

IN THE MOUTH OF THE WOLF

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**DRAMA**

**KS3 PUPIL RESOURCES**

DRAMA – SOUND

Activity 1: Soundscapes

* Class in a circle, using only voice, create these sounds:
	+ Clapping
	+ Fanfare of Trumpets
	+ Ripple of Water
	+ Birdsong
	+ Pop of a bottle opening
	+ Summer buzz

Read page 12 with 2 pupils nominated as FRANCIS & PIETER

* Divide class into 4 groups:
	+ Trumpets & Pop
	+ Ripple
	+ Birdsong
	+ Buzz

All involved in applause:

* Group discussion about sounds – volume, pause etc.

Activity 2: Recorded Sounds

Discussion use of recorded sound to set location, increase impact

* Locate recorded sounds of:
	+ Rumble of WWII single engine Lysander plane
	+ engine stutters
	+ whine & whistle of engine; explosion
	+ something hitting ground
	+ farm animals
	+ knocking

Read scene 24 – roles Pilot, Francis, Dumas

* Consider volume & duration

Activity 3: underscore

* Listen to Bach Aria ‘Erbame Dich, Mien Gott’
* Discuss feelings evoked

DRAMA – COSTUME

**RESOURCES: box of character hats**

**Intro: musical hats**

Stand the students in a circle and place a box full of hats in the centre - enough for each student minus one. Put on the music and let them dance around. As soon as you stop the music, each has to rush and put on a hat from the box. The student without a hat is out of the game

Activity 1: What is a costume?

Discussion of purpose to communicate character to audience – difference between clothes (items you wear every day) / costume (clothes performers wear on stage – may be easier to get on & off, more symbolic) /fancy dress (exaggerated clothes for parties etc using stereotypes)

Activity 2: Signal Costumes

* Individuals create a still image of character based on hat eg flat cap – farmer, toque – chef, crown – king etc
* Discuss signal costumes – an item added to create an impression of a character
* If possible, add signal costumes, or if not available, talk about what you might add eg apron – chef, robe – king etc

Activity 3: Accessories

Discuss accessories to add detail eg handbag/gloves/beads

Activity 4: Design, Materials

* Discuss connotations of colour:
	+ How colour represents mood/characteristics
	+ Discuss how era impacts design in terms of colour, material etc
* Show 5 photos of costumes from the production & ask students to discuss design, material etc & h/s implications
* What hairstyle/wig would suit each?

**For all students:**

* Students walk round room, teacher calls stop, then they get into pairs – same hair colour/same hair length/same fringe/same number of bobbles etc
* Homework – make up & costume design
* Design a costume for one of the Frenchmen p45
* Label the details to show era, material, health & safety features, hair, make up



DRAMA – STAGE FURNITURE & PROPS

**RESOURCES: school chairs**

**Intro: magic chairs**

Everyone puts a chair in a space and moves away to the side of the room. The teacher explains what sort of chair it is and the pupils move to it and sit in it appropriately, staying silent and concentrating on their mime. The chairs might be: In a restaurant, throne, dentist chairs, in a plane etc.

**Activity 1**

Groups of 4-6 pupils complete these exercises:

* Make your 4-6 chairs into:
	+ A train,
	+ a forest,
	+ an office,
	+ a garden

**Activity 2: simple props**

* Distribute props eg spoon/flag/book/pack of cards/balloon etc
* Individuals create a still image of character based on item
* Discussion of use of props on stage

**Activity 3: Scene 27**

* Read the extract. Design a projection, draw & label the stage furniture needed
* List the props needed

**For all students:**

Students stand in a circle round a pencil on the floor. Take it in turns to step forward & become a character using it

**DRAMA – CHARACTER**

All walk around the room casually in neutral. When teacher calls stop, the pupils create a still image until told to walk again: child, soldier, headteacher, farm worker, old person, tv presenter, actor. Keep going through a few times

**Activity 1**

* Discuss multi-role – when an actor plays more than 1 role. In the production of the play, two actors play over 10 characters each.
* Pupils select any 4 from those above.
* Create a still image for each. A still image must be like a statue. The facial expression is really important. Also consider the placement of feet so that balance is maintained. Gesture is also important, and stance.
* Give pupils time to establish each still image. Then count 1, 2, 3, 4 holding for 5 seconds on each. Pupils transition between still images. Repeat twice.

**Activity 2**

* Pupils now add 4 steps as their character. Think about pace, posture, size of steps. Pupils practise for each of their 4 characters. Then count 1, 2, 3, 4, leaving 7 seconds between each number so that pupils can take 4 steps & freeze into the next still image. Repeat twice.

**Activity 3**

Each character now has a word/phrase to say: (maybe project them?)

Child – are you awake?

Soldier – I want to see your papers

Head teacher – Enter!

Farmworker – will you kill the goose?

Old person – let’s go home

Tv presenter – good to know you

Actor – and let’s away

Pupils now add those words when they take their 4 steps. Think about accent, volume, pause, pitch, pace. Pupils practise for each of their 4 characters. Then count 1, 2, 3, 4, leaving 7 seconds between each number so that pupils can take 4 steps, speaking & freeze into the next still image. Repeat twice.

**Activity 4**

Divide class in 2 groups. Watch each other – share positive feedback

**For all students:**

Try to remember who said those lines in the production

**DRAMA – DIRECTING**

**Scene 4 p13/14**

Characters:

* Emile
* Francis
* Pieter

Intro

Read aloud the scene – 3 volunteers & 1 reading stage directions. Divide into groups in which 3 want to act and 1 or 2 want to direct

**Activity 1**

Create a performance space & use chairs to represent the audience. An entrance is needed for P, and an exit for the ending. Decide whether blocks or chairs are needed to represent tree stumps/logs in the clearing

Activity 2

Walk through the extract, with directors helping the actors to work out their movements. It is important to know exactly who is where and when – this is called proxemics. The person speaking should be seen clearly by the audience.

Activity 3

Add actions and gestures to the extract. It is important that everyone is in the right place at the right time to stay safe. Walk through slowly to get it right – try different ideas until you’re all happy with it

Activity 4

Focus on voice for each speech – pause, pace, volume, tone. Try different ways until you’re all happy with it. Remember that the actors must respond to each other with facial expressions, too

Activity 5

Run the scene. Show to other groups.

NB – the script could be divided into 3 sections so that the extracts are shorter & more manageable

Or the script could be projected so nobody holds paper

Or there could be a reader and an actor for each role

**DRAMA – DIRECTING**

Intro – as a group, recall & speak aloud a common phrase. Now say it one by one exploring the impact of changing different elements:

* Pace – moderate, fast, slow
* Tone – happy, angry, upset, embarrassed
* Volume – moderate, loud, quiet

**Activity 1**

Discussion of monologue – 1 person speaking on stage

**Activity 2**

Read aloud the words written by Francis & read by the bureaucrat p46. Discussion of meaning, and impact of it being read by another character

**Activity 3**

Individually or in pairs, consider vocal delivery for impact – pause, pitch, pace, tone, volume. Experiment with the way this alters meaning.

**Activity 4**

Individually or in pairs, consider movement, gestures & facial expression for impact. Experiment with the way this alters meaning.

**Activity 5**

Present the monologue