

A second level musical experience:
Learning and teaching pack



Scottish
Opera

VIKINGS!

The Quest for the Dragon's Treasure



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Kindly supported by **The Jean Armour Burns Trust**

Vikings! The Quest for the Dragon's Treasure

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Introduction

Hello and welcome to *Vikings! The Quest for the Dragon's Treasure* – an exciting musical and theatrical experience for second level pupils.

There are two ways for your school to take part in this project:

A digital only learning and teaching experience

Using the online resources Scottish Opera provides to prepare your pupils for all aspects of presenting a performance to an audience.

A hybrid digital and live learning and teaching experience

Using the online resources Scottish Opera provides to prepare your pupils for a day long rehearsal leading to a fully staged performance, guided by a team of Teaching Artists from Scottish Opera who will provide a complete costume for each child taking part in the project. Scottish Opera's Teaching Artists will take on the roles of the principal characters providing specific support to each group of pupils. Up to 100 pupils in total can take part in the final performance.

Whether your school is taking in the project as a digital or as a hybrid experience, these notes and the digital resources on Scottish Opera's website provide all the information you need to prepare for your performance day.

The project has two stages:

Stage 1, where you use the music and videos on Scottish Opera's website to help the pupils learn the songs, practice the dance moves, and get to know the characters in the story. You can also try some of the suggested further activities included in this pack to help your pupils learn more about Vikings, learn about the world of opera and theatre, and build excitement for their performance day!

Stage 2, where all this knowledge and experience feeds into the performance itself.

The learning resources on Scottish Opera's website provide you with everything you need to make the project – and the performance day – a success. Here you will find:

- A PDF of the lyrics and score
- Downloadable audio files including the full score, instrumental only backing tracks, and detailed teaching tracks that take you through the music line by line.
- Videos that teach you the staging and dance moves for each song

Getting started

The pupils should be split into three groups of equal size for your performance of *Vikings!*:

- Sorcerers
- Vikings
- Villagers

All three groups will sing during the show.

In most cases, three different classes in the school can participate, with each class taking on the role of one of the groups. If your school is part of a co-operative, your pupils might be taking on just one of the groups while your partner schools take on the others. If this is the case, it is important that everyone is clear about which school or class is learning which role(s).

Curriculum for Excellence

The project is designed to help staff implement some of the experiences and outcomes of A Curriculum for Excellence, using active and co-operative learning approaches. In terms of the four capacities of CfE, it provides development opportunities for the following attributes and capabilities:

Successful Learners	Confident Individuals
• enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas • use literacy and communication skills • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations	• self respect • a sense of physical, mental and emotional wellbeing • achieve success in different areas of activity
Responsible Citizens	Effective Contributors
• respect for others • commitment to participate responsibly in political, economic, social and cultural life	• an enterprising attitude • resilience • self-reliance • communicate in different ways and different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new concepts • create and develop

The main curricular areas covered by the project are:

- Expressive Arts
- Literacy and English
- Social Studies

The project also provides some learning opportunities in the following curricular areas:

- Health and Wellbeing
- Science
- Technologies

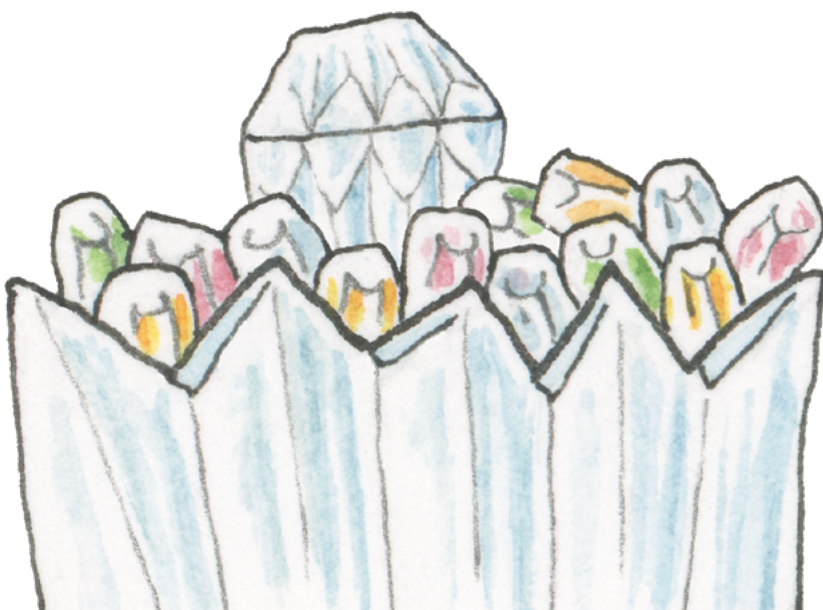
Curriculum for Excellence & Learning Outcomes

Activities	Curricular Area	Experiences & Outcomes	Learning Outcomes
Rehearsals and performance – music and singing	Expressive Arts (Music)	EXA 2-01a EXA 2-16a EXA 2-17a EXA 2-18a EXA 2-19a	- To develop an understanding of the conventions and style of opera. - To learn and perform songs in unison and in parts. - To perform songs in large and small groups. - To communicate the mood and character of songs to an audience. - To develop an understanding of musical terms, such as pitch, volume, rhythm, tempo, melody and beat. - To respond to performance directions. - To convey mood, emotion and character through voice, body language and facial expressions, and by following performance direction. - To respond to feedback from professional performers. - To develop the ability to participate effectively in a performance.
	Health & Wellbeing	HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-14a	- To recognise the mental health benefits of participating in music and singing. - To develop social skills whilst working to put on a performance. - To develop the ability to work in a team. - To develop self-worth, confidence and resilience. - To make use of opportunities to explore talents and aspirations. - To contribute positively to the life of the school and community.
Rehearsals and performance – drama, dance and movement	Expressive Arts (Drama & Dance)	EXA 2-01a EXA 2-10a EXA 2-11a EXA 2-12a EXA 2-14a	- To respond to feedback from professional performers. - To demonstrate co-ordination and control in simple dance actions and choreography. - To be able to demonstrate appropriate movement, expression and voice in role.
	Health & Wellbeing	HWB 2-11a HWB 2-12a HWB 2-13a HWB 2-14a	- To recognise the mental health benefits of participating in a theatrical performance. - To develop social skills whilst working to put on a performance. To develop the ability to work in a team. - To develop self-worth, confidence and resilience - To make use of opportunities to explore talents and aspirations. To contribute positively to the life of the school and community.

Who were the Vikings?	Social Studies	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a SOC 2-13a SOC 2-14a	• To be able to carry out research, using a range of resources, independently and/or with others. • To use primary and secondary sources to gather relevant information. • To develop knowledge and understanding of Vikings, the time in which they lived, and their society and customs. • To identify where Vikings came from and why they migrated. • To be able to explain how and why Vikings migrated to Scotland. • To understand that Viking migration had an impact on parts of Scotland.
	Technologies	TCH 2-01a TCH 2-02a	• To be able to use search engines to gather and use information about Vikings. • To identify and use key words to optimise online search. • To be able to access and navigate a range of websites. • To identify and collate useful information.
Who's who at the theatre?	Literacy & English	ENG 2-12a LIT 2-13a LIT 2-14a	• To develop an understanding of job titles and job descriptions in theatre. • To use reading skills and context clues to match theatre jobs to their job descriptions.
How to make an opera	Literacy & English	LIT 2-14a LIT 2-16a LIT 2-17a	• To understand the process of producing an opera. • To use reading skills and context clues to put the steps involved in producing an opera into the correct order. • To demonstrate understanding of texts and subject specific terms.
Jarls, Karl and Thralls!	Social Studies	SOC 2-03a SOC 2-04a	• To be able to describe different roles within Viking society. • To understand the different needs of a society in the past.
Viking Shields & Throwing Axes	Expressive Arts (Art & Design)	EXA 2-02a EXA 2-03a EXA 2-04a EXA 2-05a	• To be able to select appropriate media, colour and design. • To use colour, line, shape and style appropriately • To use colour, shape and form effectively to produce an eye-catching poster. • To be able to use visual elements to convey ideas • To work from own imagination and knowledge of Viking artwork and design to create a Viking shield or throwing axe. • To understand the significance of pattern and design in Viking society.

Breaking News! (News Broadcast)	Literacy & English	LIT 2-01a LIT 2-02a LIT 2-03a LIT 2-06a LIT 2-09a LIT 2-10a LIT 2-27a	• To contribute relevant ideas and show respect for views of others during group discussions. • To create own text for others to listen to and watch • To select and present relevant information to an audience. • To use appropriate techniques to engage and influence an audience. • To communicate clearly and with expression. • To use vocabulary and phrasing to engage and influence when writing a short news script.
	Expressive Arts (Drama)	EXA 2-12a EXA 2-13a EXA 2-14a	• To create a short news item using improvisation and/or a script. • To be able to use volume, tone, expression, clarity, pace, characterisation and emotion to respond appropriately in role.
	Technologies	TCH 2-01a	• To use digital technology to film and edit a short news item. • To use digital technology to add music to a short news item.
Breaking News! (News Article)	Literacy & English	LIT 2-20a LIT 2-21a LIT 2-22a LIT 2-23a LIT 2-24a LIT 2-26a ENG 2-27a LIT 2-28a LIT 2-29a	• To write a news article, selecting and organising relevant information effectively. • To use correct spelling, punctuation and grammar rules when writing a news article. • To make appropriate choices in terms of style, layout, presentation, and structure of a news article. • To use appropriate vocabulary and terms when creating own texts. • To engage the reader through use of language, writing style, tone, and vocabulary. • To use lettering and graphics to engage readers.
	Technologies	TCH 2-01a	• To use digital technology to compose and construct a news article.
Needs v Wants	Literacy & English	LIT 2-02a LIT 2-09a LIT 2-10a	• To contribute relevant ideas and show respect for views of others during group discussions. • To be able to describe thoughts, feelings and opinions clearly. • To be able to build on the ideas of others. • To talk and listen effectively in small groups.
	H.W.B.	HWB 2-09a HWB 2-10a	• To be able to explain the difference between needs and wants. • To understand that not everyone has their needs met. • To understand that some people have less than they need and others have more than they need.
	Social Studies	SOC 2-15a	• To understand the impact of unmet needs on migration.

Grow a crystal	Science	SCN 2-15a SCN 2-19a	• To investigate and record physical changes in salt and water. • To be able to make predictions in simple experiments. • To observe, identify and record signs of a chemical reaction.
Runic Code Cracker	Social Subjects	SOC 2-04a	• To be able to contrast elements of Viking society with our own, e.g., Viking runes and English alphabet. • To be able to compose simple messages in Viking runes. • To be able to decode simple messages in Viking Runes.
Lewis Chessmen	Expressive Arts (Art & Design)	EXA 2-02a EXA 2-03a EXA 2-04a	• To select appropriate media, colour and design to create Lewis chessmen. • To be able to use visual elements to enhance design • To be able to follow a design brief.



Suggested further activities

We have included a range of activities for your pupils to learn more about Vikings and opera. These include exploring Viking society, designing their own shields and throwing axes, and creating their own Lewis chessmen. There are also tasks which will help pupils learn more about all the different elements that go into making an opera, the many different roles which are available behind the scenes, and ways to build excitement for their performance day.

These activities can be carried out in class, assigned as homework tasks, or used for assessment purposes. They can be used as a context for learning; as part of an IDL approach; or even taken as separate activities to extend the children's knowledge and understanding of theatre, performance, the arts, and creative industries, or to give them a better understanding of the context in which the opera is set. There is a range of challenges in the tasks to cater for differentiation and for different stages within the school. Some of the activities will also support the aims of the Developing the Young Workforce agenda.

The project and its associated activities can help to close the poverty related attainment gap, giving pupils a greater experience of the arts and creative industries than they might otherwise have and helping children identify their talents and aspirations.

Recommended Websites

www.bbc.co.uk/bitesize/topics/z939mp3

www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx

www.bbc.co.uk/iplayer/episode/b08zdnr1/horrible-histories-series-7-2-exceptional-explorers

www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f

www.jorvikvikingcentre.co.uk

https://school-learningzone.co.uk/_documents/%5B304435%5DNGK_Meet_the_Vikings.pdf

https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/_the_vikings/the_vikings.html

www.primaryhomeworkhelp.co.uk/vikings.html

www.theschoolrun.com/homework-help/vikings

www.scottishopera.org.uk/discover-opera/a-to-z-of-opera

www.bbc.co.uk/bitesize/guides/zw3nrwx/revision/6

www.bbc.co.uk/bitesize/articles/zkd9y9q

Activity 1. Who were the Vikings?

Our opera is set in Viking times, but how much do you actually know about Vikings?

Task: Work in pairs or groups to carry out research and complete the table below

Who were the Vikings and when did they live?	Where did Vikings come from?
Why did Vikings travel to other lands? How did they travel?	What customs and beliefs did Vikings have?

Where did Vikings settle in Scotland?	What impact did the Vikings have on the people of Scotland at the time?
Where can we still see evidence today of Viking migration to Scotland?	Is there any further information about Vikings that you discovered while carrying out your research?

Activity 2. Who's who at the theatre?

Opera is a big team effort and there are lots of different skills needed to make a performance a success. Even the smallest opera performance will need lots of people working on it. A large-scale opera could have well over 100 people in the theatre, putting on a show just for you! It's not just what you see on stage – there are lots of important backstage staff who work together to create the show

Task: Here are lots of job titles and job descriptions but they are all in a jumble. Can you match the description to the correct job?

Composer	directs the movement and dancing on stage
Singer	sells the tickets for the show
Orchestra	a group of instrumentalists who play the music
Conductor	designs the visual aspects – sets and costumes – of the show and works with the technical departments to create them
Director	promotes the opera and encourages people to buy tickets
Wardrobe Department	writes the words for the opera
Props Designer	makes the costumes and helps the cast get into their costumes on the night
Librettist	leads the orchestra and singers through the score and inspires a great musical performance
Lighting Designer	designs the lighting for the show, works with the Director and Set Designer to figure out how lighting can tell the story
Choreographer	builds the set and oversees scene changes
Stage Manager	sings the music and performs on stage
Set and Costume Designer	designs and sources the things that go on the set – from tables and chairs to small objects that set the scene
Stage Crew	writes the music for the opera
LX Department	electricians who install and operate the lighting design, and bring the Lighting Designer's vision to life
Box Office	works with the director, set, costume, and lighting designers to plan the technical side of the performance
Marketing and Press	oversees all aspects of the performance, comes up with the opera's look and setting, and guides performers through rehearsals until opening night

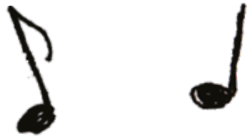
Challenge Task

Choose three jobs from the list above that you would like to do. Make a list of the reasons why you would be good at each job. What do you think you would need to learn to do each job well?

Activity 2. How to make an opera

There is a great deal of work to do to put on an opera – not just learning the songs! Lots of different tasks must be done to make sure everything goes well.

Task: Cut out the boxes below and arrange them in the correct order. Once you think you've got it right, stick your boxes on a separate sheet of paper. Draw arrows between your boxes to make a flowchart showing how an opera is created.



The composer writes the music and librettist writes the words. (Sometimes the same person does both.)

The director and conductor create a vision of what they want the performance to sound and look like.

Front of house prepare for the performance by making sure there are enough seats for tickets sold, looking after customer needs, special seating requirements and requests.

During dress rehearsals – everyone goes through the whole performance with the set, lighting, costumes and props in place. The stage manager goes through it all, making sure everything works.

Critics are usually invited to the first performance – they can often make or break a production.

We read the reviews in the newspaper the next day and (hopefully) decide to go!

Press and marketing promote and advertise the performance so that the performers have an audience.

The director passes this vision onto the set/props designer, costume designer and lighting designer who turn it into reality.

During rehearsals – singers and musicians work with the director, conductor and choreographer to learn music and movement on stage.

The choreographer works out movement on stage.

The singers and musicians are auditioned and selected.

The stage manager works with the director and the set, costume and lighting designers to plan out the technical side of the performance and make sure everything happens on stage when it should – for example, if the director wants thunder and lightning during a particular song, the stage manager has to work behind the scenes to tell the lighting and sound crew to do this.



Activity 4. Jarls, Karls and Thralls!

In Viking society, there were three main groups: the Jarls, the Karls, and the Thralls. More information can be found here:

school-learningzone.co.uk/_documents/%5B304435%5DNGK_Meet_the_Vikings.pdf

Jarls were the rich landowners and traders of their time. They owned big areas of land, valuable things, cool ships, and had lots of people who worked for them. These Jarls had an important job - they had to keep their followers safe and make sure they had enough to eat. In return, the Jarls could ask their followers to help them with exciting adventures like raids or battles.

Then there were the **Karls**. These were the regular folks who did things like farming and making crafts. They weren't as rich or famous as the Jarls, but they were definitely not poor either. They were just normal and important in their own way.

But at the bottom of the group were the **Thralls**. These were people who had to do really hard and dirty jobs, and they didn't have much freedom. If they tried to run away, it could be really dangerous for them. However, if they saved up enough money, they might be able to buy their freedom and have a better life.

Task: Read through the information on Jarls, Karls, and Thralls and explain to the class that you are going to play a game using these three characters, like Giants, Wizards, and Elves if you play that in class.

This game involves two teams who will act as one of three characters: Jarls, Karls, or Thralls. When the team acts out a character, they do a specific action and make a set noise. The first task is to decide as a class on actions and noises for each of the characters. For example:

- **Jarls:** Could put hands on hips, look down their nose and say 'Battle!'
- **Karls:** Could be digging like a farmer and say 'Fresh food!'
- **Thralls:** Down on hands and knees, scrubbing and say 'Freedom!'

Make sure everyone knows the motions and sounds and then split everyone into two teams and divide them into separate sides of the room.

For each round, both teams huddle and choose to become Jarls, Karls or Thralls. When ready, both teams then line up and stand facing each other, about five or six feet apart. At the start of each round, count them down "Three, two, one, go!!"

At this point, each team acts out the character they chose (Jarls, Karls and Thralls). As soon as they do this, the winner tries to grab the loser and take them back to join their team. Keep playing until one team has all the players.

- **Jarls** beat **Thralls** as they use them to fight battles.
- **Thralls** beat **Karls** because the Karls need them to do their dirty jobs.
- **Karls** beat **Jarls** because the Jarls need the produce and crafts produced by the Karls.

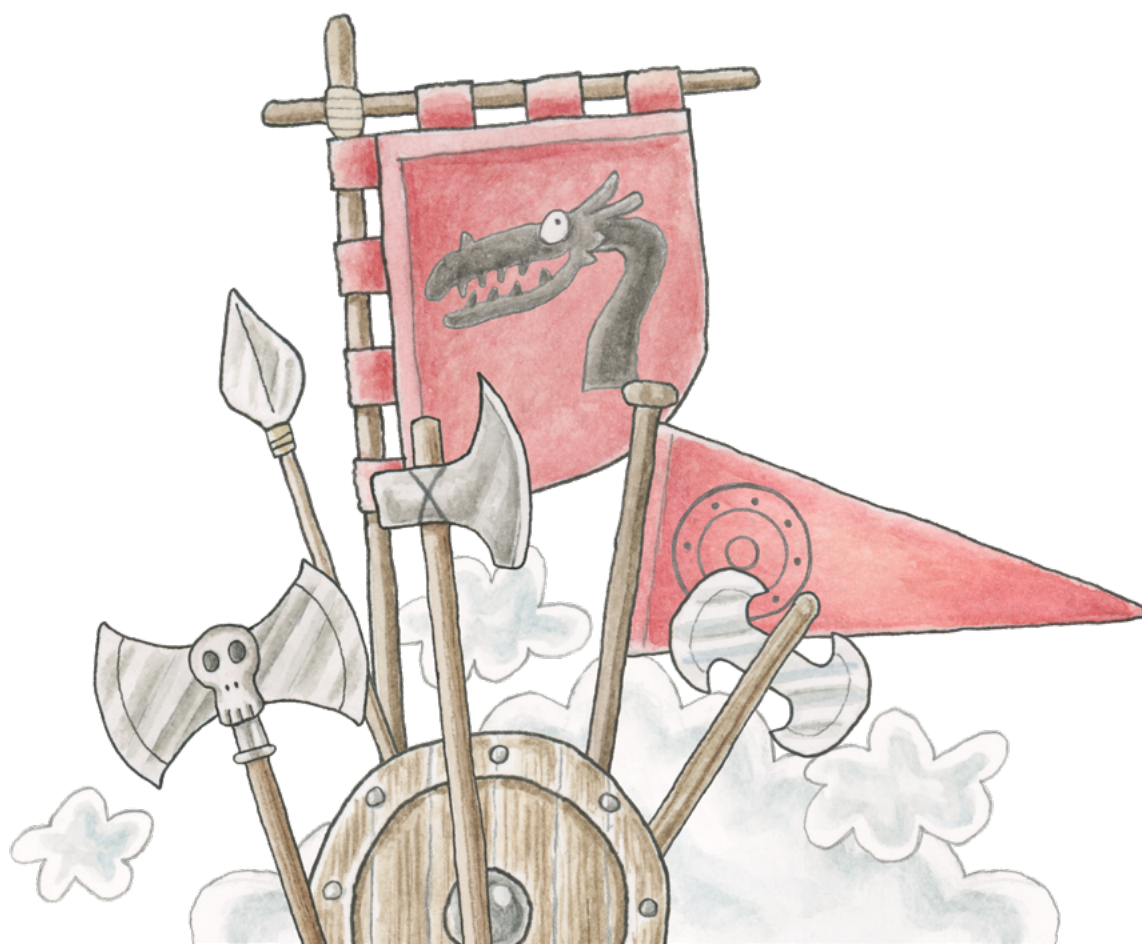
Activity 5. Vikings in battle!

Vikings in battle! – Teacher Information Sheet

Vikings were often fierce warriors and, over the centuries, were involved in many battles. Their shields and throwing axes were very important to them and would often be highly decorated with individual designs.

Pupils will design and decorate their own shields or throwing axes. There are templates included in the pack which can be enlarged and given to pupils. Alternatively, you may wish to give the children the opportunity to draw their own.

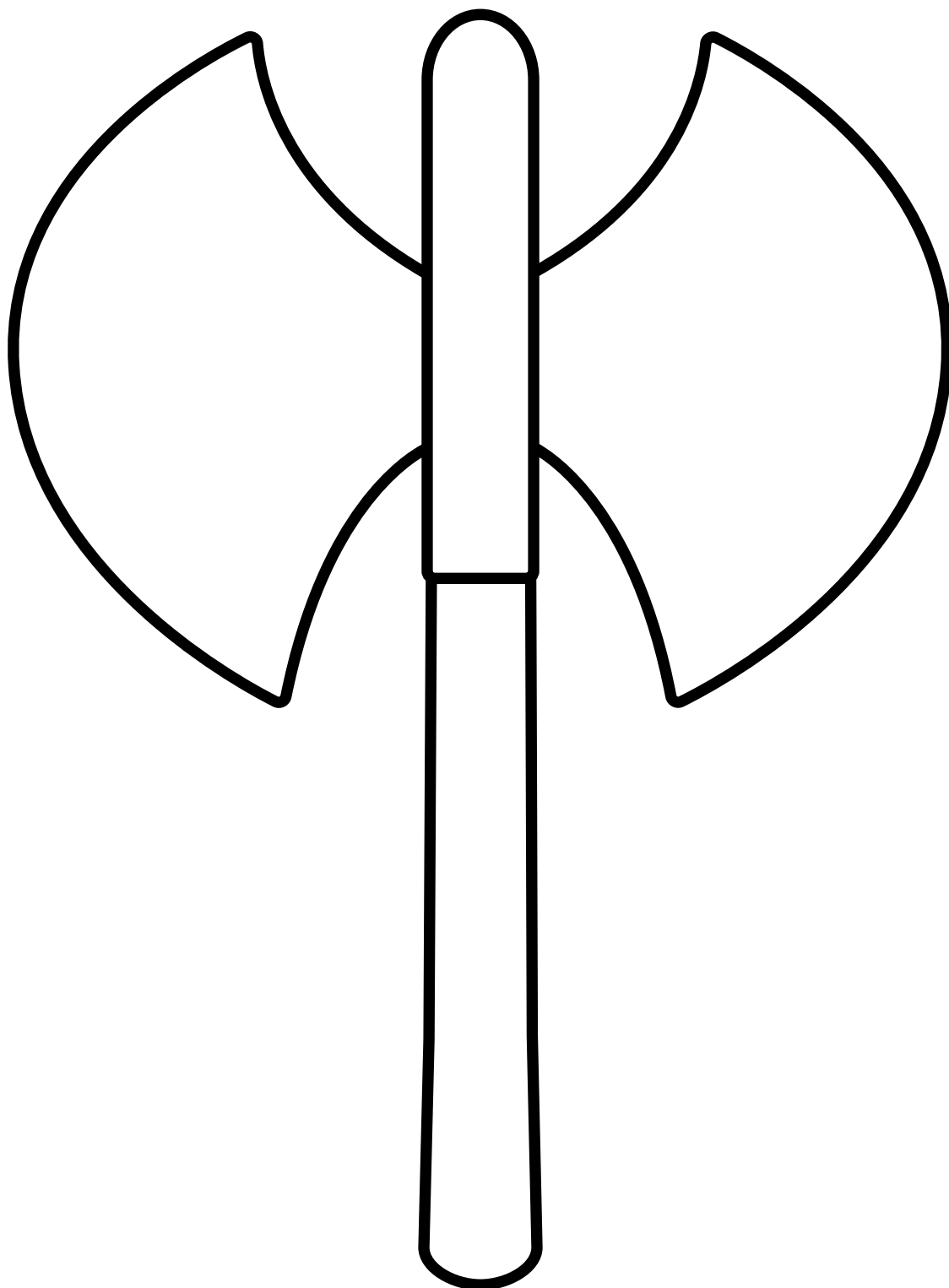
The Pupil Sheet includes planning templates so they can consider their designs in advance and try them out.

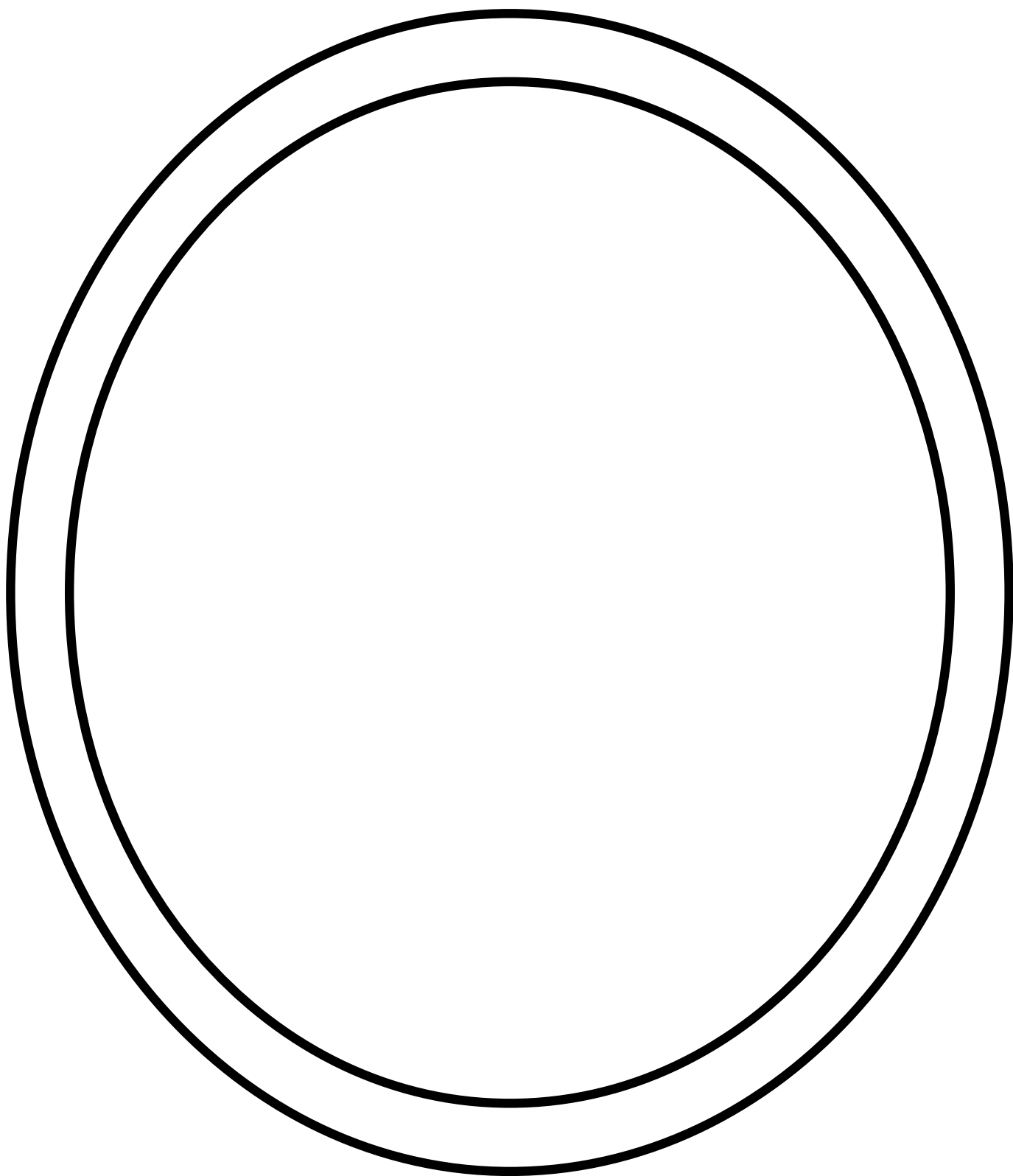


Vikings in battle! – Pupil Worksheet

Vikings were often fierce warriors and, over the centuries, were involved in many battles. Their shields and throwing axes were very important to them and would often be highly decorated with individual designs.

You are going to design a Viking shield or throwing axe. Your teacher will show you some examples or you can look them up yourself. You can practise your design on the templates below, before making your full-size shield or axe.





Activity 6. Breaking News!

Breaking News! – Teacher Information Sheet

Overviews

Students should be given templates / support to create a news item about the Scottish Opera visit and performance. This could be a newspaper article or a Newsround clip, for example. Students will plan and conduct interviews with teachers and students before and during the visit. Any films created can be shared through Scottish Opera social channels and in school.

Step-by-step

Article planning session

- Explain to students they are going to write a news article about the opera visit and will work in teams to plan, gather evidence for, and create the article.
- Hand out the article planning sheet and talk it through with student.
- Ask groups to work through the planning sheet – each pupil should do one, although their thinking should be group work (if you would like students to create a video article the planning sheet can still be used)

Information gathering and article writing group work

- Once their planning is complete, pupils should request times to speak to peers or teachers to build the content for their article / film.
- You may want this to be an open task across a few weeks that groups can do in spare pockets of time.
- Films and / or articles can be shared with the rest of the school or on school social media channels.

Breaking News! – Pupil Worksheet

When Scottish Opera is staging a production, the Company's Press Team will write a press release to send to newspapers, television channels, radio stations, and online news sites, who may decide to feature our show. Contacting the press is a great way to let lots of people know about what you are working on, when they read it in a newspaper or news website or watch it on the evening news.

Work on your own, in pairs, or in groups to produce a television news item or a newspaper article.

Task A: Make a television news item

TV and video can be a great way to reach your audience. Make a short TV news item or a video trailer for your show.

Before you start filming, make a plan:

- Are you working on your own or in a group? Will you take on all the roles, or divide them amongst other people? Who is doing what?
- Make a list of the key points you would like to cover in your video. Do you need a script? Maybe you will interview some of the cast? Feature a little taster of the music? Try to make your video as interesting and appealing as possible, so people can't wait to see the show.
- Think about how long you would like your film to be. Do you lose interest if a video has been going on too long? Sometimes short and snappy is best, to keep people's attention.
- Think about your audience. You will take a different approach, depending on who is likely to watch it. If it's for the BBC News it might be quite formal, if it's going out on TikTok it might be more casual and fun. Tailor your message to your audience.

Task B: Write a news article

Some people prefer to get their information from a newspaper or an article on a website, rather than watching TV and video. Write a short news article introducing your school production. How can you get all the key information across while also including the key selling points? Perhaps you will include a quote from someone in the show? Try to get people excited about this fabulous production that is coming their way.

Remember to set your writing out like a newspaper article using a headline, sub heading, and columns. Include a graphic to make your article more visually appealing. You can use the planning sheet to help you.

Article Planning Sheet

Headline

Sub headline with more detail

Image (photo or drawn)

Interviewees and questions

Article

Activity 7. Needs v Wants

The Vikings are well known for travelling to many different parts of the world, including Scotland and the rest of Britain, Iceland, Greenland, North America, Russia, and Turkey. They had many different reasons for migrating to different lands, such as to trade with other people or to find better land for farming. Sometimes it was in search of wealth and riches.

Task A: When people migrate, it can be to find things they need and/or things they want. Discuss the questions/instructions below with your partner or group and record your thinking in the grid.

Why did Vikings migrate?	What is the difference between something you need and something you want?
Make a list of things you need:	Make a list of things you want:

Task B: Your teacher will organise you into groups. With your group, you will go round each blether station in turn. Read the card at each station, discuss it in your group and record your thoughts on the grid below. Remember these are blether stations so don't forget to talk to each other about your ideas!

1.	2.
3.	4.
5.	6.
7.	8.

Blether Station 1

What can happen if people
don't have the things they need?

Blether Station 2

What can happen if people
don't have the things they want?

Blether Station 3

Do you think everyone
should have the things they need?

Blether Station 4

Do you think everyone
should have the things they want?

Blether Station 5

Is there one item on your list of needs that you could do without?

Explain your choice to your group.

Blether Station 6

Which items on your list of wants could you do without?

Explain your choice to your group.

Blether Station 7

Do you think it is fair that
some people in the world do not have
everything they need?

Blether Station 8

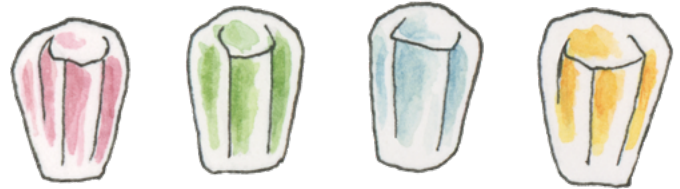
Whose responsibility do you think
it is to make sure everyone
has everything they need?

Activity 8. Grow a crystal

In the opera we hear of the Dragon's Gemstone. A simple experiment using salinated water will let students create their own mini crystals in class.

You'll need:

- 1/2cup (120 ml) of tap water or distilled water
- 1/2 cup (120 ml) of table salt
- One small pan
- String
- Pencil or popsicle stick
- Food colouring dye (optional)
- A helpful adult



Prep Task:

1. Bring a pan of water to a gentle boil.
2. Take the pan off the heat source.
3. Pour in about 1/4–1/2 cup of salt and stir until the water is clear. If you don't see any salt grains in the water, stir in another spoonful. Keep stirring in salt until you see salt grains that won't dissolve when stirred.
4. Decant the hot water into a clean jar or another clear, heat-safe container.

Ensure no undissolved salt grains fall into the jar. If there are undissolved salt grains in the jar, crystals might grow around those grains instead of your string.

If applicable, spit the class into four groups and create jars for each group. Add a couple of drops of different-coloured food colouring to each of the jars to change the colour of the crystals.

5. Give each group a pencil and a length of string and ask them to tie the string around a pencil or popsicle stick.
6. Ask groups to dangle the string in the water by balancing the pencil on top of the jar. Only a portion of the string underneath the water will grow crystals. Make sure the string is short enough to avoid touching the bottom of the jar or the crystal will be lumpy and small. If the pencil won't stay still, tape it against the jar.

Try not to have the string touch the side of the jar as it will make smaller and lumpier crystals grow against the side.

7. Ask groups to move the jar to a safe place where it will be undisturbed. To grow a single, large crystal, keep the jar in a cool shaded place. Keep it on Styrofoam or similar material to absorb vibrations.
8. Wait for crystals to form!
9. Ask students to check back regularly to see if salt crystals have grown on the string. They usually continue to grow for several weeks. Ask groups to record the crystals progress using the experiment worksheet.

Note: you can use different kinds of salt. Table salt takes a day or two to start growing and could take up to a week. Epsom and Alum salt crystals can start growing within a few hours and could take a couple of days.

Experiment Worksheet

You can track your experiment in the table below:

SALT CRYSTAL EXPERIMENT NOTES:
Week 1
Week 2
Week 3
Week 4

Activity 9. Runic Code Cracker

Viking alphabets were very different to the one we use nowadays. Their letters were called runes. They had very straight lines and few curves, as this made them easier to carve on to stone, wood, or bone.

There were a number of different runic alphabets. We are going to use the one below.



Task A: Practise writing in runes on your whiteboard. Work with a partner, take it in turns to write a rune and then match it to a letter from the English alphabet.

Task B: Use the runes sheet to crack the code below. What do these Viking words say?

Code 1

N M T T X

— — — — —

Code 2

H K X U U I H N X C M R F

— — — — — — — — — — — — — — —

Task C:

Which rune is closest to letters in the English alphabet? Write them both below.

Which rune is least similar to letters in the English alphabet? Write them both below.

Challenge Tasks

- Write your own name in Viking runes.
- Create a positive message to one of your classmates and write it in runic letters – ask them if they can work out what you have said! You might want to say something like 'I really like working with you because you are hard working.'
- Write a message to a Viking warrior using runes.
- Find out the names of Viking Gods and then write them using runes.
- Cut out the runes and alphabet cards below and use them to play Snap or Pairs. Perhaps you could make up a game of your own and play it with a friend.
- Make up a short poem about Vikings. Translate your poem into runes.

Activity 10. Lewis Chessmen

The Lewis Chessmen are among the earliest examples of chess pieces. They depict Viking characters. The intricately carved pieces were used to play chess, but did you know they may also have been used to play the game *Hnefatafl* – another board game where a king, surrounded by his guard pawns, must reach a corner square before being captured by the opponent.

Pre task

Ask students to bring in three toilet roll tubes.

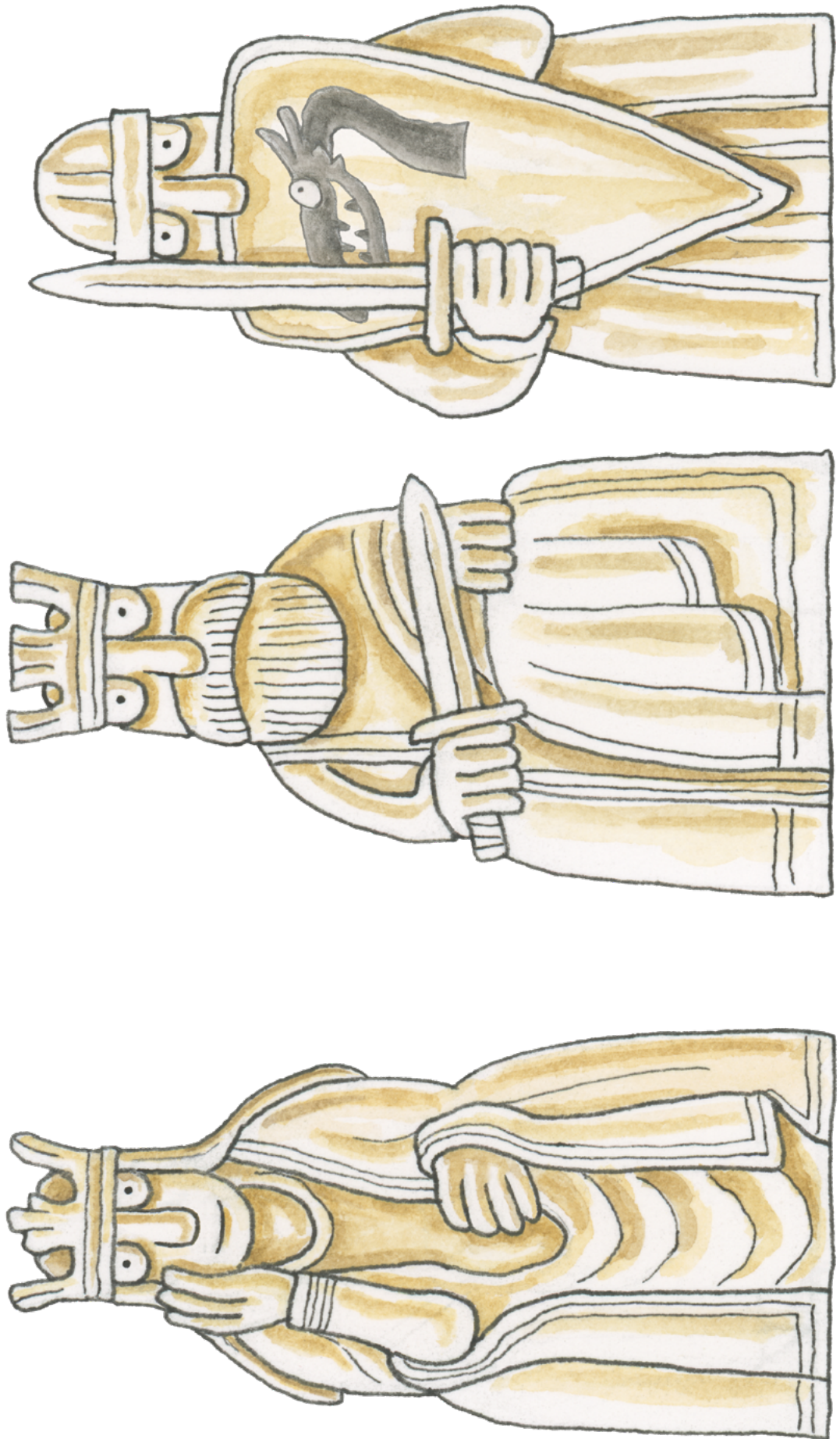
Task

- Give students printed templates of knight, queen, and king with outlines.
- Students should design each character based on what they know about different groups within Viking society.
- Each piece should be given a chess 'move' (i.e., can move diagonally three spaces in any direction)

Challenge task

- Design your own Viking game using your playing pieces.
- Write a short play for your chessmen characters and use your playing pieces to act it out.





Answer sheet

Worksheet 1: Who's who at the theatre

Composer: writes the music for the opera

Librettist: writes the words for the opera

Singers: sing the music and perform on stage

Orchestra: a group of instrumentalists who play the music

Director: oversees all aspects of the performance, comes up with the idea for how the opera should look and where it should be set, directs the performers on stage and guides them throughout the rehearsal process until opening night

Conductor: leads the orchestra and singers through the score, sets the tempo for the piece, and inspires a great musical performance

Choreographer: directs the movement and dancing on stage

Set and Costume Designer: designs the visual aspects of the show and helps bring the Director's ideas to life. Comes up with the vision for how the set and costumes will look, and works with the technical departments to create it

Wardrobe Department: make the costumes and helps the cast get into their costumes on the night

Props Designer: designs and sources the things that go on the set – from tables and chairs to small objects that help set the scene

Lighting Designer: designs the lighting for the show, works with the Director and Set Designer to figure out how lighting can help tell the story

Stage Manager: works with the director, set, costume and lighting designers to plan out the technical side of the performance and make sure everything happens when it should

Stage Crew: build the set and oversee any scene changes

LX Department: electricians who install and operate the lighting design, and help bring the Lighting Designer's vision to life

Box Office: sell the tickets for the show

Marketing and Press: promote the opera and encourage people to buy tickets

Answer sheet

Worksheet 2: How to make an opera

- The composer writes the music and librettist writes the words. (Sometimes the same person does both.)
- The singers and musicians are auditioned and selected.
- The director and conductor create a vision of what they want the performance to sound and look like.
- The director passes this vision onto the set/props designer, costume designer and lighting designer who turn it into reality.
- The stage manager works with the director and the set, costume and lighting designers to plan the technical side of the performance and make sure everything happens when it should. For example, if the director wants thunder and lightning during a particular song, the stage manager has to work behind the scenes to tell the lighting and sound crew to do this.
- The choreographer works out movement on stage.
- Rehearsals - singers and musicians work with the director, conductor and choreographer to learn music and movement on stage.
- Dress rehearsals - everyone goes through the whole performance with the set, lighting, costumes and props in place. The stage manager goes through it all, making sure everything works.
- Press and Marketing have been promoting and advertising the performance so that the performers have an audience.
- Front of house prepare for the performance by making sure there are enough seats for tickets sold, looking after customer needs, special seating requirements and requests.
- Critics are usually invited to the first performance – they can often make or break a production.
- We read the reviews in the newspaper the next day and (hopefully) decide to go!