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# Learning and Participation Resource Pack

Shadows

KS1 & KS2



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# Overview

This pack is an introduction to shadows and shadow theatre. Through drama, movement and singing, we will explore the concept of shadows and how we can bring them to life using the performing arts.

## Lesson Ideas

### Warm up/icebreakers

#### Introduction to Shadows & Performance

- Watch the clip of the Shadow Performers 'Attraction' and their audition from Britain's Got Talent. Whilst watching, think about the following questions;
  1. How are the performers bringing the story to life?
  2. How do you think they make the different objects and characters in their performance?
  3. There is no text or dialogue in the performance. How are you able to understand the story?
  4. What materials/tools are they using in their performance? i.e. How are they making the shadows?
- Can you present your answers to these questions in a creative way?

### Task ideas/starting points

#### Follow the Leader

- This 'follow the leader' exercise would work ideally with two participants. One person is 'A' and the other is 'B' and using a type of sneaky music, 'A' starts to move around the space. As 'B' is their shadow, they must imitate and copy their movements and direction of travel as closely as they can. The 'As' need to make sure they are moving at a speed that means their partner can keep up with them.
- Swap over and have a turn at the role that you are yet to try.

## **‘My Shadow’ by Robert Louis Stevenson**

- Watch or read the famous poem by Robert Louis Stevenson. As you are reading/watching it what are the emotions that come to mind? These could be about the boy, the shadow or how it makes you feel. Make a list of the emotions (there is a list at the bottom of this resource pack if you need it)
- Using your list of emotions, come up with a frozen image that demonstrates that emotion. For example, if you had the emotion ‘surprised’ then create a statue that is using both your body and your face to show someone who is surprised.
- If you come up with 4 or 5 different emotion statues you can practice going from neutral (which means a face/body without emotion) into your different emotion states.
- Using an app like ‘Stop-Motion Animation’ you could take a photo of these different stages and play them one after another for an amusing stop motion animation inspired by shadow emotions. Maybe you could post these using the @brumhippodrome twitter handle!

## **‘Shadow Song’ by Lin Marsh**

- This song is a great way to explore the creation of shadows and the mischievous adventures they get up to. This song is performed in ‘Call and Response’, so one line is sung first and then it is repeated by the others in the group. The vocal track and backing track have been made available alongside this resource pack.

### **Verse**

Something’s right behind me  
Following me round  
Something dark and fuzzy  
Sticking to the ground

Something’s right behind me  
Following me round  
Something dark and fuzzy  
Sticking to the ground

### **Chorus**



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Don't look now it's creepy and gliding,  
Don't look now it's slipping and sliding,  
Let's turn round and catch it while it's hiding,  
What a funny shadow.

### **Verse**

Running, jumping, hopping  
Like an acrobat  
Creeping round the garden  
Frightening the cat

Running, jumping, hopping  
Like an acrobat  
Creeping round the garden  
Frightening the cat

### **Chorus**

### **Verse**

Sitting in the sunshine  
Laying in the sand  
Like a little echo  
Always close at hand.

Sitting in the sunshine  
Laying in the sand  
Like a little echo  
Always close at hand.

### **Chorus**

### **Verse**

When I'm in my bedroom  
Get a kind of scare  
Crouching in the corner  
Waiting on the stairs.

When I'm in my bedroom  
Get a kind of scare  
Crouching in the corner  
Waiting on the stairs.

### **Chorus**

## **Task developments – ways to take your learning further.**

### **Follow the Leader**

- To develop this activity further, think about the journey your shadow would go on throughout the day. Create a movement sequence that tells this story. For instance, when you wake up in the morning, the shadow might not be there as your curtains are closed. Once the curtains are open and the sun is shining brightly into the room show how your shadow is going to appear

and follow you. Go through your daily routine; having a wash, eating breakfast, going to school and choose the moments when your shadow would be with you.

- Once you have your movement sequence, try performing it with different styles and speeds of music. How does this change your performance? If you can, perform it to the people in your house or share it electronically with family and friends.

### **‘My Shadow’ by Robert Louis Stevenson**

- Imagine that your shadow has disappeared. No matter where you look, it can’t be found. Create a short monologue that tells the audience about how the character is feeling now their shadow has gone.

### **‘Shadow Song’ by Lin Marsh**

- Using the lyrics for inspiration, create movements and actions that bring the song to life. Consider the effort and energy that you place when performing these actions.
- Create your own Shadow Song Verse! Using the call and response pattern from the previous verses, what can you tell the audience about the way that shadows move?

### **Differentiation for lower/higher ability**

- Whilst you are going on your journey, think about your use of levels. Can you take your shadow on a journey that goes from low to high and back again?
- If your shadow is finding it difficult to keep up with the speed of your movements, alter the speed. Allow your partner to gain confidence in the activity before exploring moving at different speeds.

# Outcome

Well done, you have explored the topic of Shadows through different aspects of the performing arts. You have:

- Developed your pitch awareness and vocal awareness through the shadow song.
- Composed your own verse of the song to be shared with others.
- Used body, face and voice in the creation of character and their emotions.
- Explored different ways of moving around the space including use of levels, effort and speed.
- Written your own monologue that develops the story of 'My Shadow'.

## Resources and useful links

**Resource 1:** Attraction Audition on BGT -

[https://www.youtube.com/watch?v=ppET8N\\_-zos](https://www.youtube.com/watch?v=ppET8N_-zos)



Shadow - Lin Marsh  
(Performance Track).

**Resource 2:**

**Resource 3:** 'My Shadow' by Robert Louis Stevenson (Video -

<https://www.youtube.com/watch?v=fUuGV-JvHXw>)

#### Resource 4: 'My Shadow' by Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.

## Resource 5: Monologue Template

### Creating a Monologue

A monologue is a character's thoughts and feelings that are communicated by directly addressing the audience.



**Monologue Checklist** – have you included the following in your work?

Is your monologue in the first person?  
*(I then ran as fast as I could...) You are telling your story.*

Are you telling the audience how you feel?  
*(Shocked! It left me utterly bamboozled!)*

You don't need to tell the audience every single detail. Keep their attention with varied sentences.

If the answer is yes, then start rehearsing your speech.

**Resource 6:** List of Emotions for 'My Shadow' drama exercise. These have been sourced from [www.do2learn.com](http://www.do2learn.com)

Calm Content Jolly Satisfied Relaxed Happy Giddy Interested Enthusiastic Overjoyed Excited Mesmerized Amazed Thrilled Fixated Exuberant Obsessed	Surprised Startled Unsure Apprehensive Afraid Confused Concerned Nervous Anxious Worried Afraid Astonished Awed Terrified Frantic Hysterical	Bored Cranky Distracted Aggravated Irritated Upset Frustrated Angry Distaste Disbelief Disgusted Irate Apathetic Contemptuous Bitter Disdain Loathing Enraged	Hurt Disappointed Sad Distraught Grief Depressed Despair
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