CREATIVE DANCE TALES

LESSON PLAN 2 | THE WOLF AND PETER: creating the character of THE WOLF

MOVEMENT FOCUS | Use of different PARTS of the BODY in isolation and how to create ‘TABLEAUX’

LEARNING OUTCOMES

- Express the character of THE WOLF using different PARTS of the BODY in isolation
- Move on contrasting levels and create varied FREEZE SHAPES as part of THE WOLF PACK tableau
- Work with peers to explore and create together
- Perform a WOLF DANCE with confidence and control

RESOURCE MATERIALS

- VISUAL MATERIAL | CoisCéim Dance Theatre THE WOLF AND PETER and WOLVES’ images
- MUSICAL INSTRUMENT | Drum or percussion instrument
- MUSIC | Clyde Valley Stompers “PETER AND THE WOLF” REMEMBERING 1962 | DJ Slam “PETER AND THE WOLF RE-MIX” | Fireflies “OWL CITY” NOW THAT’S WHAT I CALL MUSIC! 75

IN THE CLASSROOM

- In preparation, briefly recap the story of THE WOLF AND PETER and recall PETER’S DANCE in Lesson 1
- Show visual material of THE WOLVES to generate interest, excitement and ideas. What are the wolves doing? Are they lying, standing, or moving - how?
1. INTRODUCTION

The story begins with PETER playing in a BIG field...meanwhile the WOLVES are in the forest nearby....they are curious, intelligent, sharp and physically powerful. They enjoy playing and have a lot of energy.

But first – we are going to warm-up our bodies so we are ready to dance!

2. WARM–UP

MUSIC | Clyde Valley Stompers “PETER AND THE WOLF” REMEMBERING 1962

As in Lesson 1, invite the children to copy exactly what you do. Repeat warm-up similar to Lesson 1. Add rotational movements to focus attention on how PARTS of the BODY can move in isolation.

To music:

- Clap to the beat. Clap 4 beats high – 4 beats low, 4 beats right and 4 beats left
- Tap the beat on parts of body from head to toe: 8 taps head, 8 shoulders, on one arm/other arm, stomach, back, hips, legs, knees, feet – name PARTS of the BODY as you go. Repeat with 4 taps, 2, 1
- Continue with rotation of hands, shoulders, head, arms, hips, knees, legs, and ankles
- Twisting with feet together – right and left. Repeat twists with feet wide apart
- Jump with 2 feet together – right and left, then forward and back
- Hop – right and left, then forward and back. Repeat on other foot

USING BODY PARTS: WOLF MOVEMENTS

Teacher demonstrates 3-4 WOLF MOVEMENTS - hands become claws, drop low to floor like a wolf, lunge and reach out with your paws, stretch upwards as if howling.

In silence or slow beat of a drum, invite children to:

- Stretch in different lunges – forward or side, touch floor with both hands and feet
- Repeat stretches with one hand and foot touching
- Crawl on hands and feet into a space at low or medium level

SAMPLE QUESTIONS to prompt WOLF MOVEMENTS:

- Can you roll sideways then crawl?
- Can you use different parts of your body to support yourself as a wolf?
- Are there other ways a wolf might move low to the ground?
3. CREATIVE ACTIVITIES

MUSIC | DJ Slam “PETER AND THE WOLF RE-MIX”

TRANSFORMATION INTO THE WOLF!

Children spread out and face front towards teacher. Guided by teacher demonstration, children practise transforming into a wolf slowly - let’s start with our hands and fingers…

- **CLAWS & PAWS**
  Circle hands – and slowly move fingers (like playing the piano) to become claws. Reach arms forward, side and lift elbows

- **LEGS**
  Bend legs and touch the floor with one claw, then the other

- **HEAD, NOSE, EARS & TEETH**
  Circle the head, use the hands/fingers to describe the shape of the nose, teeth, how the ears are growing. Change expression into a fierce wolf!

- **SHOULDERS and BACKS**

  *Is your fur growing?* Circle one shoulder then the other, bend legs to support - arch back and stretch into ‘howling’ position

Repeat and practise to the vocal introduction of the music. Encourage individuality and compliment imaginative/expressive abilities.

CREATE AND PRACTISE THE WOLF DANCE

Now everyone is transformed into a wolf we can create our WOLF DANCE. Remember the WOLF is very agile and strong.

Demonstrate and break down each action slowly:

- **Stand with feet apart, arms/hands in claw shape in front of body. Execute three tuck jumps lifting knees up (2 feet to 2 feet) turning to side right, left, right. Spin one full turn on left foot – anticlockwise, end face front (8 beats)**
- **Reach arms/claws up (on toes) and down twice, end in crouch position (8 beats)**
- **Place hands flat on floor, shoulder distance apart. Put weight on hands and kick legs – one at a time in air Keep legs bent and land softly (4 beats)**
- **Finish with an individual WOLF FREEZE SHAPE with arms/claws out (4 beats)**

DEVELOP WOLF PACK TABLEAUX

After all that playing the wolves return to their families – perhaps they heard someone coming towards them? Could it be PETER?

*What is a family of WOLVES called?* Refer to WOLVES image cards. Ask the children to create their own photograph of a family of WOLVES. Explain that in dance this is called a TABLEAU. Refer to the FREEZE SHAPES in Lesson 1.

To maximize understanding, this task may be guided by the teacher using a volunteer group first. Divide the class into groups of 4-5 children. Each WOLF creates an individual FREEZE SHAPE as part of THE WOLF PACK. Are you frightened, alert, protective, curious, warning others of danger?

The TABLEAU should include FREEZE SHAPES at low, medium and high levels that are facing different directions:

- **1-2 children** floor - lying/crouched
- **1-2 children** medium - lunge/kneeling
- **1-2 children** high - legs bent, reaching up/out
4. PRACTISE TOWARD PERFORMANCE

MUSIC | DJ Slam “PETER AND THE WOLF RE-MIX”

Now we are going to link the TRANSFORMATION, WOLF DANCE, WOLF MOVEMENTS and TABLEAU together.

1. WOLF TRANSFORMATION - Vocal introduction
2. WOLF DANCE repeat x 2 - Music / rhythmic section
3. WOLF MOVEMENTS - 2nd vocal section
4. WOLF PACK TABLEAUX - 2nd vocal section

Start from the beginning and allow time for the children to practise all elements 1 – 4 in the correct order to the music. Teacher assists when necessary.

5. PERFORMANCE, OBSERVATION and FEEDBACK

MUSIC | DJ Slam “PETER AND THE WOLF RE-MIX”

Consult ASSESSMENT SECTION in TEACHERS’ NOTES on organising children to perform/observe.

Encourage every child to be expressive as they perform their WOLF DANCE.

SAMPLE QUESTIONS for the observers about the different transformations and tableaux created:

- Can you list the body parts that represent the WOLF?
- List how many levels did you observe in the WOLF dance?
- Can you list the movements that turned – at what point in the dance did they take place?

SAMPLE QUESTIONS for the performers:

- How did you feel when you were transforming into a WOLF!
- Describe how you feel as WOLF when you are in the tableau?

6. COOL DOWN

MUSIC | Fireflies “OWL CITY” NOW THAT’S WHAT I CALL MUSIC! 75.

Children find a space on their own and curl into a ball on the floor.

Slowly stretch out on floor to lie on back or stomach.

Relax body and close eyes, and listen to music 1 -2 mins.

Slowly sit up with legs outstretched. Move to a crouch position and slowly stand up stretching arms overhead. Breathe slowly in and on breath out, lower arms.
LESSON PLAN 2 | THE WOLF AND PETER: creating the character of THE WOLF

Mateusz Szczerk as THE WOLF in CoisCéim Dance Theatre's THE WOLF AND PETER by David Bolger. Photos by Ros Kavanagh.
CREATIVE DANCE TALES | VISUAL MATERIALS

LESSON PLAN 2 | THE WOLF AND PETER: creating the character of THE WOLF