues which convey the nature of the characters

    e.g.   **Liang:**   I want to buy a paintbrush. I must work hard to make enough money to buy one. Then I will become a painter and paint pictures all day long.

      Villager 2:   You have a very big dream, Liang. Your pictures are always so beautiful and look so real. I want to help you make your dream come true.

We know from this dialogue that Liang dreams of being a painter and that his friends will try and help to make his dream come true.

c.   Dialogues which include the language focus

e.g. **Liang:**   Amazing! The old man in my dream said that this paintbrush was special. It's really magic. As soon as I finished painting my picture...

Villager 1: It came to life...

Villager 2: And jumped right off the stone!

Liang: Now it's gone.

This dialogue helps pupils to practise using the simple past tense to talk about past states and activities.