

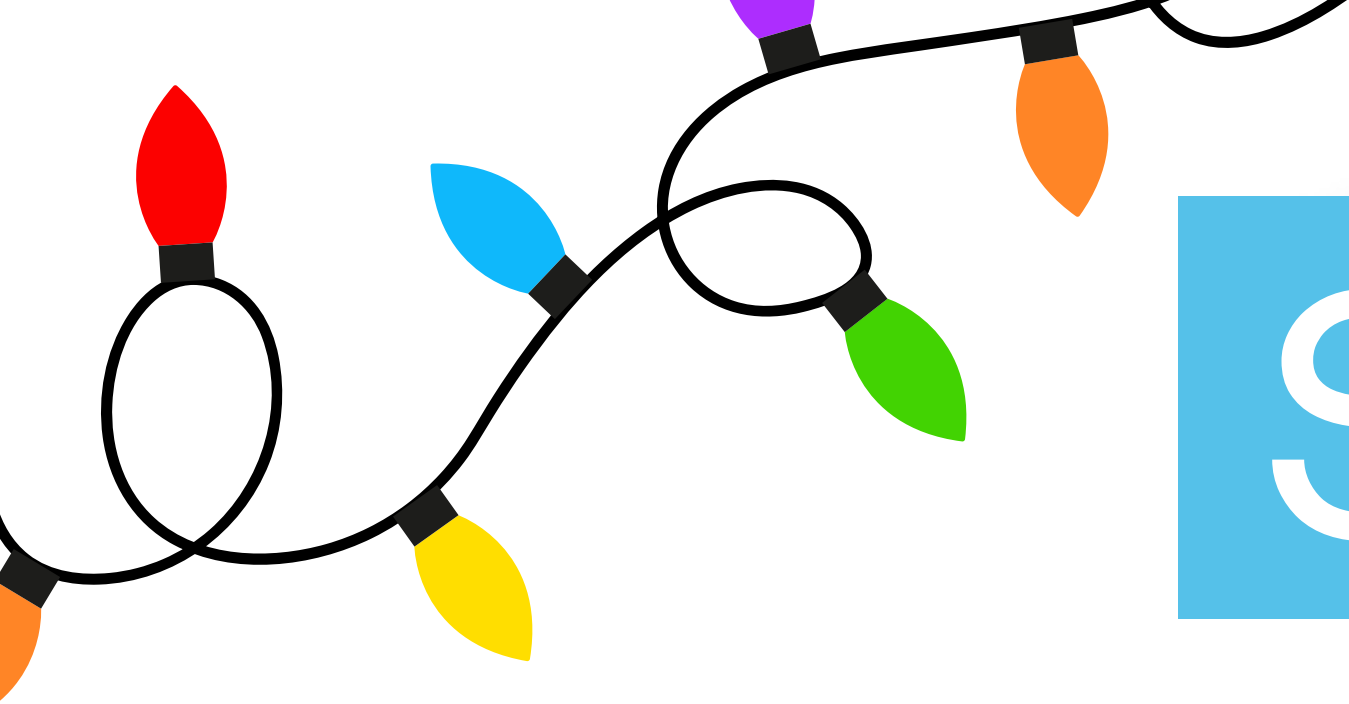
A Birmingham Hippodrome Production

MY FIRST MUSICAL

No Such THING As WOLVES



Education Pack
For Year 1 & 2



SUMMARY

Hettie Hedgehog is ready to hibernate – until her new friend, Sydney Squirrel, convinces her to throw a party instead! But when two mysterious guests arrive with great big ears and pointy teeth, things get paws-itively wild... everyone knows that big bad wolves are only in story books, right? Can Hettie and Sydney save the day and make some new friends along the way?

From the writers of TV's Horrible Histories, Gerard Foster and Richie Webb, this is one party you won't want to miss!

In this pack you will find 3 session plans based on the themes around No Such Thing As Wolves including resource lists and warm up activities. These sessions are aimed at Year 1 groups.

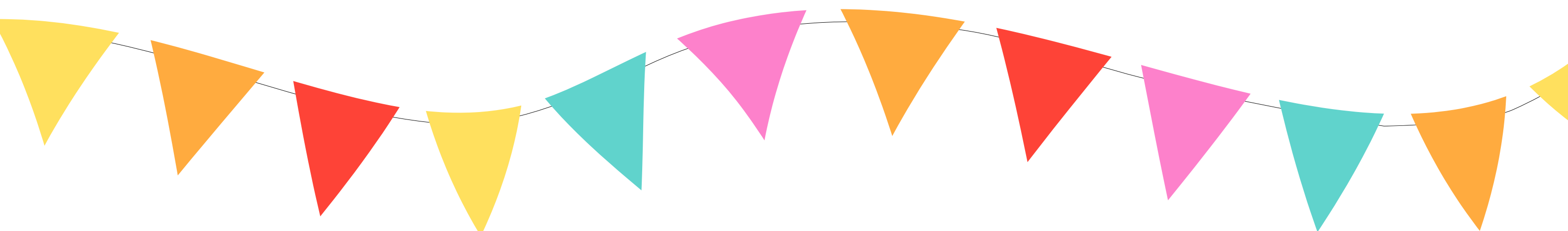
SESSION 1

Aim:

To use our bodies to explore the seasons and the animals in 'No Such Thing As Wolves'.

Resources:

- 'Seasons in the Forest' backing track
- Photographs of the forest at different times of the year.
- Gentle music that suggests spring time e.g Springtime Music.



SESSION 1



Warm-up: (5-10 mins)

Playing the backing track 'Summer in the Forest' the facilitator, wearing a hat/holding a cuddly toy, models doing an action or a little dance, then passes the hat/cuddly toy to the next child in the circle. The child can 'pass' if they want – this is an invitation to take part and share something but should not be mandatory. Everyone in the circle copies the action/dance until the next person's go.

Introduction: (5 -10 mins)

Can we name the four seasons?

Show pictures of forests on the whiteboard (if available). What makes the seasons different from each other? Can we describe using our senses?

Activity 1: The Walk through the Seasons (5 mins)

Ask the children to move around the room without bumping into each other. Imagine you are walking in Spring, it's sunny and bright, but then the rain starts to drip, you put your umbrella up and shelter from the rain. Next, it turns to summer and the sun is getting hot, it's so warm that you have to sit down and take a rest! Phew! The hot sun makes you feel a bit hot and bothered. You need a cold drink! Next, the weather is turning to Autumn. It's getting a bit windy – the leaves are blowing about and you need to put a coat on. It's getting chilly. And now it is winter. It's so cold you have to put a woolly hat and maybe a scarf on. Your fingers are cold, you need to warm them up! The snow is falling. Maybe it's time to make a snowman! This sequence can be repeated, making the actions bigger!



SESSION 1

Activity 2:

Animals and the Seasons (10 mins)

The springtime is a time of new growth – the plants and trees grow – and animals are born. The facilitator asks the children to copy their movements as they show plants growing and animals being born. They will use levels (growing), movement such as swaying in the breeze, maybe turn into a spring lamb, a rabbit, a bird tweeting, a mouse eating nuts, a squirrel, a wolf – the children copy along - don't tell the children what animals you are – let them copy. Did you make some animals with me? Which animals were there?



Activity 2: Guess the animal - Pair work (10 mins)

Ask the children to get into pairs, choose an animal that could live in the forest. You could have picture cards to help if needed. The first partner acts as an animal and asks them to guess what animal they are showing. Swap over. Discussion – were you able to guess what animal your friend was being? How could you tell? What did they do to show their animal?

Activity 3: Animals in Winter (5-10 mins)

Discussion: What do some animals do in winter? (They sleep). Why do animals go to sleep in winter? Explain this is because there isn't much food available so to save energy they go to sleep until the weather warms up. Animals that eat insects like hedgehogs and bats sleep for most of the cold months and dormice sleep from October to April. They have to eat lots to get fat before they do to sleep. Can you show me how the hedgehog eats lots of slugs and bugs and then makes a nest out of leaves and curls up to go to sleep? Let's act it out together.

SESSION 1

Plenary: (5-10 mins)

Can you tell me some words that describe Spring?

What about Summer?

Autumn?

Winter?

Did you learn anything new today from our drama?



SESSION 2

Aim: To use your voice to speak and sing

Resources:

'Seasons in the Forest' vocal track

'Seasons in the Forest' backing track

Pictures of forest animals

Gentle music that suggests spring time e.g
Morning Relaxing Music - Springtime Music,
Study Music, Stress Relief (Ruby).



SESSION 2



Warm-up: (10 mins)

Sitting in a circle and playing the backing track 'Summer in the Forest' the facilitator asks the children to say their name. This activity follows on from last session, but instead of just making actions/dancing, now the children use their voices. Wearing a hat/holding a cuddly toy, the facilitator models saying their name and doing an action or a little dance, then passes the hat/cuddly toy to the next child in the circle. The child can 'pass' if they want – this is an invitation to take part and share something but should not be mandatory. Everyone in the circle says the person's name and copies their action/dance until the next person's go. Play the music through again if needed to ensure that everyone has a chance to demonstrate and copy.

Warm-up 2:

Explain that we're going to use our voices a lot today so we are going to warm up the different parts of our voices like our mouth, our lips and our vocal folds which are inside our throats.

Standing in a circle, the children are asked to yawn loudly and have a stretch because it's the start of a day! Then they are going to mime cleaning their teeth making a zhuzh sound, then they are going to eat their breakfast by chewing on a big juicy apple, then they are going to blow their hot tea to cool it down. Then they are at school so they are going to sing their abc's but by singing 'a,b,c,d,e' going up a note each time, then, going down a note each time, then repeat this by starting on 'a' at a note higher each time.

Introduction: (5 -10 mins)

Discuss: Can we remember what we explored last session?

Last week we explored lots of actions of animals and birds and plants growing through the seasons. Can we remember the seasons? This week we are going to use our actions to fit to the song from the show. What animals can we find in a forest?

SESSION 2



Activity 1: Walk like an animal (5-10 mins)

Ask the children to move around the room without bumping into each other and with no talking. This is so that the children can focus on their movements. Can you move like a squirrel? Now walk as yourself. Next, can you move like a mouse? Now walk as yourself. Next, can you move like a rabbit? Now walk as yourself. Can you move like a bird? Now walk as yourself. Next, can you move like a wolf?

What sounds do we think these animals make? Now we will try the same activity, but we will add our voices. For the final one: can you move and sound like a wolf? Finish with everyone doing a big howl together!

Activity 2: Using our ears and voices to learn 'Seasons in the Forest' (20 mins)

Firstly, ask the children to sit down and listen to song the whole way through. Then we listen to the first verse where they are singing about Spring in the forest. Emphasize phrases the children can copy such as:



Ready steady grow
Say hello, hello
To the birds, tweet tweet
And the flowers, fizz pop
As the little baby rabbits go hoppity hop



Sing it together, then model a simple action for each key phrase. This will help the children remember the words as well as make it fun. Sing the verse again with each child spread out in a space and doing the actions at the same time.



SESSION 2

Repeat this process with the second verse of the song.

Who wants to play
The sun is in the sky
the clouds have gone away
Splash with the ducks
Buzz with the bees
Swing from the branches like chimpanzees

Repeat this process with the third and fourth verses of the song.

Plenary: (5 mins)

How many animals were in the song? How could we remember the song for next week?



SESSION 3

Aim: To work together to act a story

Resources:

‘Seasons in the Forest’ backing track

Photographs of the forest at different times of the year.

Gentle music that suggests spring time e.g Morning Relaxing Music - Springtime Music, Study Music, Stress Relief (Ruby).

Warm-up: (5-10 mins)

The pupils sit in a circle and the facilitator plays some music and starts a rhythm, using their hands to tap their knees, or their arms etc. The children copy the rhythm and then the facilitator changes the rhythm and introduces different actions. The children will follow the leader. The facilitator will bring in changes, depending on the ability of the group they might nod at someone else or say their name to change the rhythm once the expectations have been set. This process can continue. Encourage the children to concentrate and have focus rather than talking.

SESSION 3



Introduction: (5 mins)

What have we created so far in our sessions on 'No Such Thing As Wolves?' Forest animals, seasons, we have used our bodies to create animals, and our voices to speak like the animals and we have also sung one of the songs. Today we are going to create the forest which is the setting of the play. Does anyone know how you might show the setting in a story or play? Listen to the children's answers and explain that we can show where a story is set by painting big pictures on stage, using furniture and props, or by using our bodies. Today we are going to use our bodies and voices to show where the story/play is set.

Activity 1: (10 mins)

Introduce the children to the game, 'What's the time Mr Wolf?' One person, "Mr Wolf," stands at one end of a playing area facing away from the other players. The other players stand at the opposite end and repeatedly ask, "What's the time, Mr Wolf?" Mr Wolf calls out a time (e.g., "3 o'clock"), and the other players take that number of steps forward. When Mr Wolf calls out "Dinner time!", they turn and chase the other players, who try to run back to the starting line. The first player caught becomes the new Mr Wolf. Play until three or four children have had a turn as Mr Wolf.

Activity 2: (10 mins)

Can we remember the song we started to learn last week?

Display the song lyrics on the whiteboard and see if the children can remember any of the song from last session. Sing a couple of lines first and get the children to copy to build up confidence. Then when more confident, get them to sing sections independently. The actions used last session can also help them to recall and retain the words. Play the song through a few times to build up confidence.

SESSION 3

Activity 2: (5-10 mins)

Ask the children to walk around the room without bumping into people! Then call out a number and the children have to get into a group of that number. Do this a few times until you say 'five' and children get into a group of five and sit down.

Activity 3: role-plays and freeze-frames (10 mins)

Explain to the children that they are going to act a short scene and you will shout 'freeze' and then they must freeze in their positions. This is called a freeze-frame. To begin, ask the children to imagine it has just started to rain, what would their group do? Give them a minute to act and then say '3,2,1, freeze'. Wait until everyone is still and quiet then tell them they have created lovely freeze-frames. Reward the children who are as still as statues! In the groups, ask the children to pretend they are asleep. What do they do when they are sleeping, what sounds do they make? Then you tell them they are going to wake up. The facilitator shouts 'freeze'. This is no. 1

Next, in their groups, ask them to show what it looks like when they are playing a game together. Then ask them to freeze. This is no. 2

Next ask them to pretend that they are eating some tasty snacks. Then ask them to freeze. This is no. 3

Finally ask them to show that they are getting ready for bed. What do they do at bedtime? Ask them to freeze. This is no. 4.

Now they are going to show their role plays and still images to the music 'Seasons in the forest'. The facilitator will ask them to freeze between the changes. Practice until the children are confident. Choose moments in the music where the children will freeze for a period of time. Challenge: see if the children can listen for the moments in the music to freeze.



Plenary: (5-10 mins)

Discuss: what did we do today to show a story? Highlight the children's responses about working together as a team, listening to each other, using our actions, faces and bodies and using control to be really still.