



Creative Task Sheet Keystage 2

The following ideas are designed to be used to support a trip to see the stage show of *The Little Prince* (based on the book by Antoine de Saint-Exupéry) or simply to supplement learning of the following three curriculum subjects.

PE (Dance)

Aim: For students to develop competence to excel in a broad range of physical activities and form dances using a range of movement patterns.

Introduction: In a large circle begin by discussing what 'taming' means. Have you ever tamed anything? How do you do it? And what happens when you do... Can you leave it and forget about it for example? Read the section of the book where the little prince meets the Fox and/or refer to the 'taming dance' in the show.

Activities and Experiences: Have the class move around the space to music, weaving in between any spaces. Try not to go in clockwise circles, but instead crisscross haphazardly. When the music stops, reach out to try and make a connection to someone, trying to touch a part of your body to theirs. Repeat several times and remind the students about what body parts can connect (feet, shoulders, backs, legs) and ask them to avoid just using their hands. Now suggest that the class are more comfortable with each other...they are not yet 'tamed' but they are becoming more familiar. When the music stops get a little closer and try to link with one or more people. For the third and final stage suggest that they are now tame. While the music is playing can they stay connected, moving continuously but always staying attached to someone.

Development: Using the ideas explored as a group, split into pairs and ask each pair to create their own taming dance. Share this with the class.

Conclusion: This lesson will encourage pupils to explore and create their own movements, eventually using the ideas they have generated to create a movement pattern.

English

Aim: To ensure that all pupils, read easily, fluently and with good understanding. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Introduction: Read the section in the book where the little prince describes his planet or refer to this section in the show. It is very small, the size of a house, and it's called B612. It has two active volcanoes, and one dormant one (which he regular cleans out "just in case") and on it grows baobab trees and one rose. Discuss as a group the little prince's planet. You might like to physically re-enact some of the descriptions...becoming baobab trees, sweeping the volcanoes.

Activities and Experiences: In pairs create a presentation on your own planet. Imagine you are getting the class to go on holiday to your planet. How can you describe the weather, food, local customs, environment and where to go on the planet? How big is it? What is it called? Who lives on it? What is the weather like?

Development: In pairs design text and layout for an advert promoting your planet has a destination. Include the information you used in your presentation and perhaps some drawings.

Conclusion: This lesson will help teach pupils to speak and write fluently so that they can communicate their ideas to others. It can also help gain knowledge, skills and understanding associated with the artistic practice of drama.

Music

Aim: For children to learn to sing and to use their voices, to create and compose music. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Introduction: To make some of the soundtrack our composer, Frank Moon, used lots of sound effects to build what we call a 'soundscape'. He used scrunched up paper, bells, chimes (try the radiator) and lots of other everyday objects. Did you hear this when you watched the show? If you haven't seen the show yet do listen out for it.

Activities and Experiences: Take a walk around your school and collect objects you think could make some interesting sounds. Gather them together. Divide the class into smaller groups. Make sure each person has an 'instrument'. Hand each group a piece of paper with a 'mood' on it. Examples could be: scary, magical and eerie. Ask each group to develop a combination of sounds to evoke the mood on their card. Share these with the group.

Development: Try recording these and editing them together to make a soundtrack. This might be effective coupled with the taming dances you made in the PE section. Use this YouTube clip as inspiration <https://www.youtube.com/watch?v=TPU3NefyktQ>

Conclusion: This lesson plan should engage and inspire pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement.



Art and Design

Aim: The national curriculum for art and design aims to ensure that all pupils can produce creative work, exploring their ideas and recording their experiences.

Introduction: Our designer, Yann Seabra, used inspiration from the book to create his set and costumes. There are lots of directions and choices a designer has to make. Should he stay true to the illustrations in the book, or use 'artistic license' and create something altogether very different? What objects or materials can be used to make people think of sand, flight, a snake? What should someone who is playing a rose wear? If you have seen the show, talk about the choices Yann made. Do you think he stayed true to the book?

Activities and Experiences: Ask each child to pick a character and design a costume for their character. What would it be made of? Feel free to use unusual items to make something feel theatrical. For example, our geographer wears an extra-large pair of glasses which are actually two large magnifying glasses sellotaped together.

Development: Ask the class to vote for their favorite costumes. Can you have a go at making these? You may need some volunteer parental support.



Conclusion: This task should support students to develop and share their ideas, experiences and imagination.

Share your work with us!

We'd love to know about the ways in which *The Little Prince* has inspired your work. Send us your reviews of the show, pictures, videos or stories (or share them via social media) and we will gladly profile and share them further!

Tour Schedule

To find out where Protein are performing *The Little Prince* go to: www.protein.co.uk

Contact

Protein can come to your school to support and feedback on the tasks above or to deliver even more *The Little Prince* themed material in a workshop or longer project. To enquire about availability and costs contact:

Caron Loudy, Creative Producer, caron@proteindance.co.uk, 020 8331 9665