

This week's focus is descriptive writing where we change the mood from the beginning to the end. You will be writing a descriptive text with a dark atmosphere. This should have a setting opening, a dialogues and an exciting ending to the story.

Lesson 1:

Watch the clip of New York 30's, where Harry, a barber, has some prejudiced views. However, these seem to change due to the magic of music.

<https://www.literacyshed.com/swingofchange.html>

I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I understand the terms 'setting' and 'atmosphere' is the time and A place in which the story takes place Atmosphere is the overall mood of a story			
SC: I can speak audibly and fluently			
SC: I can identify the atmosphere/mood in a story Sad, gloomy, scary hopeful, distrust, depressing,			
SC: I can identify a range of descriptive techniques in a setting description			

Tasks:

- a. Using the text at the bottom on this document, with a partner or family member, highlight in one colour where the setting is described, and in another colour where the atmosphere is created.
- b. Make a list of words to describe the type of atmosphere you would want to create when describing the setting in the video.

Lesson 2

Watch the of New York 30's again, <https://www.literacyshed.com/swingofchange.html>

How would you describe the setting and atmosphere/ mood in the clip (New York 30's)?

How would you introduce the characters in the setting?

I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can use ideas from the video to create a descriptive writing.			
SC: I can create a dark atmosphere using effective mood words. Unnerving, discomfoting , intimidating, unapproachable, positive, sanguine			
SC: I can include a dialogue to introduce and develop characters The sax man's voice acquired a threatening tone. "Don't tell me what I am!" ...			
SC: I can include a positive ending with a different mood			

Tasks:

Plan a piece of description, focusing on the setting and creating a dark atmosphere for the reader. Add a dialogue to your plan and a happy ending. Think about what happens to your characters at the end of the story in the clip.

Lesson 3:

Now write your descriptive text with a dark atmosphere to start. You should include a dark setting opening, dialogues and a happy ending to the story.

Example:

Whilst stamping his feet and waving his hands towards the sax man, Harry the barber) shouted with an aggressive tone, "Go and play your instrument somewhere else, have you not read the writing on the window?"

"Well, you can't you can't tell me what to do or who or what I am!" The sax man snappily replied, tired of being offended everywhere he goes and being reminded of his race now and again.

I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can use figurative language. Personification, metaphors, similes, hyperbole etc...			
SC: I can add a dialogue			
SC: I can use descriptive techniques to describe a setting			
SC: I can use effective mood words. Frightened, panic-stricken, hideous, horrible, unappealing, tense, anxious, unnerving, tense, edgy, uneasy, sensitive.			
SC: I can start sentences in different ways e.g. -ing or -ed verb Shocked and frightened,... Wobbling and bawling,...			
SC: I can create a happy ending to the story			

Lesson 4:

Edit your work and make any necessary amendments. Read it aloud and highlight omissions or errors. Find a family member and read it to them looking for punctuation and spelling errors.

Publishing ideas

- Publish your work using a piece of 12- x 18-inch construction paper folded to resemble a book. Glue or staple the story inside. Have your child draw a picture and write the story title on the cover of the "book."
- Neatly rewrite the final draft and share it with Dad or Grandma, uncle, family friend etc...
- Type the story on the computer and add clip art, if desired.

I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can proof read my work			
SC: Re-read own writing and check for sense and cohesion			
SC: Check and improve punctuation and spelling			
SC: I can assess effectiveness of my			
SC: I can up level my vocabulary – adjectives, verbs and adverbs			

[Send us your finished work to admin@gainsborough.hackney.sch.uk](mailto:admin@gainsborough.hackney.sch.uk)

With a partner or family member, highlight in one colour where the setting is described, and in another colour where the atmosphere is created.

The boys moved off and disappeared in the gloom. Before long, they were wading through the tall grass of the ghastly graveyard. It was a graveyard of the old-fashioned western kind; a large crypt surrounded by smaller graves on a hill just beyond the village. It had a crazy board fence around it, which leaned inwards in places, and outwards in others. 'Sacred to the memory of So-and-So' had been painted onto or etched into the tired faces of each of the tombstones once, but it could no longer be read on the most of them, even in the light of day.

A faint wind moaned through the trees, and Tom feared it might be the spirits of the dead complaining at being disturbed. The boys talked little, and only under their breath when they did. It seemed appropriate.

Finally, they found the place they were seeking. Then, they waited in silence for what seemed like an hour. Tom's reflections grew oppressive. He had to speak out to break the tension: "Hucky, do you believe the dead people like it for us to be here?"

