

# THE LION KING EXPERIENCE: KIDS EDITION

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*The Lion King* Experience: KIDS Edition is a theatre education programme which additionally offers primary schools cross curricular support for teaching and learning in English, Drama, Music, Social Personal and Health Education, Visual Arts and the Dance area of P.E. in the Eire curriculum.

General school requirements:

- Working space such as a studio, hall or stage
- DVD player with audio, and/or web access
- Lesson specific materials

## AGE LEVELS

The sessions have been designed to support teaching and learning for children aged eight to 11 years. You may find you can adapt some of the content for younger children and therefore we have also included curriculum links for First and Second Class. Equally, older primary school children in Fifth and Six Class may also enjoy using these materials so links are provided.

Curriculum content summary:

- **English:** Many of the sessions support this core subject, covering a range of learning targets in reading and writing, language and oral skills. The content is particularly useful in helping children to explore how setting, character and plot contribute to stories, with good opportunities for preparing and performing as individuals and groups.
- **Drama:** Preparing and performing feature in many of the sessions and the programme offers good opportunities to support drama education.
- **Music:** Children use both instruments and their own voices to perform a warm-up piece at the start of every session, plus other composition and performance work.
- **Social, Personal and Health Education:** Throughout the sessions the children need to work co-operatively in teams, agree on effective ways of working together and create a group identity.
- **Visual Arts:** There are opportunities to draw, paint and sculpture masks, pictures and plans in various sessions.
- **P.E. Dance:** Children explore the function of movement and dance in musical theatre and choreograph and perform dance pieces.

There are two recurring elements in every session:

- **Warm-up:** The video that introduces each session teaches the children a routine involving rhythm and movement.
- **Pride Journals:** Children are encouraged to produce a journal about their work with *The Lion King* Experience. Each session includes a journal task and these cover a range of reflective composition work in English, plus drawing and other creative work in art.

# THE LION KING EXPERIENCE: KIDS EDITION

The following tables provide guidance on the subjects that are supported in specific sessions but they are not intended to be definitive, and avoid obvious repetition of references. As you explore the resource you may find other connections, and we encourage you to work with and adapt the materials as best meets the needs of your class. Above all, have fun!

## First and Second Classes

\*The Lion King Experience: KIDS Edition was created for students in Third and Fourth classes. The following First and Second classes curriculum links are provided for teachers who wish to modify the content for younger children.

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>English: Language and Oral Skills</b>	<b>Sessions 1, 3, 4, 6</b> <ul style="list-style-type: none"> <li>• Dramatise the story of <i>The Lion King</i>.</li> <li>• Recreate stories in improvisational drama.</li> <li>• Use play and improvisational drama to sustain imaginary situations.</li> </ul>
<b>English: Reading and writing</b>	<b>Session 1 and 3</b> <ul style="list-style-type: none"> <li>• Respond to characters and events in a story.</li> <li>• Explore different attitudes and feelings by imagining what it would be like to be certain characters.</li> <li>• Experience how a story structure is organised by reading and listening to fiction.</li> </ul>
<b>Drama</b>	<b>Sessions 1, 3, 6</b> <ul style="list-style-type: none"> <li>• Cooperate and communicate with others in shaping drama</li> <li>• Re-enact a scene for others</li> <li>• Experience how context is built and a drama reality created through the use of space and objects</li> </ul>
<b>Music</b>	<b>Session 2</b> <ul style="list-style-type: none"> <li>• Play some percussion instruments with confidence.</li> <li>• Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways.</li> </ul>
<b>Social, Personal and Health Education</b>	<b>All sessions</b> <ul style="list-style-type: none"> <li>• Engage in group activities, learn to co-operate, listen to, work and play together.</li> <li>• Express and record experiences, feelings and emotions.</li> </ul>
<b>Visual Arts</b>	<b>Sessions 1, 2, 10</b> <ul style="list-style-type: none"> <li>• Make drawings based on his/her personal or imaginative life.</li> <li>• Use colour expressively.</li> <li>• Experiment with textures.</li> </ul>
<b>P.E.: Dance</b>	<b>Session 8</b> <ul style="list-style-type: none"> <li>• Perform a range of simple steps and movements to given rhythmic and melodic phrases.</li> <li>• Respond imaginatively through movement to stimuli such as stories and music.</li> </ul>

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## Third and Fourth Classes

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>English: Language and oral skills</b>	<b>Sessions 1, 3, 4, 6</b> <ul style="list-style-type: none"> <li>• Dramatise the story.</li> <li>• Use gesture, facial expression and tone of voice, audibility in communicating with others.</li> <li>• Use improvisational drama to re-create characters.</li> </ul>
<b>English: Reading and writing</b>	<b>Sessions 3, 6, 9</b> <ul style="list-style-type: none"> <li>• Identify the structure of a story.</li> <li>• Write a scene.</li> </ul>
<b>Drama</b>	<b>Sessions 1, 3, 6</b> <ul style="list-style-type: none"> <li>• Begin the process of using script as a pre-text</li> </ul>
<b>Music</b>	<b>Session 2 and 7</b> <ul style="list-style-type: none"> <li>• Identify and perform simple, familiar tunes from memory or from notation.</li> <li>• Describe initial reactions to, or feelings about, his/her compositions and the compositions of others.</li> </ul>
<b>Social, Personal and Health Education</b>	<b>All sessions</b> <ul style="list-style-type: none"> <li>• Listen carefully and reflectively to others.</li> <li>• Develop and practise leadership roles and learn to work together in different group situations.</li> </ul>
<b>Visual Arts</b>	<b>Sessions 1, 2, 9, 10</b> <ul style="list-style-type: none"> <li>• Interpret imaginative themes using colour expressively.</li> <li>• Experiment with the marks, lines, shapes, textures, patterns and tones.</li> </ul>
<b>P.E.: Dance</b>	<b>Session 8</b> <ul style="list-style-type: none"> <li>• Respond with increasing sensitivity and imagination in movement to stimuli such as words and stories.</li> <li>• Explore and communicate through body movements a range of moods and feeling.</li> </ul>

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## Fifth and Sixth classes

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>English: Language and oral skills</b>	<b>Sessions 1, 3, 4, 6</b> <ul style="list-style-type: none"> <li>• Discuss ideas and concepts as a group.</li> <li>• Respond to fiction through discussion, writing and drama.</li> <li>• Be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others.</li> </ul>
<b>English: Reading and writing</b>	<b>Sessions 3, 6, 9</b> <ul style="list-style-type: none"> <li>• Write in a wide variety of genres. (Write a script.)</li> <li>• Take part in co-operative writing activities.</li> </ul>
<b>Drama</b>	<b>Sessions 1, 3, 6</b> <ul style="list-style-type: none"> <li>• Become comfortable with script and understand the basic processes by which script becomes action.</li> </ul>
<b>Music</b>	<b>Sessions 2 and 7</b> <ul style="list-style-type: none"> <li>• Perform a range of playing techniques on a wide selection of percussion and melodic instruments.</li> <li>• Invent and perform pieces that show an increasing awareness and control of musical elements.</li> </ul>
<b>Social, Personal and Health Education</b>	<b>All sessions</b> <ul style="list-style-type: none"> <li>• Listen actively to others and respect what each person has to say.</li> <li>• Practise ways of working together and of developing a sense of belonging.</li> </ul>
<b>Visual Arts</b>	<b>All sessions</b> <ul style="list-style-type: none"> <li>• Draw imaginative themes using inventive pattern and detail</li> <li>• Interpret imaginative themes using colour expressively</li> </ul>
<b>P.E.: Dance</b>	<b>Session 8</b> <ul style="list-style-type: none"> <li>• Create and perform a more complex range of movements.</li> <li>• Learn and perform a range of steps and movements to rhythms.</li> <li>• Communicate through movement a range of moods or feelings.</li> </ul>

# THE LION KING EXPERIENCE: JR. EDITION

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*The Lion King* Experience: JR. Edition is a theatre education programme which additionally offers support for teaching and learning in English, Music, Social Personal and Health Education, the Dance area of P.E., and Art, Craft and Design in the first and second years of the Eire secondary schools curriculum.

General school requirements:

- Working space such as a studio, hall or stage.
- DVD player with audio, and/or web access.
- Lesson specific materials.

## CURRICULUM CONTENT SUMMARY:

- **English:** Many of the sessions support this core subject, covering a range of learning targets in reading, oral language and writing. The content is particularly useful in helping children to explore how setting, character and plot contribute to stories, with good opportunities for preparing and performing as individuals and groups.
- **Music:** Children use both instruments and their own voices to perform a warm-up piece at the start of every session, plus other composition and performance work.
- **Social, Personal and Health Education:** Throughout the sessions the children need to work co-operatively in teams, agree on effective ways of working together and create a group identity.
- **P.E. Dance:** Children explore the function of movement and dance in musical theatre and choreograph and perform dance pieces.
- **Art, Craft and Design:** There are opportunities to draw, paint and sculpture masks, pictures and plans in various sessions.

There are two recurring elements in every session:

- **Warm-up:** The video that introduces each session teaches the children a routine involving rhythm and movement.
- **Pride Journals:** Children are encouraged to produce a journal about their work with *The Lion King* Experience. Each session includes a journal task and these cover a range of reflective composition work in English, plus drawing and other creative work in art.

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The following table provides guidance on the subjects that are supported in specific sessions but it is not intended to be definitive, and avoids obvious repetition of references. As you explore the resource you may find other connections, and we encourage you to work with and adapt the materials as best meets the needs of your class. Above all, have fun!

## First and second year

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>English: Oral language</b>	<b>Sessions 1, 5, 6, 7, 8, 9, 10 and 18</b> <ul style="list-style-type: none"> <li>• Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes.</li> <li>• Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama.</li> </ul>
<b>English: Reading</b>	<b>Sessions 1, 5, 8, 9</b> <ul style="list-style-type: none"> <li>• Understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure.</li> </ul>
<b>English: Writing</b>	<b>Sessions 5 and 11</b> <ul style="list-style-type: none"> <li>• Write for a variety of purposes.</li> <li>• Write competently in a range of text forms.</li> </ul>
<b>Music</b>	<b>Sessions 3, 4, 6, 15, 16</b> <ul style="list-style-type: none"> <li>• Composing, listening and performing skills.</li> <li>• Understand musical structures and styles.</li> </ul>
<b>Social, Personal and Health Education</b>	<b>All sessions</b> <ul style="list-style-type: none"> <li>• Self-management: A sense of purpose.</li> <li>• Communication skills.</li> </ul>

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First and second year (continued)

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>P.E.: Dance</b>	<b>Sessions 4, 6, 16</b> <ul style="list-style-type: none"><li>• Plan, compose, perform, extend and refine movement in various dance contexts.</li><li>• Perform dances showing control and sensitivity to the style of the dance, and to the music and/or accompaniment.</li></ul>
<b>Art, Craft, Design</b>	<b>Sessions 1, 11, 12, 13</b> <ul style="list-style-type: none"><li>• Use a variety of materials, media, tools and equipment.</li></ul>