Acting out a story, a class exhibition and a song share

Arts, grade K - by Claude Opus 5.5 - status: written (unreviewed)

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Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

Kindergarten Arts: Acting Out a Story, a Class Exhibition and a Song Share (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check movement, performance and photo rules against your school's policies. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the arts progression | Kindergarten year plan | Term 2 arts unit

Big idea

Actors use their bodies, faces and voices to tell a story, and a still "freeze frame" can show a moment as clearly as a picture. Artists choose which of their work to show and say something about it. A class can share what it has made and learned with visitors: a short play, an exhibition and a song.

This is the third arts unit of the kindergarten year (term 3). It uses term 1's steady beat and singing with actions, and the paintings, prints and collages kept from terms 1 and 2. The story is the folk tale The Enormous Turnip (also called The Gigantic Turnip), retold in this unit's own words.

Outcomes

By the end of the unit a student can:

1. Make a still "freeze frame" with their body on a signal and hold it for a few seconds (for example a tall tree or a tiny mouse).
2. Show a character by how they move (for example a slow old grandfather, a quick little mouse).
3. Retell or put in order the beginning, middle and end of a short story using three picture cards.
4. Take part in acting the story with simple props, joining in the repeated line or doing the actions.
5. Choose one of their own artworks for a class exhibition and say (or show) one thing about it.
6. Sing, sign or do the actions for a song with the class, keeping roughly to the beat.

Prior knowledge

- Term 1 arts: singing songs with actions, keeping a steady beat, stopping on a signal.
- Term 2 arts: loud and quiet, fast and slow; paintings, prints and collages (some kept for this exhibition, as the term 2 unit suggests).
- Health and PE: moving safely in a shared space and stopping on a signal.

Lessons

Lessons are short (20-25 minutes). Lesson 5 is the share; plan it for a time when visitors (another class, or families if your school invites them) can come. Visitors are optional; the share works with just the class.

Lesson	Title	Main activity
1	Freeze! Statues and still pictures	Make body shapes and freeze frames on a signal; move like different characters
2	The Enormous Turnip	Listen to the story, join in the repeated line, put three picture cards in order
3	Acting the story	Act the story with simple props: everyone has a part
4	Getting ready to share	Choose a piece for the exhibition and make a label; learn the turnip song
5	Our share: play, song and exhibition	Perform for visitors (or the class), walk the exhibition, end-of-unit check

Materials (whole class unless noted)

- A clear space (hall or cleared classroom) for lessons 1, 3 and 5.
- A hand drum or tambourine for start and freeze signals, plus a visual signal (a raised hand or a "freeze" card with a picture of a statue).
- The story text (in lesson 2).
- Three story picture cards per pair, drawn by the teacher or printed: 1 a grandfather planting a seed; 2 a line of people and animals pulling on big leaves; 3 everyone sitting on the ground with a huge turnip. Plus one large set for the teacher.
- A "turnip" prop: a big cushion, a bag stuffed with paper, or a large ball in a pillowcase, with green paper or fabric leaves taped on top. It sits in a hoop or a box (the "ground"). Never use a child as the turnip.
- Simple role props (optional): a scarf or shawl for the grandmother, a hat for the grandfather, a hair ribbon or headband for the granddaughter, paper ears on headbands for the dog, cat and mouse, a watering can (empty) and a toy bowl. Name cards with a picture for each role.
- Children's kept artwork from terms 1 and 2, plus one new piece if they want to make one.
- Label cards (about 10 cm × 15 cm), one per child, folded to stand up; crayons or pencils.
- Optional: masking tape or tables for the exhibition, and a sign "Our Class Exhibition" made with the children.

Assessment

- Lessons 1-4: the teacher notes during activities who freezes on the signal, who shows a character by moving, who joins the repeated line or actions, and who chooses a piece and says something about it (observe; no writing needed).
- Lesson 2: a closing check with the three picture cards.
- Lesson 5: a 5-part show-and-talk check with an answer guide (about 3 minutes per child). Plan extra small-group or one-to-one slots in the week; 25 minutes is not enough for the whole class.

⚠ Access and safety

- **Performing is opt-in.** Every child has a part, but parts include narrator's helper (holding up the picture cards), sound maker (drum beat for the "pull"), prop keeper and audience leader (starting the clapping). A child who does not want to be watched can do the actions from their seat with the class. Nobody is made to speak alone in front of visitors.
- **Pulling is pretend.** In the story line, children rest a hand lightly on the shoulder of the child in front (or hold a scarf between them) and pretend to pull. Nobody pulls another child or their clothes. At "POP!" everyone sits down slowly on the count of three, not falling backwards. Leave space between the line and walls or furniture.
- Wheelchair users and children who move differently can play any role; the pull can be shown with arms only, and "sitting down" can be leaning back. Grandfather, grandmother and mouse can all be played seated.
- Children who do not speak, or not yet in the class language, can join the repeated line by signing, using a device or doing the pulling action. Any clear way counts.
- Deaf or hard of hearing children: use the visual freeze card or raised hand alongside the drum, face the class when telling the story, and show the picture card for each new helper. Learn a sign for "pull" from your local sign language if a child uses one.
- Low vision: let children feel the turnip prop and role props before the story; describe each picture card aloud; keep the acting space clear of trip hazards.
- Some children find visitors, clapping or loud singing overwhelming. Offer ear defenders, a quieter spot at the edge, and a "helper" job; keep the share short.
- **Photos and visitors:** follow your school's rules on photographs and visitors. Do not share photos of children's faces unless the school has permission. Visitors are a choice for the school; never ask families to attend, and do not single out children whose families are not there.

Sources

Read for this unit (Wikipedia, 9 November 2026):

- "The Gigantic Turnip": https://en.wikipedia.org/wiki/The_Gigantic_Turnip Used for: it is a cumulative Russian folk tale (ATU 2044, "Pulling up the turnip"), published by Alexander Afanasyev in 1863; a grandfather plants a turnip that grows too big to pull up, and one helper after another joins until they pull it up together; the popular version ends with the mouse. The order of helpers varies between versions. The retelling in lesson 2 is this unit's own wording (CC0), not a copy of any published picture book.
- "Cumulative tale": https://en.wikipedia.org/wiki/Cumulative_tale Used for: in a cumulative (chain) tale the action or words repeat and build up, and the predictable structure has been used with young children. This is why the unit leans on the repeated line.
- "Tableau vivant": https://en.wikipedia.org/wiki/Tableau_vivant Used for: a "living picture" is a still, silent scene made by people posing; performers in theatre sometimes briefly freeze for this effect. The unit calls it a "freeze frame" and does not teach the French term.
- "Here We Go Round the Mulberry Bush": https://en.wikipedia.org/wiki/Here_We_Go_Round_the_Mulberry_Bush Used for: a traditional English nursery rhyme and singing game ("This is the way we..."), first recorded in the mid-nineteenth century, whose tune is also used for other songs. The turnip song in lesson 4 uses this traditional tune with new words written for this unit (CC0).

- "Exhibition": https://en.wikipedia.org/wiki/Exhibition Used for: an exhibition is an organised display of a selection of items, and someone (a curator) chooses what goes in. Children act as their own curators by choosing one piece.
- This repository's arts progression and the kindergarten year plan term 3 arts cell.

Known gaps

- No official arts or drama standard was read for this unit; the content comes from the arts progression and the kindergarten year plan, which are drafts.
- The story is a Russian folk tale. The year plan says "a familiar story"; if children already know a different public-domain or school-owned story, use that instead. Avoid acting recent copyrighted picture books or films without permission. The roles in the retelling (grandfather, grandmother, granddaughter, dog, cat, mouse) can be changed to suit the class.
- No book or published recording is required. Teachers who want a tune reference can sing any traditional version of the Mulberry Bush tune.
- Dance appears only as moving like characters; there is no dance unit yet.
- Peer check: Gemini 4 Argon did a bounded text check at 5c3db56 (timings, pitch, safety, access and story/key consistency; not an educator, classroom or safety review): timings sum and no errors were found; its three small notes (lesson 5 closing choices should point to the turnip prop, drum or exhibition sign rather than helper cards; say how outcome 4 is recorded; list a granddaughter prop) were folded in at 2afcb2c, which Argon also diff-checked the same day (see PEERCHECKS.md).

Lesson 1: Freeze! Statues and still pictures

Goal: Children make body shapes and hold a still "freeze frame" on a signal, and show different characters by how they move.

Length: about 20 minutes.

Materials

- A clear space.
- A hand drum or tambourine, and the visual freeze card (or a raised hand).

Steps

✎ Opening (3 min)

Sit in a circle. "Actors tell stories with their bodies. Today we'll be statues. When the drum plays, you move. When it stops and I hold up the freeze card, you freeze, like a statue, as still as you can."

Practise twice on the spot: wiggle fingers while the drum plays, freeze when it stops.

✎ Main activity 1: freeze shapes (5 min)

Children find a space ("your own bubble", as in health and PE). The drum plays; children walk (or wheel, or move arms) around the space. Drum stops, card up, teacher calls a shape:

1. "Freeze... as a tall tree!"
2. "Freeze... as a tiny mouse!"
3. "Freeze... as a big round ball!"
4. "Freeze... as if you are pulling something very heavy!"

Count slowly "one, two, three" while children hold each shape, then "relax". Point out two or three different freezes: "Look, Amir is a tree with arms up, and Lena is a tree with arms out like branches. Both are trees."

✎ Main activity 2: move like a character (5 min)

The drum plays at different speeds to match each character. Children move like:

- an old grandfather, walking slowly with a stick (slow drum);
- a busy dog, trotting and sniffing (medium drum);
- a cat, stretching and creeping (slow, quiet drum);
- a little mouse, scurrying (fast, quiet drum).

After each, freeze on the signal and hold for three.

✓ Discussion questions (with answers) (4 min)

- "How did you show the mouse was little?" (Any answer about the body: made myself small, curled up, tiny steps, fast quiet feet.)
- "How did you move for the old grandfather?" (Slowly; leaning on a pretend stick; small careful steps. Any slow, careful movement fits.)
- "Can two people make the same thing in different ways?" (Yes: both trees were trees even though they looked different.)

✓ Closing check (with answers) (3 min)

One last freeze: "Freeze as the grandfather pulling something heavy!" Then "freeze as the mouse." Watch for:

- stopping on the signal and holding still for about three seconds;
- a big, heavy shape for pulling and a small shape for the mouse (any small shape counts).

Vocabulary

freeze, statue, still, character, actor

Differentiation

- **Support:** a child copies the teacher's freeze, or freezes just their hands or face.
- **Stretch:** pairs make a freeze together (one is the grandfather, one is the turnip leaves he is pulling).

⚠ Safety

- Walking pace only; no running. Remind children to keep their bubble and watch for others when moving.
- Heavy-pulling freezes are pretend: lean, do not pull on anyone.

Teacher notes

- Children who find standing still hard can freeze sitting down, or hold a "statue" with just one hand. A shorter freeze still counts.
- Seated and wheelchair users can make every shape with upper body, arms and face; describe shapes so that any body can make them ("make yourself tall", not "stand on tiptoe").
- Keep the four characters: they appear in the story in lesson 2.

Lesson 2: The Enormous Turnip

Goal: Children listen to a cumulative folk tale, join in the repeated line, and put three picture cards in order (beginning, middle, end).

Length: about 25 minutes.

Materials

- The story text below.
- Large picture cards for the teacher, one for each helper (grandfather, grandmother, granddaughter, dog, cat, mouse) and three story cards (planting, pulling, everyone on the ground with the turnip).
- Three story cards per pair, shuffled.
- The turnip prop (optional in this lesson; to show the size).

Steps

✎ Opening (3 min)

"Today's story is very old. People have told it for a long time, in many countries, and it is the same story every time with one more helper. Listen for the part that keeps coming back, and say it with me."

Teach the repeated line with a pulling action (both hands pulling towards the chest):

> They pulled and they pulled, but the turnip would not come up!

✎ Main activity: tell the story twice (12 min)

Tell the story slowly, holding up each helper's card as they arrive. Children join in the repeated line and the pulling action. Tell it a second time: this time children say who comes next before you show the card.

The Enormous Turnip (a retelling of a traditional folk tale; this wording is CC0):

> Once upon a time, a grandfather planted a turnip seed. "Grow, little turnip," he said. "Grow sweet, grow strong."
>
> The turnip grew, and grew, and grew, until it was ENORMOUS.
>
> Grandfather took hold of the leaves. They pulled and they pulled, but the turnip would not come up! (Only Grandfather is pulling, but the line is the same every time.)
>
> So Grandfather called Grandmother. Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So Grandmother called the granddaughter. The granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the granddaughter called the dog. The dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the dog called the cat. The cat held on to the dog, the dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, but the turnip would not come up!

So the cat called the little mouse. The mouse held on to the cat, the cat held on to the dog, the dog held on to the granddaughter, the granddaughter held on to Grandmother, Grandmother held on to Grandfather, and Grandfather held the leaves. They pulled and they pulled, and they pulled and they pulled, and...

POP! Up came the turnip, and everyone sat down with a bump.

That night they made turnip soup, and everyone had a bowl, even the little mouse.

✓ Discussion questions (with answers) (5 min)

- "Who planted the turnip?" (The grandfather.)
- "Why couldn't Grandfather pull it up on his own?" (It was too big / enormous.)
- "Who was the last helper?" (The mouse.)
- "Did the mouse pull it up all by herself?" (No: everyone pulled together; the mouse was the last one to join. Accept "everyone" or "they all did".)
- "What part kept coming back?" (They pulled and they pulled, but the turnip would not come up.)

✓ Closing check (with answers) (5 min)

Pairs get the three shuffled story cards: "Put them in order: what happened first, next and last?" Then each pair points to the cards in order while the teacher walks round.

Answer: **1** Grandfather plants the seed; **2** everyone pulls on the leaves; **3** everyone sits on the ground with the turnip.

Note who places them in order without help. A child who tells the story in order without the cards (or points to helpers' cards in order) has also met the goal.

Vocabulary

turnip, enormous, pull, beginning, middle, end, helper

Differentiation

- **Support:** use only two cards (planting and turnip out: which came first?).
- **Stretch:** put the six helper cards in the order they came.

⚠ Safety

- Pulling actions are on your own, towards your chest; no pulling on others in this lesson.

Teacher notes

- Some versions of the tale have different helpers or a different order; it is fine if a child knows another version. "In our story, the mouse came last."
- Leave the helper cards on display; they are used for casting in lesson 3.
- The story's "everyone sat down with a bump" becomes a slow, counted sit-down when it is acted (lesson 3).

Lesson 3: Acting the story

Goal: Children act The Enormous Turnip with simple props, each with a part, joining in the repeated line and the pretend pull.

Length: about 25 minutes.

Materials

- A clear space, with the "ground" (hoop or box) and the turnip prop at one end, at least a metre from any wall.
- Role props and picture name cards (grandfather, grandmother, granddaughter, dog, cat, mouse); a scarf for each child in the pulling line (optional).
- The helper cards from lesson 2 and the hand drum.
- An empty watering can and a toy bowl (optional).

Steps

✎ Opening (3 min)

"Today we're going to be the story. The teacher tells it; the actors show it. Everybody has a job." Show the jobs with their picture cards:

- **Actors:** grandfather, grandmother, granddaughter, dog, cat, mouse.
- **Turnip growers:** everyone else, sitting round the ground; they grow the turnip with their hands (low to high) and say the repeated line.
- **Card holder:** holds up each helper card as they are called.
- **Drummer:** plays one beat on each "pulled".

✎ Main activity: act it three times (15 min)

Before the first run, practise the safe pull and the slow sit (2 min). Each child rests one hand lightly on the shoulder of the person in front (or holds a scarf between them). On "pulled", everyone leans back a little, with feet still. At "POP!" the teacher counts "one, two, three" and everyone sits down slowly. Nobody pulls anyone, and nobody falls.

Run 1 (about 4 min): the teacher tells the story (from lesson 2) and plays the grandfather; children take the other roles. The growers make the turnip grow and say the line.

Run 2 (about 4 min): new children take the roles; growers become actors and actors become growers, card holder and drummer.

Run 3 (about 5 min): the same, with new children in roles. If time is short, cut to two runs; every child should have had a turn in a role they chose (an actor role, a helper job, or growing).

During each run, praise acting choices: "The mouse is scurrying so quickly!" "Grandmother is walking slowly and carefully."

✓ Discussion questions (with answers) (4 min)

- "How did the actors show the turnip was heavy?" (Leaning back, puffing cheeks, slow pulls, strong faces. Any body or face idea counts.)
- "How did the mouse actor show she was little?" (Small shape, quick small steps, a quiet squeaky voice. Any small-and-quick idea counts.)
- "How did we keep everybody safe when we pulled?" (Hands resting lightly, pretend pulling, sitting down slowly on three.)

Closing (3 min)

Finish with a whole-class freeze frame of the last moment: everyone sitting, looking at the enormous turnip. Hold for three. "That's the picture we'll end with when we share it."

Vocabulary

act, actor, role, prop, audience, turn

Differentiation

- **Support:** a child plays a role alongside an adult or a friend (two mice are fine), or chooses a growing or drumming job.
- **Stretch:** a child adds a line for their character ("Woof! I'll help!"), or a group makes up a new helper for the end (a bird? a worm?).

⚠ Safety

- Pretend pulling only, hands resting lightly or holding a scarf; nobody pulls a child or their clothes.
- Everyone sits down slowly on the count of three; nobody falls backwards.
- Keep the line away from walls and furniture; walking pace.
- The turnip is always a prop, never a child.

Teacher notes

- Children who do not want to be watched can be growers or the drummer; nobody has to act in front of others.
- Seated and wheelchair users can play any role: the pull is shown with arms, and "sitting down" can be leaning back. A child using a wheelchair in the line can hold a scarf rather than a shoulder.
- Children who do not speak can say the repeated line by signing or with a device, or do the pulling action; joining by action counts as joining in.
- If the class wants a different ending order (cat before dog), that is fine; folk tales vary.
- Note who moves in character and who joins the line or actions.

Lesson 4: Getting ready to share

Goal: Each child chooses one of their artworks for the class exhibition, makes a label for it, and learns the turnip song with actions.

Length: about 25 minutes.

Materials

- Children's kept artwork from terms 1 and 2 (drawings, colour mixes, prints, collages), each child's pieces in a folder or pile.
- One folded label card per child; crayons or pencils.
- The hand drum.

Steps

✎ Opening (3 min)

"In a museum or gallery, someone chooses which pictures to show. That person is called a curator. Today you are your own curator: you choose one piece of your art to show our visitors."

✎ Main activity 1: choose and label (10 min)

Each child looks through their own pieces and chooses one. The teacher (or a helper) asks each child, quietly: "Why did you choose this one?" and writes the child's words on the label, or the child draws or makes their own mark. A label has:

- the child's name (written by the child if they can, or by an adult);
- one thing the child says about it ("I mixed blue and yellow", "This is my bird", "I like the bumpy bit").

Any reason is a good reason ("I like it", "it's red" are fine). A child who does not want to choose can pick two and the teacher holds them up: "This one or this one?"; pointing counts.

✎ Main activity 2: learn the turnip song (8 min)

The song uses the traditional tune of "Here We Go Round the Mulberry Bush" ("This is the way we..."), with new words written for this unit (CC0). Sing each verse once for the children, then together, with actions. Keep a steady beat on the drum or knees, as in term 1.

> This is the way we plant the seed,
> Plant the seed, plant the seed.
> This is the way we plant the seed,
> So early in the morning.
> (Action: push a finger into the "ground".)

This is the way we water it,
Water it, water it.
This is the way we water it,
So early in the morning.
(Action: wiggle fingers like rain from a watering can.)

This is the way the turnip grows,
Turnip grows, turnip grows.
This is the way the turnip grows,
So early in the morning.
(Action: hands start low and rise up slowly into a big round shape.)

This is the way we pull and pull,
Pull and pull, pull and pull.
This is the way we pull and pull,
So early in the morning.
(Action: pull towards your chest on each "pull".)

This is the way we eat our soup,
Eat our soup, eat our soup.
This is the way we eat our soup,
And then we have our supper.
(Action: pretend spoon from bowl to mouth.)

If five verses are too many, sing verses 1, 4 and 5.

Closing (4 min)

Sing the song once more with actions. Then: "Who can show me the action for 'pull and pull'?" and "Which verse came last?" (Answer: eating the soup.)

Vocabulary

curator, exhibition, label, choose, verse

Differentiation

- **Support:** a child joins the actions only, or sings just the "pull and pull" part.
- **Stretch:** a child invents a new verse and action ("This is the way the mouse runs in").

⚠ Safety

- Handle others' artwork only with the maker's say-so. Keep wet or fragile pieces flat.

Teacher notes

- Children who missed earlier units or have nothing kept can make a quick new drawing of a turnip character for the exhibition in this lesson.
- Write labels in the child's own words; do not correct "I like it" into something grander.

- Singing can be signing, humming or doing the actions; all count as joining in. Keep the volume comfortable for children who find loud group singing hard.
- If your class knows a different "This is the way" song, keep this tune; only the words are new.

Lesson 5: Our share: play, song and exhibition

Goal: The class shares its play, song and exhibition with visitors (or with each other), and children show what they learned in the end-of-unit check.

Length: about 25 minutes, plus one-to-one check time.

Materials

- The acting space with the turnip prop, role props and helper cards.
- The exhibition: each child's chosen piece with its standing label, laid on tables or taped at child height; the "Our Class Exhibition" sign.
- The hand drum and visual freeze card.
- For the check: the three story cards (shuffled) and the child's exhibition piece.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

Welcome visitors if any. A child (or the teacher) says: "Welcome to our share. We will act a story, sing a song, and show you our exhibition." Visitors sit as the audience. Without visitors, half the class is the audience for the play and they swap for the song.

✎ Main activity 1: the play (8 min)

Act The Enormous Turnip once, as in lesson 3, with roles chosen by the children beforehand. The audience is invited to join the repeated line ("They pulled and they pulled..."). End on the freeze frame of everyone sitting with the turnip; hold for three, then bow (or wave).

✎ Main activity 2: the song (4 min)

Everyone sings the turnip song from lesson 4 with actions. Visitors can join in the actions.

✎ Main activity 3: exhibition walk (6 min)

Visitors and children walk round the exhibition at walking pace. Children who want to can stand by their piece and tell a visitor one thing about it; others can walk round with a friend. The label speaks for children who prefer not to talk.

Closing (4 min)

Back in a circle: "What did you like best: the play, the song or the exhibition?" Each child points to the turnip prop (the play), the drum (the song) or the exhibition sign (the exhibition), sings a line, or says a word. Thank the visitors.

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child, at a calm time after the share (not in front of visitors). Any child may show in their own way (pointing, signing, using a device, moving, humming).

Part	Ask or watch	Looking for
1	Drum plays, then stops with the freeze card: "Freeze as a tiny mouse!"	Stops on the signal and holds a still shape for about three seconds (any small shape).
2	"Show me how the old grandfather walks."	Moves differently from their usual walk to show the character (slow, careful, or with a pretend stick).
3	Give the three shuffled story cards: "Put them in order: first, next, last."	Planting, then pulling, then everyone on the ground with the turnip.
4	"In our story, who was the last helper?"	The mouse. (If the class acted a version with a different last helper, accept that one.)
5	Point to their exhibition piece: "Tell me about this one." Then: "Can you do the 'pull and pull' part of our song?"	Says, signs or points to one thing about their piece; sings, hums, signs or does the pulling action roughly in time.

Record "yes", "with help" or "not yet" for each part. A child who shows the skill in their own way (for example freezing seated, showing the grandfather with arms only, or joining the song by action) is recorded "yes", with a note of how. "With help" means an adult helped with the idea itself (for example modelling the freeze or placing the first card). Part 5 does not judge singing in tune; joining the action roughly with the beat is enough.

Outcome 4 (taking part in acting the story) is not a part of this check: record it from what the teacher saw in lessons 3 and 5 (joined the repeated line, the actions or a helper job, in any way).

Vocabulary

share, audience, bow, exhibition, visitor

Differentiation

- **Support:** a child takes a helper job in the play (card holder, drummer) and stands by their piece with a friend.
- **Stretch:** a child welcomes the visitors, or explains the exhibition sign.

⚠ Safety

- Pretend pulling and the slow sit-down on three, as in lesson 3.
- Walking pace in the exhibition; look with eyes, not hands, unless the maker says yes.
- Follow school rules on visitors and photos; do not share photos of children's faces without the school's permission.

Teacher notes

- Nobody is made to perform or speak in front of visitors. A child who is overwhelmed can watch from a quiet spot with ear defenders, or help with props.
- If families are invited, do not single out children whose families did not come; every child's work is shown and every child is welcomed by the class.
- After the share, children can take their exhibition piece home, or the class can keep the exhibition up for a week.
- This is the last arts unit of the kindergarten year. Grade 1 arts will build on freeze frames, moving in character, retelling in order, and choosing and talking about one's own work.