

Trinity Stars: Young Performers in English Award

OVERVIEW



Trinity Stars: Young Performers in English Award – Overview

	Stage 1	Stage 2	Stage 3	School Show
Recommended age and years of English language learning experience	<ul style="list-style-type: none"> 3-12 years old 6 months to 1 year of English language learning experience 	<ul style="list-style-type: none"> 3-12 years old 1-2 years of English language learning experience 	<ul style="list-style-type: none"> 3-12 years old 2 or more years of English language learning experience 	<ul style="list-style-type: none"> 3-12 years old
Group size	<ul style="list-style-type: none"> Minimum of 5 learners Maximum of 40 learners 	<ul style="list-style-type: none"> Minimum of 5 learners Maximum of 40 learners 	<ul style="list-style-type: none"> Minimum of 5 learners Maximum of 40 learners 	<ul style="list-style-type: none"> Whole school show Maximum of 300 learners
Performance time	<ul style="list-style-type: none"> 5-15 minutes 	<ul style="list-style-type: none"> 10-20 minutes 	<ul style="list-style-type: none"> 15-30 minutes 	<ul style="list-style-type: none"> 90 minutes
Format	<ul style="list-style-type: none"> Story Song Nursery rhyme Poem Musical work The material can be all or part of an original, traditional, published or oral work Learners should perform without the aid of books or scripts but can be prompted by their teacher The teacher can participate in and/or actively lead the performance The performance is followed up by some interaction with the Trinity Stars expert. The teacher is present at all times Prepare and display Trinity Stars project 	<ul style="list-style-type: none"> Story Song Poem Myth or fairy story or folk tale Musical work Dialogues or interactions (performed by groups of children, pairs or short individual contributions) The material can be all or part of an original, traditional, published or oral work Learners should perform without the aid of books or scripts but can be prompted by their teacher The teacher can support the performance by prompting, reminding or directing but should not take an active performing role The performance is followed by some interaction with the Trinity Stars expert. The teacher is present at all times Prepare and display Trinity Stars project 	<ul style="list-style-type: none"> Story Song Poem Myth or fairy story or folk tale Musical work Sketch Short play Role play Dialogues or interactions (performed by groups of learners or in pairs) Some individual dialogues or monologues The material can be all or part of an original, traditional, published or oral work Learners should perform without the aid of books or scripts but can be prompted by their teacher Individual contributions within the group performance are required The teacher can support the performance by prompting and directing but should not take an active performing role The performance is followed up by interaction with the Trinity Stars expert The teacher is present at all times There are no specific criteria for grammatical structures, language functions or lexis within the performance Prepare and display Trinity Stars project 	<ul style="list-style-type: none"> Trinity Stars expert watches dress rehearsal Story Song Poem Myth or fairy story or folk tale Musical works Sketches Plays The material can be all or part of an original, traditional, published or oral work Learners should perform without the aid of books or scripts but can be prompted by their teacher The teacher can support the performance by prompting and directing The performance is followed up by interaction with the Trinity Stars expert The teacher is present at all times There are no specific criteria for grammatical structures, language functions or lexis within the performance

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Language Goals	<p>MUST contain ONE of the following:</p> <ul style="list-style-type: none"> ▶ Speak audibly and clearly ▶ Speak poetry or prose or combination of both ▶ Song ▶ Show understanding and convey meaning through speech and by making appropriate movements, responses and expressions ▶ Expressive movement or mime in conjunction with an English musical recording or audio recording, which shows comprehension of language through movement <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>	<p>MUST contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Speak audibly and clearly ▶ Speak poetry or prose or combination of both ▶ Song ▶ In-group interaction through choral dialogue, individual dialogue or singing ▶ Enactment of story or folk tale ▶ Show understanding and convey meaning through speech, recitation, song or dialogue and movement or dance <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>	<p>MUST contain THREE of the following:</p> <ul style="list-style-type: none"> ▶ Speak audibly and clearly ▶ Speak poetry or prose or combination of both ▶ Song ▶ Group interaction through choral dialogue, individual dialogue or singing ▶ Group enactment of sequence of events through short play, story or folk tale ▶ Individual interactions through dialogue ▶ Individual ▶ Contributions through monologue <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>	<p>Must contain THREE of the following:</p> <ul style="list-style-type: none"> ▶ Exchanging greetings ▶ Introductions ▶ Asking and answering questions ▶ Making simple statements ▶ Describing activities, nouns, people, likes, dislikes, feelings, situations (e.g. The dragon's eating an apple) ▶ Talking about ability or inability (e.g. I can fly. I can't see the prince.) ▶ Using a variety of vocabulary (e.g. about family, colours, pets, home, numbers, weather, people, hobbies) <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>
Performance Goals	<p>MUST contain ONE of the following:</p> <ul style="list-style-type: none"> ▶ Use or play musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc.) ▶ Costume or props or masks ▶ Puppets ▶ Dance and movement ▶ Facial expression 	<p>MUST contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Use or play musical instruments. (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc.) ▶ Costume or props or masks ▶ Puppets ▶ Dancing and movement ▶ Facial expression ▶ Turn taking 	<p>MUST contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Use or play musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc.) ▶ Costume or props or masks ▶ Puppets ▶ Dancing and movement ▶ Facial expression ▶ Turn taking ▶ Group dynamic 	<p>Must contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Musicality: learners can sing and/or play musical instruments and/or move to music ▶ Dramatic expression: learners can express different moods through song, speech or movement (surprise, happiness, tiredness, etc.) ▶ Learners can use props, costumes, masks

	Stage 1	Stage 2	Stage 3	School Show
What is the Trinity Stars expert is looking for?	<p>Must demonstrate: 1 Language Goal and 1 Performance Goal.</p> <ul style="list-style-type: none"> Completed from beginning to end Easy to follow Thematically linked if performances are made up of more than one part Able to demonstrate clear links between the Language Goal and the Performance Goal, e.g. clear links between song lyrics and dances or movements Not dominated by the teacher or a few individual performers Well-rehearsed so that learners feel confident and comfortable performing 	<p>Must demonstrate: 2 Language Goals and 2 Performance Goals.</p> <ul style="list-style-type: none"> Completed from beginning to end Easy to follow Thematically linked if performances are made up of more than one part Able to demonstrate clear links between the Language Goals and the Performance Goals, e.g. clear links between dialogue, movement and facial expressions Not dominated by the teacher or a few individual performers Well-rehearsed so that learners feel confident and comfortable performing 	<p>Must demonstrate: 3 Language Goals and 2 Performance Goals.</p> <ul style="list-style-type: none"> Completed from beginning to end Easy to follow Thematically linked if performances are made up of more than one part Able to demonstrate clear links between the Language Goals and the Performance Goals, e.g. clear links between dialogue, monologue, movement and facial expressions Not dominated by the teacher or a few individual performers Well-rehearsed so that learners feel confident and comfortable performing 	<p>Must demonstrate: 3 Language Goals and 2 Performance Goals.</p> <ul style="list-style-type: none"> Completed from beginning to end Easy to follow Thematically linked if performances are made up of more than one part Able to demonstrate clear links between the Language Goals and the Performance Goals, e.g. clear links between dialogue, monologue, movement and facial expressions Not dominated by the teacher or a few individual performers Well-rehearsed so that learners feel confident and comfortable performing
What do you get from Trinity?	<ul style="list-style-type: none"> Post-performance feedback with the Trinity Stars expert Trinity Stars medals are awarded on the day of the performance Individual group certificates are issued to every child after the day of the performance Teacher certificates are issued for participation in the reflective feedback session and the optional teacher development workshop 	<ul style="list-style-type: none"> Post-performance feedback with the Trinity Stars expert Trinity Stars medals are awarded on the day of the performance Individual group certificates are issued to every child after the day of the performance Teacher certificates are issued for participation in the reflective feedback session and the optional teacher development workshop 	<ul style="list-style-type: none"> Post-performance feedback with the Trinity Stars expert Trinity Stars medals are awarded on the day of the performance Individual group certificates are issued to every child after the day of the performance Teacher certificates are issued for participation in the reflective feedback session and the optional teacher development workshop 	<ul style="list-style-type: none"> Post-performance feedback with the Trinity Stars expert Trinity Stars medals are awarded on the day of the performance Individual School Show certificates are issued to every child after the day of the performance Teacher certificates are issued for participation in the reflective feedback session and the optional teacher development workshop

The Trinity Stars project

The Trinity Stars project is an opportunity to reinforce learning and extend themes and activities from the performance to the classroom and support a range of learning techniques. Project ideas are provided in the classroom activity plans in the Teachers Guide as well as on the monthly updates on the Trinity support site.

Learners may work as a group or as individuals on these projects. The Trinity Stars expert will view and stamp the project work on the day of the performance.

Key features of all awards

- The performances MUST be language driven (i.e. not just a dance)
- The awards move from being significantly supported by the teacher at the lower stages to the students performing with little or no support at the higher stages
- The Language Goals and Performance Goals increase in number and become more demanding through the stages
- No books or scripts to be used