

# 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, Music, Art, P.E., PSHE and Design and Technology in the English curriculum commencing September 14 and equivalents in Scotland, Wales and Northern Ireland.

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. Teachers may also elect to modify some of the content to be appropriate for younger children and therefore curriculum links for Key Stage 1 have been included.

Curriculum content summary:

- **English:** Many of the sessions support this core subject, covering a range of learning targets in reading and composition. 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.
- **Art:** 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.
- **PSHE:** Throughout the sessions the children need to work co-operatively in teams, agree on effective ways of working together and create a group identity.
- **Design and technology:** Students design and create prototypes of puppets, costumes and masks.

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 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!

**Key Stage 1** \*The Lion King Experience: KIDS Edition was created for students in Key Stage 2. The following Key Stage 1 curriculum links are provided for teachers who wish to modify the content for younger children.

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>English: Reading</b>	<p>Session 1: Participate in discussions about books and other works that are read to students and that they can read for themselves, taking turns and listening to what others say.</p> <p>Session 3: Explain and discuss students' understanding of books and other material, both those they listen to and those they read themselves.</p>
<b>English: Composition</b>	<p>All sessions: Write for different purposes and write about the experiences of fictional characters.</p> <p>Session 1: Describe pictures of scenes from the play.</p> <p>Session 4: Create and describe characters.</p> <p>Session 6: Write a new scene.</p> <p>Session 10: Create a word bank describing characters.</p>
<b>Music</b>	<p>All: Play tuned and un-tuned musical instruments. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Session 2: Use percussion.</p> <p>Session 7: Create a song based on a scene students have written.</p>
<b>PSHE</b>	<p>All: Co-operate with others.</p> <p>Session 2: Create class and personal behaviour contracts. Create a group identity.</p>
<b>Art</b>	<p>All: Draw, paint and sculpture to develop and share ideas, experiences and imaginations. Use a range of materials to creatively design and make products.</p> <p>Session 1: Draw a picture of a scene from the play.</p> <p>Session 2: Design a totem. Create an animal based cover for the journal.</p> <p>Session 9: Create a collage.</p> <p>Session 10: Create a mask.</p>
<b>P.E.: Dance</b>	<p>Session 8: Perform dances using simple movement patterns.</p>

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## Key Stage 2

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>English: Reading</b>	<p>Session 1: Read and speak lines. Recognise themes (e.g. loss. Identify story structure i.e. beginning, middle and end).</p> <p>Session 1, 11: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Session 1, 3, 4, 6, 10, 11: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Session 3: Understand dramatic themes such as conflict and resolution. Identify the beginning, middle and end of a story.</p> <p>Session 3, 6: Identify how language, structure, and presentation contribute to meaning.</p> <p>Session 4: Explore character and different meanings and viewpoints on events.</p> <p>Session 4: Ask questions to improve student's understanding of a text.</p> <p>Session 4: Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Session 5: Prepare plays to perform. Use stage directions.</p> <p>Session 6: Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Session 7: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
<b>English: Composition</b>	<p>All sessions: Story structure: consider how authors have developed character and settings. Describe settings, character, atmosphere and dialogue to convey character and advance action.</p> <p>Session 1: Describe pictures of scenes from the play.</p> <p>Session 2, 4, 7: Discuss and record ideas.</p> <p>Session 4: Create and describe characters.</p> <p>Session 6, 7: Discuss writing similar to that which students are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Session 6, 7: Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Session 6: Write a new scene.</p> <p>Session 10: Create a word bank describing characters.</p>
<b>Music</b>	<p>All: Play and perform in solo and ensemble contexts, using students' voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Session 2: Use percussion.</p> <p>Session 7: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Session 7, 11: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

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## Key Stage 2 (continued)

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>PSHE</b>	<p>All: Team working and co-operating with others.</p> <p>Session 1: Draw a picture of a scene from the play.</p> <p>Session 2: Create class and personal behaviour contracts. Create a group identity.</p>
<b>Art</b>	<p>Session 2: Design a totem. Create an animal based cover for your journal.</p> <p>Session 4, 5: Draw, paint and sculpture with a range of materials</p> <p>Session 9: Create a collage.</p> <p>Session 10: Create a mask.</p>
<b>P.E.: Dance</b>	<p>Session 8: Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.</p>

# THE LION KING EXPERIENCE: JR. EDITION

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*The Lion King Experience: JR. Edition* is a theatre education programme which additionally offers secondary and middle schools cross curricular support for teaching and learning in English, Music, Art, P.E., PSHE and Citizenship, and Design and Technology in the English curriculum commencing September 14 for Key Stage 3 (ages 12-14 years) and equivalents in Scotland, Wales and Northern Ireland.

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, writing and speaking. The content is particularly useful in helping children to explore how setting, character and plot combine to tell stories. They apply this learning through work with supplied scripts and by writing and performing original scripts as individuals and groups.
- **Music:** Students use both instruments and their own voices to create and perform an opening ritual at the start of every session. There are other composition and performance opportunities in the resource.
- **Art:** There are opportunities to draw, paint and sculpture masks, pictures and plans in various sessions.
- **P.E. Dance:** Students build rhythm and movement into their opening ritual for each session. There are other opportunities to choreograph and perform dance pieces in individual sessions.
- **PSHE and Citizenship:** Throughout the sessions the children need to work co-operatively in teams, agree on effective ways of working together and create a collective identity.
- **Design and Technology:** Students design and create prototypes of puppets, costumes and masks.

There are two recurring elements in every session:

- **Opening Ritual:** In sessions 3 and 4 students create a warm-up session involving rhythm, movement and percussion which they then perform at the beginning of the remaining sessions.
- **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: JR. EDITION

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!

## Key Stage 3

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>English: Reading</b>	<p>Sessions 1, 5, 6, 8, 9, and 18: Read scenes from the play. Study setting, plot and characterisation and the effects of those. Identify themes (e.g. conflict and loss). Identify the beginning, middle and end of a story.</p> <p>Session 5: Identify the five parts of dramatic structure: Exposition, Rising Action, Climax, Falling Action and Resolution.</p> <p>Session 14: Understand how the work of dramatist is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>
<b>English: Writing</b>	<p>Session 5: Write original scripts, writing in character voice.</p> <p>Session 9, 10: Summarise and organise material, and supporting ideas and arguments with any necessary factual detail.</p> <p>Session 11: Create a word bank, summarise and organise material to support ideas and arguments.</p>
<b>English: Speaking</b>	<p>Sessions 2, 4, 9, 11, 12, 13, 14, 15, 16: Give short speeches and presentations, expressing students' own ideas and keeping to the point.</p> <p>Sessions 1, 5, 6, 7, 8, 9, 10 and 18: Perform original scripts in order to generate and discuss language, use, meaning and ways to add impact to these.</p>
<b>Art</b>	<p>All sessions: Use a range of techniques to create and record observations in journals and other media as a basis for exploring ideas.</p> <p>Session 1: Decorate the front and back covers of a journal.</p> <p>Session 2: Design totems.</p> <p>Session 2: Create a piece of art (journal).</p> <p>Session 11: Create a collage, colour palette and journal.</p> <p>Sessions 12 and 13: Design and create prototypes of puppets, costumes and masks and journals.</p> <p>Session 14: Create a set model.</p> <p>Session 16: Create a lighting design.</p> <p>Session 18: Design totems.</p>
<b>PSHE and Citizenship</b>	<p>Session 2: Collaborate to create a class behaviour contract. Identify and agree on rules. Create a Pride identity.</p>

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## Key Stage 3 (continued)

CURRICULUM AREA	SESSION CONTENT REFERENCES
<b>Music</b>	<p>Sessions 3-18: Perform daily opening ritual.</p> <p>Session 3: Improvise and compose in a range of musical structures and styles. Create a drum based call and response for session warm ups.</p> <p>Session 4: Play and perform in ensemble contexts using voice and instruments.</p> <p>Session 6: Understand musical structures, styles, genres and traditions and identify the expressive use of musical dimensions.</p> <p>Session 15: Identify and use the inter-related dimensions of music expressively.</p> <p>Session 16: Create a soundscape. Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p>
<b>P.E.: Dance</b>	<p>Perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>Session 4, 6, 10, 16: Create original physical warm-ups.</p> <p>Session 4: Create a warm up routine.</p> <p>Session 6: Explore the foundations of dance.</p> <p>Session 16: Choreograph an entrance sequence.</p>
<b>Design and Technology</b>	<p>Sessions 12 and 13: Design and create prototypes of puppets, costumes and masks.</p>