

# Creative Arts Pass - Roald Dahl

<p><b>Activity Name:</b> Creative Arts Pass - <b>Roald Dahl</b> Early Years - <b>Reception &amp; Year 1</b> 'James &amp; the Giant Peach' - <b>Roald Dahl</b></p>	<p><b>Drama Focus:</b></p> <ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Mime</li> <li>• Improvisation</li> <li>• Facial expressions</li> <li>• Body language</li> </ul> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Sound</li> </ul>
<p><b>Risk Assessment:</b></p> <ul style="list-style-type: none"> <li>• Ensure children are made aware of the room safety expectations</li> <li>• Ensure all paper, pen, props, bags etc. are cleared away during games and activities, to prevent trips and falls</li> <li>• Ensure there is sufficient space for all practical activities</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• A copy of the text</li> <li>• Story synopsis/overview</li> <li>• Small mats (If available)</li> </ul>
<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use mime, physical theatre and develop characters to explore the text 'James &amp; the Giant Peach'</li> </ul>	<p><b>Timings:</b> 1 hour</p> <p><b>Age Range:</b> Reception &amp; Year 1</p>

## Activity Description

### Shake

The children all stand in a large circle. As a group you all count 1-8 whilst first shaking your left hand, then right hand then left foot, then right foot.

Example- Left hand shake - "1,2,3,4,5,6,7,8"

Right hand shake - "1,2,3,4,5,6,7,8"

...then left foot and right foot

Do the sequence again but this time count up to 7, and so on.

The children sit in a large circle and the AP reads the synopsis of the short story of 'James & the Giant Peach'.

Discuss with the children the story and the characters.

### Insects

As a group walk around the space. The AP calls out the different insects (Centipede, Spider, Gloworm, Silkworm, Ladybug, Earthworm and Grasshopper) that feature in the story and the children are to move around the space like that insect. Add sound. Showcase a few examples.

### Insect footsteps

All but one child stand at one end of the room. They are the insects. The one child left stands at the far end of the room with their back to the group. They are James. The insects must try and reach James without being seen. They must move like insects. When James turns around they must freeze. If James sees any insects moving he sends them back to the start. Repeat.

### Giant Peach Sounds

The children stand in a large circle, holding hands. This represents the giant peach. The Activity Professional starts the sound and passes a "whoosh" around the circle. This is done by saying "whoosh!" and throwing your hands toward the person next to you. After it goes around a couple of times stop the "Whoosh!" and send a "Bing!" going the opposite way, using a different hand gesture. Ask the children to decide on the gesture. Next send a "Whoosh!" going one direction, and a "Bing!" going the opposite direction. At some point they will overlap over one student so that student needs to be prepared. Try this out a few times, and then try adding in a 3rd layer, "Ooga!" Repeat with related sounds that James and the insects would hear on their adventure.

### Journey in the Peach

All children find a space in the room and sit down cross legged, and pretend they are sitting inside the peach. (If small mats are available give each child a mat to sit on) Each child must stay sitting and must hold on tight as though they are inside the giant peach as it bounces across the ground.

The AP tells a story of the peach as it breaks loose from the tree, travels through the town, and falls over the cliffs at Dover, into the sea, with all the bumps and noises, and sights along the way. Encourage the children to move their bodies and react to the sights and sounds around them. Maybe use music to accompany.

### Keeper of the Keys

The children sit in a large circle. One child is selected to sit in the middle of the circle as the 'Keeper'. They wear a blindfold. The AP selects other children one at a time to try and creep up on the 'Keeper' and steal the keys. If the 'Keeper' hears a child creeping up they point to where they think the child is. If they point in the right direction the child has been caught and is out. Repeat as necessary.

# Creative Arts Pass - Roald Dahl

<p><b>Activity Name:</b> Creative Arts Pass-<b>Roald Dahl</b> <b>Year 2</b> 'The Twits' - <b>Roald Dahl</b></p>	<p><b>Drama Focus:</b></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Physical theatre</li> <li>• Facial expressions</li> <li>• Body language</li> <li>• Mime</li> </ul> <p>• Voice</p>
<p><b>Risk Assessment:</b></p> <ul style="list-style-type: none"> <li>• Ensure children are made aware of the room safety expectations</li> <li>• Ensure all paper, pen, props, bags etc. are cleared away during games and activities, to prevent trips and falls</li> <li>• Ensure there is sufficient space for all practical activities</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Story synopsis</li> </ul>
<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use mime, physical theatre and develop characters to explore the text 'The Twits'.</li> </ul>	<p><b>Timings:</b> 1 hour</p> <p><b>Age Range:</b> Year 2</p>
<p align="center"><b>Activity Description</b></p>	

### 'Anyone Who'

Children sit in a circle on chairs. One child stands in the middle of the circle. Their aim is to 'steal' a chair, when others stand up. The child in the middle asks questions. If the questions applies to the children sat on chairs they must swap seats with someone else, meanwhile the child in the middle tries to sit down. Getting to know you game.

The children sit in a large circle and the AP reads the short synopsis of the story of 'The Twits'. Discuss with the children the story and the characters.

### Physical Theatre Objects

Children walk around the space in 'neutral'. When a number is called they must create a group with that many people, with the people nearest to them. Encourage groups to find a space in the room where they can work. Groups then have ten seconds to create a freeze frame of an object, using physical theatre. After each object the children are to walk around again and find new group members once each new number is called.

Objects to create:

- Washing Machine (3 people)
- Grandfather Clock (2 people)
- Sofa (4 People)
- Bathroom (6 people)
- Kettle (2 people)

### Catch the Muggle-Wumps

All but one child stand at one end of the room. They are either Mr or Mrs Twit. The one child left stands at the far end of the room with their back to the group. They are a Muggle-Wump. Mr & Mrs Twit must try and catch the Muggle-Wump without being seen. They must move in grotesque, cruel movements, like the Twits would. Focus on facial expressions and body language. When the Muggle-Wump turns around the Twits must freeze. If the Muggle-Wump sees the Twits moving they send them back to the start. Repeat.

### Help the Roly-Poly Bird

The children sit on chairs spread around the space, facing in all different directions- minus two chairs. Choose one child to be the chaser (Mr Twit) and another to be the runner (Roly-Poly bird). Everyone else sits down on a chair. Start off with the two players a good distance from each other, amongst the chairs.

The game begins with the chaser (Mr Twit) pursuing the runner (Roly-Poly Bird) between the chairs. When the runner needs a rest, they can go up to anyone who is sitting down, touch their chair and say "Help!" That person gets up and the runner sits on the chair. Now the chaser has a new person to catch while the first runner has a rest. Once the chaser has caught their prey (by tapping them on the shoulder) then they swap roles – or two new players can be chosen.

### Sculptors

Divide the children into groups of three. Two people are the sculptors and one person is the piece of clay to be sculpted.

The sculptors are to mold their 'clay' into the shape of the Twits, a Muggle-Wump and a Roly-Poly bird. Swap over sculptors after each character, so everyone in the group has a go at everything.

### Keeper of the Keys

The children sit in a large circle. One child is selected to sit in the middle of the circle as the 'Keeper'. They wear a blindfold. The facilitator selects other children one at a time to try and creep up on the 'Keeper' and steal the keys. If the 'Keeper' hears a child creeping up they point to where they think the child is. If they point in the right direction the child has been caught and is out. Repeat as necessary.

# Creative Arts Pass - Roald Dahl

<b>Activity Name:</b> Creative Arts Pass- <b>Roald Dahl</b> <b>Years 3 &amp; 4</b> 'Fantastic Mr Fox' - <b>Roald Dahl</b>	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Mime</li> <li>• Improvisation</li> <li>• Facial expressions</li> <li>• Body language</li> </ul> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Evaluation and reflection</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure children are made aware of the room safety expectations</li> <li>• Ensure all paper, pen, props, bags etc. are cleared away during games and activities, to prevent trips and falls</li> <li>• Ensure there is sufficient space for all practical activities</li> <li>• Ensure children don't operate electric equipment during the session</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Story synopsis</li> <li>• Music- suitable for movement to music (See below)</li> </ul>
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>• Use mime, physical theatre and develop characters to explore the text 'Fantastic Mr Fox'.</li> </ul>	<b>Timings:</b> 1 hour  <b>Age Range:</b> Years 3 & 4
<b>Activity Description</b>	

## 'Anyone Who'

Children sit in a circle on chairs. One child stands in the middle of the circle. Their aim is to 'steal' a chair, when others stand up. The child in the middle asks questions. If the questions applies to the children sat on chairs they must swap seats with someone else, meanwhile the child in the middle tries to sit down. Getting to know you game.

The children sit in a large circle and the AP reads the short synopsis of the story of 'Fantastic Mr Fox'. Discuss with the children the story and the characters.

## The Farmers

Briefly discuss with the group the farmers- read them the short rhyme to describe the farmers.

*Boggis, Bunce and Bean  
 One fat, One short, one lean.  
 These horrible crooks  
 So different in looks  
 Were none the less equally mean.*

## Sculptors

Divide the children into groups of three. Two people are the sculptors and one person is the piece of clay to be sculpted. The sculptors are to mold their 'clay' into the shape of the farmers Boggis, Bunce and Bean. Swap over sculptors after each farmer, so everyone in the group has a go at everything.

## Into groups of....

The children walk around the space and the AP calls out a number. The children must get into groups with that many people in. The AP then calls out a character or object the group must physical create using their bodies. Repeat with different sized groups

- Fox (3)
- Boggis (2)
- Bunce (2)
- Bean (2)
- Tractor (4)
- Tree with fox hole (5)
- Farm house (4)

## Dig, dig, dig!

As a group discuss how the foxes escape from the farmers' machinery by digging for their lives. Play the group a piece of music suitable to inspire movements related to digging.

Divide the children into small groups of 3/4 people. Some groups will represent the machinery of the farmers and some groups will represent the animals (foxes) digging underground.

Allow time for each group to plan a simple movement to music sequence.

Whilst playing the music ask each group to perform their movement sequences.

## Keeper of the Keys

The children sit in a large circle. One child is selected to sit in the middle of the circle as the 'Keeper'. They wear a blindfold. The facilitator selects other children one at a time to try and creep up on the 'Keeper' and steal the keys. If the 'Keeper' hears a child creeping up they point to where they think the child is. If they point in the right direction the child has been caught and is out. Repeat as necessary.

## Creative Arts Pass - Roald Dahl

<p><b>Activity Name:</b> Creative Arts Pass- <b>Roald Dahl</b> <b>Years 5 &amp; 6</b> 'The Witches' - <b>Roald Dahl</b></p>	<p><b>Drama Focus:</b></p> <ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Mime</li> <li>• Improvisation</li> <li>• Facial expressions</li> <li>• Body language</li> </ul> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Evaluation and reflection</li> </ul>
<p><b>Risk Assessment:</b></p> <ul style="list-style-type: none"> <li>• Ensure children are made aware of the room safety expectations</li> <li>• Ensure all paper, pen, props, bags etc. are cleared away during games and activities, to prevent trips and falls</li> <li>• Ensure there is sufficient space for all practical activities</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Story synopsis</li> <li>• Image of the Grand High Witch (See resources)</li> <li>• Character descriptor card (See resources)</li> </ul>
<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use mime, physical theatre and develop characters to explore the text 'The Witches'</li> </ul>	<p><b>Timings:</b> 1 hour</p> <p><b>Age Range:</b> Years 5 &amp; 6</p>
<p><b>Activity Description</b></p>	

### 'Anyone Who'

Children sit in a circle on chairs. One child stands in the middle of the circle. Their aim is to 'steal' a chair, when others stand up. The child in the middle asks questions. If the questions applies to the children sat on chairs they must swap seats with someone else, meanwhile the child in the middle tries to sit down. Getting to know you game.

The children sit in a large circle and the AP reads the short synopsis of the story of 'The Witches'. Discuss with the children the story and the characters.

### Freeze frames

Divide the children into small groups. Ask each group to create a freeze frame of the witches arriving at the hotel. For example 'checking in at reception', 'rearranging their wigs in the mirror', 'unpacking in their rooms', 'changing their shoes' 'eating lunch in the restaurant' etc. All everyday activities that no one suspects. Perform all freeze frames.

### Sculptors

Divide the children into groups of three. Two people are the sculptors and one person is the piece of clay to be sculpted. The sculptors are to mold their 'clay' into the shape of the Grand High Witch, a mouse, and Grandma. Swap over sculptors after each character, so everyone in the group has a go at everything.

### The Grand High Witch

Show the groups an image of the Grand High Witch. (See resources)  
Discuss the image with the children.

One by one the children are going to enter the centre of the circle to create one large ensemble of the Grand High Witch. Each child will take on a different body part until everyone is included. Add sounds if necessary.

### Hot-seating

Divide the children into pairs and give each pair a character descriptor card (See Resources)  
One child is to take on the role of the character and the other their interviewer.

In pairs create an interview with their character. Focus on voice, body language and facial expressions.  
Showcase a few examples and discuss.

### Keeper of the Keys

The children sit in a large circle. One child is selected to sit in the middle of the circle as the 'Keeper'. They wear a blindfold. The facilitator selects other children one at a time to try and creep up on the 'Keeper' and steal the keys. If the 'Keeper' hears a child creeping up they point to where they think the child is. If they point in the right direction the child has been caught and is out. Repeat as necessary.

# Character Descriptions

## The Boy (Luke)

He is a brave, kind and intelligent child. Thanks to his grandmother's stories, the boy is able to identify witches in disguise.

He is turned into a mouse by the Grand High Witch. He hatches a plan to save all the children in England from a similar fate and successfully wipes out all the witches of England. Though the boy remains a mouse, the story ends happily.

## Grandmother

Luke's grandmother is a story-telling, cigar-smoking, brave character. She is an expert on witches and tells her grandson countless stories to protect him. After her grandson is forever transformed into a mouse, she remains a kind and loving figure.

## The Grand High Witch

The Grand High Witch is the most terrifying witch of them all. She is the ruler and strikes fear even in the hearts of witches. Though she dons the traditional disguise like the other witches, she also wears a mask to hide her grotesque face.

## Bruno Jenkins

A greedy boy that is lured into a company of witches by the promise of sweets. He is the first to be transformed into a mouse.