

CREATIVE CHARACTER TASKS FOR UPPER KS1/LOWER KS2

- 1) Using Northern Ballet's production of Little Red Riding Hood, explore characters and their relationships through movement.

Each character can be explored using specific movements and travelling in different ways:

- Walking on all fours (Wolf)
- Panicking, looking frantic (Wolf)
- Wiggling hip walks (Wolf)
- Twisting feet (Wolf)
- Hop and turn (Bear)
- Step across, step across, wiggle, wiggle, wiggle, wiggle (Bear)
- Heel dig, jump (Bear)
- Funny runs, knees out, flapping ears (Bear)
- Shaky knees (Bear)
- Moonwalks (Grandmother)
- Sneezing (Grandmother)

- 2) Use scenes from the production as inspiration to set Creative Tasks for the children

a. Little Red and Father duet, Scene 1

Little Red and her father put a cake into the oven for Grandmother. Whilst they are waiting for it to bake they dance together.

- With a partner, label yourselves A and B (A = Father B = Little Red)
- Person A create a skip, hop and jump that travels forwards
- Person B repeat, the exact step (This is called *canon* in dance)
- Turn to face one another and skip on the spot with opposite palms touching above head (on both sides)
- Little Red skips around Father, end side by side facing the front
- Create a running movement that happens on the spot
- Perform an assisted jump
- End with piggy back to exit the space (if appropriate)

N.B. Development – Character development – protective father, energetic Little Red. How can the duet be extended?

b. Little Red and Wolf duet, Scene 5

Little Red arrives at her Grandmother's house only to discover that the wolf is disguised as Grandmother.

- With a partner label yourselves A and B (A= Little Red B = Wolf)
- Create a beginning position showing Little Red's concern for Grandmother
- Wolf create three different ways to *sneeze like Grandmother* (can explore this earlier)
- Little Red – respond by creating three positions to show your suspicion – use levels

- How would Wolf respond?
- Question and answer – in the story (what big eyes you have, all the better to see you with), Little Red queries her ‘Grandmother’s appearance’
- Create a question and answer sequence with your partner using only movement to show “what big eyes, what big ears, what a big nose, what a big mouth, how greedy...” (demonstrate this)
- Can you include contact? (back and forth)
- Can you end your dance showing Little Red discovers it is the wolf?

N.B. development – what is your character like? Little Red is like a detective, where are you facing? Can you make your sequence travel?

c. **Bear’s cart, trio, Scene 6**

Teach the following sequence: Wiggly hip walks, twisting feet/foot shuffle, hip bump and Bear/Wolf movements use above

- Create a beginning position to show Bear and Wolf have made friends – does Little Red help them become friends? How can we show this?
- Create four movements that you perform in unison to show you’re all friends – this can be connected
- Can you perform an assisted lift (Wolf and Bear lift Little Red)?
- Create two movements that your character would perform – can be movement explored in travelling or something different
- How do you perform your character movements? Canon? Unison? Etc...
- Where in the space do you perform these movements?
- Create character poses

N.B. Development – include X sequence movements, think about pathway/formation (vertical, diagonal, corners, travel in a circle)

d. **Grandmother boogie with Wolf and Bear trio, finale**

- Create a beginning position clearly showing your character (decide who is Bear, Grandmother, Wolf)
- Grandmother performs her moonwalk and calls Bear and Wolf over
- Can you create a way to perform Grandmother’s moonwalk with everyone connected?
- Perform a fall and catch, Grandmother falls, who catches? (practice earlier in workshop?)
- Perform the following sequence steps: pique steps? Holding hands, jump sequences, heel dig, spin, switch turn, sideways skips, balance
- Composition: include X amount/ all of the above sequence steps
- Create sequence in any order
- Walk off stage together arm in arm