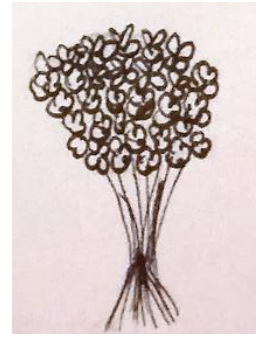
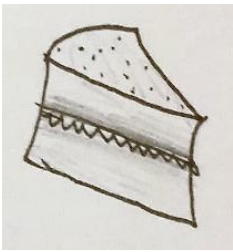


little red riding hood



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Creative Approaches to Literacy Resources for KS1 Teachers



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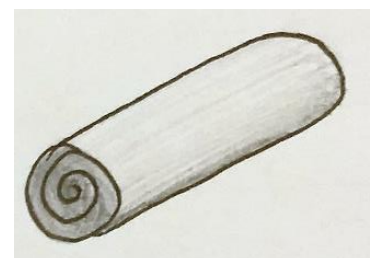
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Relevant resources are referenced throughout the activities in **red**.



You will find these boxes throughout the activities, containing direct links to the KS1 National Curriculum 2014, including English, Music, PE and Art.



ELEMENTS OF FAIRY TALES

Fairy Tale Characters

- 1) Using the **Fairy Tale Character Categories** as a guide, collate a list of the types of characters found in fairy tales. This could be done through class work on fairy tales, so children may have a good knowledge of the main types of characters already.
- 2) Use the **Fairy Tale Character Cards**. Hold up a card and ask the children to stand how they think this type of character would stand. Move around the space as this character. Think about facial expression, how they would hold themselves, what speed they would move, any gestures they would have, etc. Depending on your class, you may wish to discuss who is the hero of the story- what if we looked at the story from another point of view?
- 3) Extend activity 2 by asking the children to interact with each other- how would you look at other people? How would you talk to them? Pick out a few to show the class- ideally contrasting ideas- and discuss the different types of this character from the stories you already know.
- 4) Repeat activities 2 and 3 with different character types (hero, villain, royals, different animals, moving/talking objects, etc)
- 5) Ask the children to choose a character type and keep it secret. Have half the class move around as their character and the other half to watch- what character do you think they are? Why? What shows this? Swap the class over.
This activity can also be done with characters from specific fairy tales
- 6) Have all the children move around the space as their chosen character, this time reacting and interacting with one another. Who might you approach? Who might you be wary of?

Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Use role-play and other drama techniques to identify with and explore characters.

Participate in and gain knowledge, skills and understanding associated with Drama

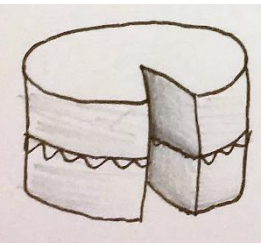
Participate in discussions, role play and improvisations



Main Events in Fairy Tales- see **Elements of Fairy Tales** as a guide

- 1) Use the **Fairy Tale Event Cards**. Split the class into groups and give each group an event. Give the children time to show this event in a freeze-frame or moving image.
As a class, put the images in the order they would happen in a traditional fairy tale.
- 2) What might happen if we changed the order? Would the story make sense? Would it have a happy ending? Etc.
- 3) What if we took out a key element (e.g. solving the problem?) How would this affect the outcome of the story?
- 4) Apply these ideas to fairy tales they already know- what might happen to the characters?

Discuss the sequence of events in books and how items of information are related



THE STORY OF LITTLE RED RIDING HOOD

Getting to Know the Story

- 1) Prior to using this activity, the children should be made familiar with the beginning of Little Red Riding Hood but not necessarily how it ends (some may already be familiar with the story).

Split the class into groups and provide a key event from the story (see *Storytelling Workshop example* and *Little Red Riding Hood three versions*). Each group creates a freeze-frame or moving image of their event. This can alternatively be done by drawing the event on large paper.

Show each freeze-frame or drawing to the class and let them decide where they should be, to put the events into the correct order. When they have decided, read the story in this order- groups can choose to 'stick or switch' to make the story correct.

- 2) In another lesson, put children into groups to roleplay the story of Little Red Riding Hood so far- what can they remember? Have they included all the key events? Have they included all the characters? (this will show their understanding of the story).
- 3) Talk together as a class or in small groups about what they think might happen next? How do they think the story will end? Encourage the children to think about what has happened so far to make their predictions.

NB: You may wish to group together the children who are familiar with the story so they can discuss alternative endings rather than giving away the ending to others.

The children can now extend the drama they have created to add their prediction of the ending. They can do this through a moving image or role play. They should be prepared to explain what in the story made them predict this for the ending.



Explain clearly their understanding of what is read to them

Discuss the sequence of events in books and how items of information are related

Participate in discussions, presentations, performances, role play and improvisations

Adopt, create and sustain a range of roles

Understanding books, including predicting what might happen on the basis of what has happened so far

Communicate ideas and emotions to others

Use discussion in order to learn; elaborate and explain clearly their understanding and ideas

Become competent in the arts of speaking and listening, demonstrating to others

EXPLORING THE ENVIRONMENT OF THE STORY

Word Carpet

You will need a clear space for this activity, ideally the hall.

- 1) Imagine the space is the woods. Ask the children to write down or draw things they might see on different pieces of paper (one per piece) and place them where they think they would go (model this first, e.g. placing Grandmother's house at one end and Little Red's house at the other). See *Word Carpet examples*
- 2) Children then go round and add descriptive vocabulary to the items (not just the ones they wrote themselves). Use this point to remove any which have been duplicated or any which are not appropriate. *Depending on the ability of your class, you may wish to describe through discussion and scribing rather than the children doing the writing*
- 3) Working in pairs, Pupil A closes their eyes and Pupil B guides them around the space, describing what they see/hear/smell/feel. Pairs swap round so that Pupil B closes their eyes and Pupil A guides. *this can be done with eyes open, if this is more appropriate for your class*
- 4) Explore the descriptive vocabulary through movement- what does this word look like? How does it make you feel? Show this physically.

This activity can lead onto great descriptive writing.

Sound Scape

- 1) Have the children spread around the space or sitting in a circle. Ask them to close their eyes and think about the sounds you might hear in the woods. This could be extended from the sounds they wrote down in the word carpet activity. (NB: If you have a woodland nearby, consider taking the children into the woods to listen to the sounds, then come back to school to recreate them or vice versa).
- 2) Ask the children to make the sounds of the woods. There are alternatives of this depending which would work best for your class:
 - a) All the children make noises together- choose a sound and make it
 - b) Walk around the space. When you tap a child on the head/shoulder, they make a woodland sound.
 - c) Use B, but guide this by describing your journey through the woods (e.g. "I hear a wolf howling"- tap a child on the head to make the wolf sound). You could also choose children to do this in your place.

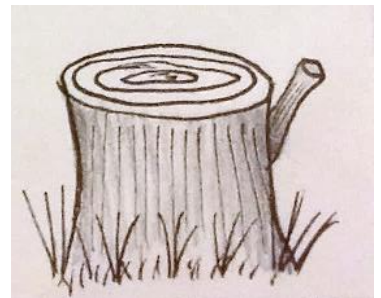
Become competent in the arts of speaking and listening, demonstrating to others

Listen and respond appropriately to adults and peers

Give well-structured narratives

Gain, maintain and monitor the interest of the audience

Link what they read or hear to their own experiences



Use their voices expressively

Play tuned and untuned instruments musically

Experiment with, create, select and combine sounds

Use role-play and other drama techniques to identify with and explore characters. Extend understanding and try out the language

Communicate ideas and emotions to others

End this by hearing all of the sounds of the woodland together and asking the children who did not make a noise to reflect on the atmosphere it created.

- 3) Choose a child to be Little Red Riding Hood. All the other children stand around the space as trees. Little Red walks through the woods and the children make the sounds- Little Red reacts to the noises – how does she feel? What if we changed the sounds (e.g. going from spooky- wind whistling, wolf howling- to more friendly- birds chirping, etc) When might we have different sounds in the story to create the atmosphere? You could recreate these moments, for example when the wolf follows her.
- 4) You could extend this activity to using instruments or other objects to create sounds and music to accompany the action. Think about the atmosphere created by different instruments/objects (this makes a scary sound, a happy sound, sounds like a bird, etc)





EXPLORING THE CHARACTERS AND THEIR MOTIVATIONS

Getting into Character

Display all of the *Little Red Riding Hood Character Cards* and make sure the children are familiar with all of the characters in Little Red Riding Hood. Children choose a character and move around the space as this character. How would you describe this character? How would they move? What would their facial expressions be? Explore speed of movement, gestures, where they would be in the space (e.g. in the forest would they hide behind trees?). You could explore specific movement from the Northern Ballet production- see *Creative Movement Tasks- Northern Ballet*

Communicate ideas and emotions to others

Adopt, create and sustain a range of roles

Participate in discussions, role play and improvisations

Use role-play and other drama techniques to identify with and explore characters.

In Role as a Ballet Dancer

Use the *Production Images* (printed and laminated or shown on screen) as a starting point for moving like the characters. You could explore:

- 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)

Opportunities to take part in activities to build character and help embed values such as fairness and respect

Develop fundamental movement skills, becoming increasingly competent and confident

Develop agility, balance and coordination, individually and with others

Perform dances using simple movement patterns

Use the *Activities Using the Production Images* sheet for individual ideas, which explore:

- 1) How characters hold themselves, including their feet/legs, arms/hands, head, facial expression, etc.
- 2) Think about how dancers might move between different shapes, creating their own dance sequences.
- 3) Think about how ballet dancers move and exaggerate movements for the stage. What things do they need to think about? (feet, hands, facial expression, etc)
- 4) Little Red Riding Hood is known for its lines “What big eyes/ears/nose you’ve got” when Little Red starts to suspect that she is not with her Grandmother. Ballet dancers cannot say these lines- how might they show this meaning through movement, gesture and facial expression? Ask the children to explore what they could do with their face and body to express these feelings and questions- show good examples and ask the class to have a go.

Cause and Effect

- Things to think about:** What do the characters do in the story? What choices do they make? Focus on individual characters (e.g. Little Red Riding Hood, Wolf). What *motivates* the characters to take certain actions/risks (why do they take this action or make this choice?) What does this lead to? (what is the *consequence* of their action?)
Activity: Freeze-frame significant moments in the story when characters make a choice. Use movement to change into the consequence of this choice.
- Things to think about:** Explore different avenues and endings- how might different choices affect the endings for different characters? (i.e. if Little Red had made this choice instead, how might the story have ended?) You could use 'What if...?' as a starting point for this.
Activity: Using the significant moment from activity 1, rewind to the choice and make a different choice- what effect does this have? What is the new consequence?
- Create a flow chart or arrows along the floor. In groups, ask the children to think about the consequence of a certain choice and put this into a moving image or role-play. In character, have a child begin at the point of the decision and follow a chosen path. At the end, the children role-play this effect in their groups.

Learn about cause and effect (for example, what has prompted a character's behaviour in a story)

Participate in discussion about books, taking turns and listening to what others say

Discuss the sequence of events in books and how items of information are related

Link what they read or hear to their own experiences

Understand books, including by asking and answering questions and predicting what might happen on the basis of what has happened so far



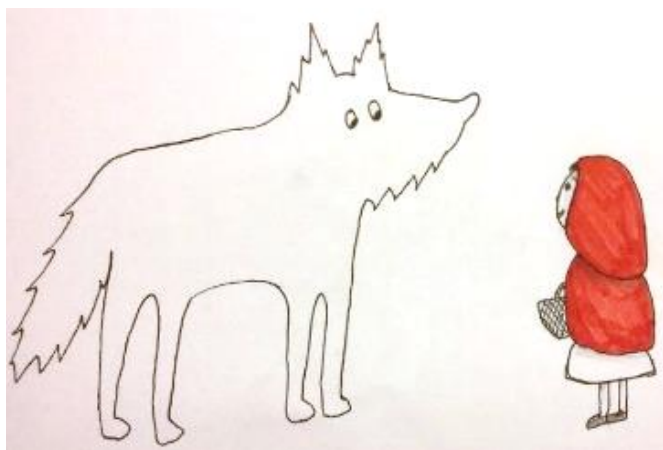
EXPLORING CHARACTERS THROUGH VISUAL ARTS

Mask-Making

- 1) The children choose a character from the story and create a mask using papier-mâché or similar arts activities.
- 2) Half of the class wear their masks and the other half watch (swap over later). Ask the children to show different emotions- discuss with the audience if they can tell the emotion they are making (you could also ask individual children to show an emotion that they think of and the others to guess). Discuss: Which emotion were they showing? How did you know? Why was it difficult to guess?
- 3) Talk about the difficulty with showing emotion without your face. Discuss how, in ballet, we can't use our facial expression or speech to show how characters feel. How can we show a character's personality through movement? Explore stationary positions and moving around in different ways to show feelings (remember to link back to the ballet and how dancers cannot speak).

Puppet-Making

- 1) The children create a puppet of one of the characters and use these to explore the story:
 - a) Replace role-play with using puppets (this can be useful for children who are less confident being in character).
 - b) Explore ways to move puppets to show characters' feelings and movements- again they cannot change facial expressions.
- 2) In pairs or groups, children create puppet theatres to design a set/props and puppets for Little Red Riding Hood. They can then use their puppets to demonstrate their understanding of the story.



Be engaged, inspired and challenged; experiment, invent and create their own works of art, craft and design

Produce creative work, exploring their ideas; use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Develop agility, balance and coordination, individually and with others

Perform dances using simple movement patterns

Use role-play and other drama techniques to identify with and explore characters.

EXPLORING ALTERNATE ENDINGS

Little Red Riding Hood has been told in various ways with differing endings.

Read the *Little Red Riding Hood- three versions*. This may have been done while exploring the story already, or you may wish to split the class into groups who tell their version to the rest of the class.

How are they different? How are they similar? How do they change the meaning or enjoyment of the story?

- 1) Discussion: Which ending do you like best? How would you describe this ending? Imagine you cannot speak- can you show this in your body language and facial expression (e.g. if the ending makes you feel happy, they might put on a big grin and jump up and down gleefully).
- 2) Can you think of your own alternate ending to the story? Think back to the predictions they made earlier and the elements a fairy tale needs (i.e. a happy ending). See *Elements of Fairy Tales*. What about if they didn't use the conventions of a fairy tale?
- 3) In groups, use drama and movement to create their own ending to Little Red Riding Hood and perform this for the class.
- 4) Reflect on their performance and give each other feedback. Questions you might ask the audience are:
 - How did you feel at the end of the story?
 - Who was the hero? How did the performers show this?
 - Which movements/gestures/facial expressions were the most effective, and why?
 - Did this version fit the features of a traditional fairy tale?

Questions you might ask the performers are:

- Why did you decide on these moves/gestures/expressions for you character?
- How do you think you convinced your audience?
- How would you improve your performance next time? (think about facial expression, vocal expression and projection, etc)

Become competent in the arts of speaking and listening, demonstrating to others.

Rehearse, refine, share and respond thoughtfully to drama and theatre performances. Give well-structured narratives. Gain, maintain and monitor the interest of the audience.

Use role-play and other drama techniques to identify with and explore characters. Extend understanding and try out the language

Listen to and discuss a wide range of stories. Link what they read or hear to their own experiences.

Participate in discussion about books, taking turns and listening to what others say. Listen and respond appropriately to adults and peers. Ask relevant questions to extend their knowledge and understanding.

Discuss the sequence of events in books and how items of information are related.



CHANGING THE POINT OF VIEW

We usually read stories from the point of view of one of the characters, even if they are written in third person.

In fairy tales, this usually gives us a clear hero and villain. But what if we changed the point of view?

- 1) Think about the story of Little Red Riding Hood from the point of view of the Wolf.
 - What did he do in the story?
 - What reasons might he have had for doing what he did?

this activity works very well for the Three Little Pigs as well. Why not think about different stories which have the Wolf as the villain?
- 2) How does Northern Ballet's version help us see the story from the point of view of the Wolf?
- 3) Are happy endings happy for everyone? Explore this through the traditional version, Northern Ballet version and the children's own endings.

Listen to and discuss a wide range of stories. Link what they read or hear to their own experiences.

Participate in discussion about books, taking turns and listening to what others say. Listen and respond appropriately to adults and peers. Ask relevant questions to extend their knowledge and understanding.

Discuss the sequence of events in books and how items of information are related.

