

The Tale o' Tam o' Shanter

The Witches Crew – Primary 7

The Witches Crew makes sure that Tam and his Tavern Crew get their comeuppance! They frighten Tam o' Shanter (and his guid mare Meg) into behaving himself.

They perform the following songs:

Song 1 – Beware

Song 4 – Witches Brew sung along with Nannie

Song 5 – The Chase

The Witches Crew Exercise

- Scotland's national poet Robert Burns is recognised for his work all over the world.
- He has a national day named after him, celebrated each year on the 25th of January.
- Burns suppers are held on this day with the traditional dish of haggis, neeps and tatties being served with a dram of whisky, along with recitals of his best-loved work.
- On New Year's Eve, all over the world, his poem Auld Lang Syne is sung.
- His face has featured on banknotes and his poetry has been translated into over forty languages.

Robert Burns lived between 1759 and 1796, yet his work and fame has endured for over 200 years. Why is this?

Exercise: Write a comparison of fame in the 1700s and the 2010s. Choose a modern figure known within the performing arts (e.g. music, dance, theatre, film) and compare this person to Robert Burns. How does their fame differ, both locally in Scotland, and internationally?

Aims: To cover Literacy Across Learning and the curriculum areas of Expressive Arts; Languages and Social Studies

Additional Exercises

- Use drama conventions to find out additional character information.
- Create a magazine/newspaper article including headline.
- Write a tweet (140 character limit) publicising a new Robert Burns poem.
- Create a portrait and make a frame.
- Create a frieze of descriptive words in Scots and English.



Exercise: Robert Burns lived between 1759 and 1796, yet his work and fame has endured for over 200 years. Why is this? Write a comparison of fame in the 1700s to the 2010s. Choose a modern figure known within the performing arts (e.g. music, dance, theatre, film) and compare this person to Robert Burns. How does their fame differ, both locally in Scotland, and internationally?

	Task	Notes	Curriculum for Excellence
1	Read the poem of <i>Tam o' Shanter</i> .	This could be worked individually or, as an alternative, spoken aloud in a group, with each individual taking on a line/paragraph.	LIT 2-02a LIT 2-04a LIT 2-05a LIT 2-06a LIT 2-07a LIT 2-08a LIT 2-09a LIT 2-10a LIT 2-14a LIT 2-15a LIT 2-16a LIT 2-18a LIT 2-24a LIT 2-25a LIT 2-26a LIT 2-28a LIT 2-29a
2	Discuss the narrative of the poem. Be clear about what action is taking place, where and with whom. Clarify any unknown words.	See RESOURCE B Perhaps split the poem into smaller parts to distribute amongst groups to highlight?	ENG 2-03a ENG 2-17a ENG 2-19a ENG 2-27a ENG 2-30a ENG 2-31a
3	Group discussion on life in Scotland between 1759–1796.	Use Section 8 – Useful resources Use <i>Tam o' Shanter</i> for clues.	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a SOC 2-19a
4	Create a mind-map of all the ideas.	SEE RESOURCE D as an example of mind-mapping This could be worked in small groups. Alternatively, groups could also be split into specific sections, for example: <ul style="list-style-type: none"> • Family • Work • Food & Drink • Leisure • Communication 	
5	List any other Robert Burns poems known by the class.		
6	Create a frieze of poems written by Robert Burns.	SEE RESOURCE E as an example of an empty book to be completed and coloured. This could be worked in small groups, piecing together the finished product into one large group frieze.	
7	Repeat Exercises 3 & 4, this time on the topic of 'life in Scotland this year'.		
8	Individually, each group member chooses a 'famous person' from the arts.	The choice should be real (like Robert Burns) as opposed to a well-known fictional character (like Tam o' Shanter) and does not need to be restricted to Scotland.	

	Task	Notes
9	Group discussion highlighting similarities / differences.	
10	In small groups, repeat Exercise 6, this time using cut-outs from magazines, newspaper articles, print-outs from online and social media, flyers, posters, ads etc.	
11	In small groups, compare the information collated between the two periods of time. The group should seek to find positives and negatives from both periods of time.	
12	The groups should then present their ideas to the rest of the class.	There are various online resources which allow English to Scots translation.
13	Split the class into two groups for a debate on the highs and lows of 'fame'.	Pupils should not necessarily represent their own opinion – are there pupils who are confident to represent the opposite viewpoint?

Extension Exercises:

	Task	Notes
1	Different artworks inspired by advertising in Robert Burns' time versus now.	
1b	Create a newspaper / magazine headline advertising the release of a new song / book / film etc. by an artist of choice.	
1c	Create a portrait of Robert Burns with details of a new poem.	
1d	Compare the two.	
2	Write a tweet (140 character limit) publicising a new Robert Burns poem.	Perhaps the pupils can also write the title of a new poem.
3	Dramatise the events.	
3b	In small groups, create a sequence of images showing life between 1759 and 1796.	SEE RESOURCE A – Day in the Life Decide beforehand if there is a limit to the number of images and / or if specific times of day are to be recreated. If possible, use a clear space big enough for small groups to have room to work.
3c	Using previous Day in the Life information, try Hot-seating. Place a seat in the performance space, facing the audience. A volunteer sits down in role as someone from between 1759 and 1796. The audience is invited to ask questions, which stimulate a dramatic response.	SEE RESOURCE A
4	Does the new information merit a new debate?	

Curriculum for Excellence

EXA 2-03a
EXA 2-05a
EXA 2-12a
EXA 2-13a
EXA 2-14a
EXA 2-15a

(See previous Exercise codes)

Curriculum for Excellence outcomes achieved through participation in performance

	Task	Notes
1	Perform in the production of <i>Tam o' Shanter</i> to an audience of peers/family/friends etc.	Facilitated by Scottish Opera staff. Taking in to account dance, drama and music.
2	Learn characterisation for the performance.	Facilitated by Scottish Opera staff.
3	Learn and perform choreography for the performance.	Facilitated by Scottish Opera staff.
4	Learn the lyrics and music for the performance.	
5	Post-performance evaluation.	

Curriculum for Excellence
EXA 2-01a EXA 2-10a EXA 2-11a EXA 2-12a EXA 2-14a EXA 2-15a EXA 2-16a EXA 2-19a

RESOURCE A – Dramatic Conventions

Used to help pupils interact and use their imaginations to create meaning.

STILL IMAGE

Still images require the pupils to invent body-shapes or postures, rather like a photograph. Groups can be asked to tell a story through a series of prepared still-images. This is an effective method which does not require improvised dialogue.

HOT-SEATING

Hot-seating allows a group to have the opportunity to question a character for further information. This allows deeper understanding of background, behaviour and motivation.

Not only will this give the group further information, it will also allow the actor to develop the character they are playing.

Traditionally, the pupil playing the character sits on a chair in front of a small group, arranged in a semi-circle. Alternatively, characters may be hot-seated in pairs.

The group proceeds to ask questions, facilitated by the teacher.

A DAY IN THE LIFE

A chronological sequence of events is created by the pupil. Parameters can be set prior to starting – for example, what happens at 6am, at 8am, at noon etc – or the pupil can make the decision on what times of the day are important to the context of the character.

The events created can be shown as a frozen picture. As confidence increases, these pictures can come to life, including text.

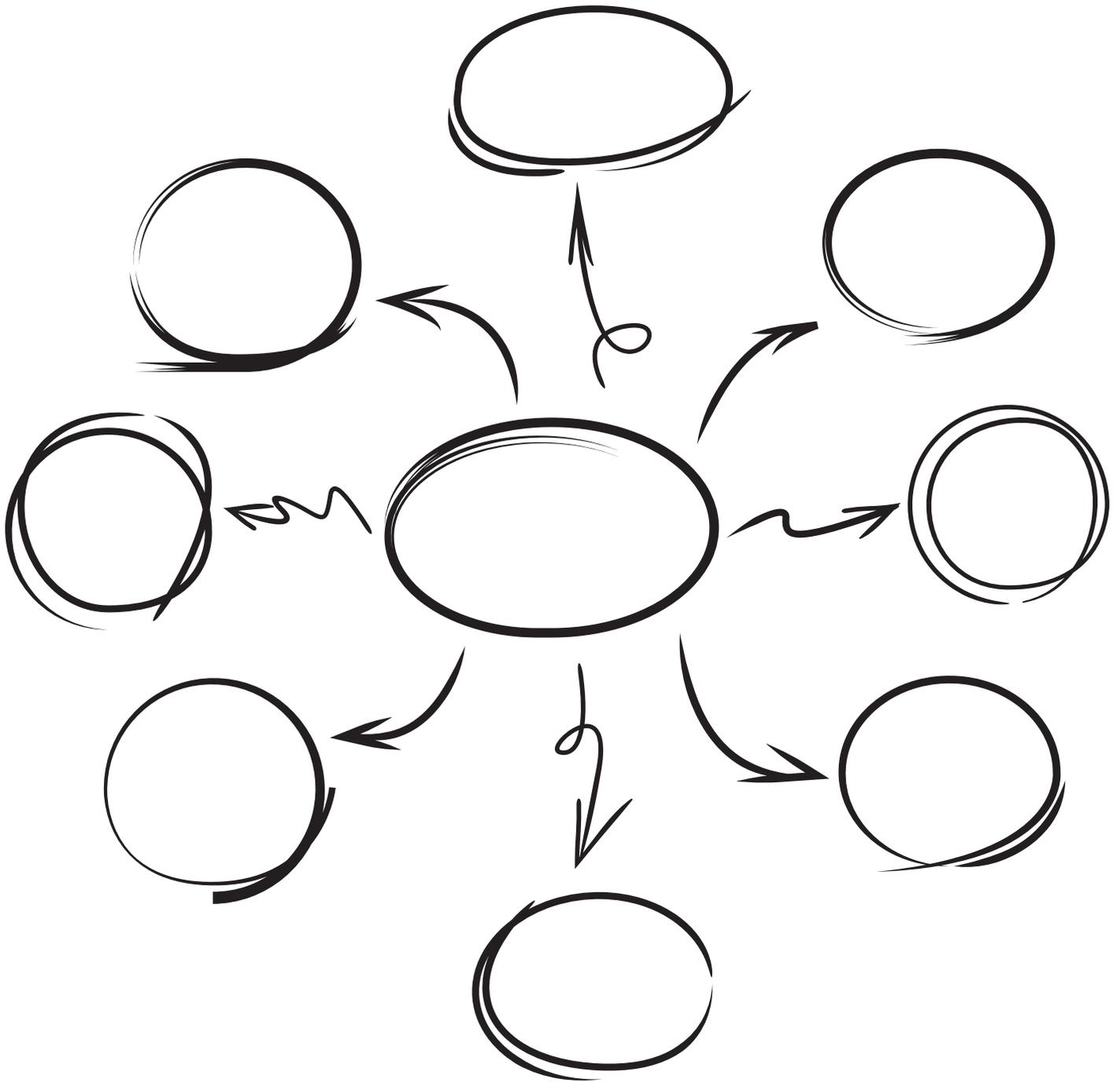
Words can be added simply by asking for a single word to describe each image. That word can become a sentence. And finally, the frozen image can be brought to life either by being mimed or acted with dialogue.

RESOURCE B

Examples of translations from Scots to English

skellum	good for nothing
blether	chat, talk, gossip
blellum	chatterer, gossip
cutty	short
sark	dress, slip, tunic, underskirt
roarin' fu'	completely drunk
deil	devil
gart	made
skirl	shriek
dirled	echoed, resounded
unco	unusual
drouthy	thirsty
ingle	fireplace
souter	cobbler
ne'er	never
houlet	owl
winnock bunker	window seat
duddies	ragged, tattered clothes
beldum	old hag

RESOURCE C – Example of mind map



RESOURCE D – Picture of an empty book

