

Education
pack

RED LADDER AND DUMBWISE PRESENT

A NEW FAMILY MUSICAL BASED ON MONTY PYTHON STAR
TERRY JONES' MUCH LOVED CHILDREN'S BOOK



Terry Jones'

NICOBOLINUS

11 Dec 2014 - 04 Jan 2015

LOST THEATRE
WANDSWORTH LONDON

Box Office 020 7720 6897 ✨ www.losttheatre.co.uk



Dumbwise



Supported using public funding by
ARTS COUNCIL
ENGLAND

DEAR SCHOOL

Red Ladder and Dumbwise Theatre warmly invite you and your pupils to book tickets at Lost Theatre to see Nicobobinus, a musical adaptation of Terry Jones' book that is perfect for Key Stage 2 students.

Nicobobinus is a play that lends itself beautifully to a range of teaching activities and, in addition, we are excited to offer you the opportunity to meet the cast at pre or post show workshops for a unique, hands on journey into music and story.

We have also developed a range of cross-curricular creative teaching ideas and resources that link to the aims and objectives of the 2014 National Curriculum. The teaching ideas could form the basis of a whole week's project, or you could dip in and out of them over a term to ensure that your theatre visit can still be enjoyed when you are back in the classroom as a downloadable resource. The teaching pack weaves together adventures, arithmetic and alchemy, dives into dragons, debates, design and much, much more...

FREE 30 minute taster workshops delivered in your school from summer term 2014 onwards, see back page to book.



PERFORMANCE DATES

DECEMBER 2014

Thursday 11th	1:30pm Only
Friday 12th	1:30pm Only
Monday 15th	10am and 1.30pm
Tuesday 16th	10am and 1.30pm
Wednesday 17th	10am and 1.30pm
Thursday 18th	1:30pm Only

HOW LONG IS THE PERFORMANCE?

Each performance is under 2 hours including interval.

HOW MUCH WILL IT COST?

£6 per ticket (every ten tickets sold, one member of staff goes free)

WHERE?

Lost Theatre, Wandsworth Road SW8 2JU



THE STORY

'His name was Nicobobinus. He lived a long time ago, in a city called Venice, and he could do anything...'

When Nicobobinus is magically turned to gold, he, and his wild best friend Rosie, embark on a musical adventure to discover the Land of Dragons. On the way their friendship, humanity and overall brilliantness are put to the test as they are propelled into a nonstop series of capers and calamities. Kidnapping pirates, murderous monks and operatic dragons, all lie in store for Nicobobinus and Rosie as they wind their way through this hilarious and thrilling journey.

Told from the mouths and instruments of an unruly band of gypsies who narrate and score our hero's quest, the adaptation is hilarious, clever and bursting with cheeky irony. Fairy story, adventure, magic, mystery, morality and humour are combined with effortless skill to produce a unique, modern fairy tale.

The new adaptation is brought to life by a cast of highly skilled actor musicians who deliver the sharpest Monty Python wit with anarchy, excitement, singing and instrumental acrobatics to create a dazzling musical adventure. Nicobobinus played in front of hundreds of London school children with riotous success and then to sold out family audiences at Greenwich Theatre over Easter 2013.

"I didn't really know what to expect but I was just blown away by the quality, particularly the way they all used their instruments."
(Teacher, St Peters Primary School.)

"I really liked the dragon made out of all the instruments - it was scary!" (Annie, aged 6)

TEACHING NICOBOBINUS

Within this pack, we have highlighted a variety of areas within Nicobobinus which can be used as good starting points or full weeks of lesson plans across the curriculum.

We are also able to offer FREE 30 minute taster musical workshops, as highlighted on the last page of this pack.

FREE one hour pre performance workshops are available for every school that books 30 or more tickets. For schools which book 60 or more tickets for the show, we are able to offer a free one hour pre performance workshop and a free reflective post performance workshop.

These workshops are arranged at a mutually convenient time and delivered at your school.



WHO ARE WE?

DumbWise are an award winning actor-musician company whose work fuses original songs with dynamic storytelling rich in musicality. In 2012, their musical adaptation of Faust premiered at Brighton Fringe, scooping the coveted Argus Angel and a string of 5* reviews before transferring to Oxford House and then Greenwich Theatre for highly acclaimed runs.

"Simply put - Masterful" (One Stop Arts)

"DumbWise have a rare power" (The Argus)

Red Ladder is a Leeds based theatre company steeped in 45 years of theatrical history. The story of Nicobobinus and those out to profit from him really strikes a chord with us. His struggles to wrest himself from the people he meets on his epic adventure is a beautifully written parable against greed and exploitation which forms the bedrock of Red Ladder's ethos.

Terry Jones – although, perhaps, best known as one of Monty Python team, Terry Jones is also an award-winning children's writer who has created, a unique voice that carries all the wit, imagination and anarchy of the Pythons. 'Nicobobinus' is a modern classic that has delighted a generation and gained plaudits from young readers and critics alike.

"If something's worth doing, whether it's humour or telling stories, it helps if it's saying something about the world. I love the idea that a story can be really simple, and yet embody some fundamental truth ... and children know what's going on." (Terry Jones)

"Terry Jones is undoubtedly one of the most consistently entertaining writers for children." (Children's Book of the Year)

**RED
LADDER**
THEATRE COMPANY

redladder.co.uk

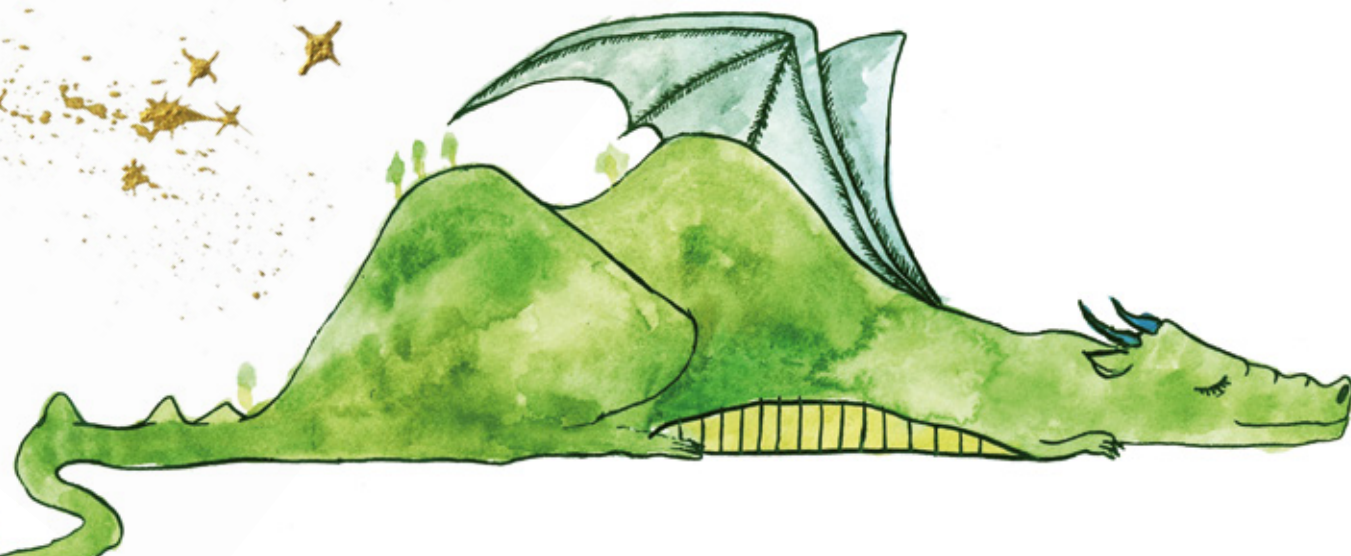
 **Leeds**
CITY COUNCIL

Dumbwise

dumbwise.co.uk

 **ARTS COUNCIL
ENGLAND**
Supported using public funding by

For further information or to discuss dates and terms please contact Chris Lloyd at Red Ladder Theatre Company on 0113 245 5311 or chris@redladder.co.uk



Terry Jones'

NICOBOLINUS

Teaching Ideas



These teaching ideas are presented thematically, as cross-curricular projects using some of the key themes and ideas that emerge from *Nicobobinus*. They have been written to engage creatively with the requirements of the new National Curriculum. Teachers could choose to:

- Follow a whole project
- Use the projects to develop a scheme of work
- Select individual lesson ideas.
- Or, simply use them as a starting point for discussion with pupils.

The aim is not to offer a prescriptive series of lesson plans, but to present a range of pedagogically informed ideas that can be adapted for differing abilities and ages to extend learning in the classroom before and after seeing the play.

Key National Curriculum tie-ins are given at the end.

.....

VENICE PROJECT [History, Geography, English]

'Nicobobinus and Rosie, 'lived a long time ago in a city called Venice.'

Nicobobinus and Rosie live in Venice, a city quite unlike any other, this project aims to extend pupils understanding of Venice as a way to explore a different city in Europe.

AIM

1. To develop a fact file about Venice and what makes it unique.
2. Use books and the Internet to research and discover new information.
3. To imagine and discuss what it may be like to live in a different place.

- Where is Venice?
- What is special about Venice?
- When was Venice built?
- Develop and extend vocabulary using key words associated with Venice: gondola, canal, and lagoon, Grand Canal, Rialto Bridge etc.
- Why is Venice sinking?
- How would it feel to live somewhere where there are no roads and only canals? Write a poem or a story about this.



THE JOURNEY

[Geography, Science, Maths, English]

'Rosie and Nicobobinus sailed on through the seas for day after day.'

The journey that Nicobobinus and Rosie go on is quite extraordinary, this project aims to plot out how they get from a doorstep in Venice, through their wild and wonderful adventures and back home again to the doorstep in Venice...

MAPS

- As a class, discuss the key points that Nicobobinus and Rosie make on their journey.
- Class may or may not remember all of these points, but this is where their journey takes them! They journey: from Nicobobinus' doorstep, through Venice, over the wall, through the trapdoor, down the tunnel, into the Golden man's house, into the garden, onto the ship, across the sea, Nicobobinus goes to the monastery, into the cart, [meanwhile Rosie is on the Black Ship] Nicobobinus is left hanging in a cage, he falls onto the Black Ship, together they head West over the Land of Mountains, fly over the wall, into the City of Silence/Cries, into Patroclus' palace, down to the 'furnace', into the Land of Dragons, back onto the Black Ship, into the Mediterranean, up into the Adriatic Sea and back to Venice and Nicobobinus' doorstep...
- Discuss the way that the map appears in the play when they sail through the Ocean of Mountains... Why is the map useful to Rosie and Nicobobinus?
- Divide class into small groups, each group will make a map to depict a part of the journey that Nicobobinus and Rosie take, with the aim that each section of the map can be joined together to make class display to depict their adventure.
- Compare this map to a real map of Europe. Identify which are real places and which ones are made up.
- Once the map is finished discuss how many days the class thinks that the journey took?
- In pairs, use the number of days to create simple graphs/pie charts to depict their journey.
- Why did some parts of the journey take longer than others?
- Write a poem or story about their favourite part of the journey.

COMPASS

- No matter how hard they try, Rosie and Nicobobinus just can't make the tiller of the boat turn East...
- Use this as a starting point to discuss North, South, East, and West.
- This offers a chance to explore the points of the compass. And to make a simple compass, this could be demonstrated by the teacher or done in small groups.



RESOURCES

small pieces of cork, needles, magnets, clear plastic cups.

1. Push the needle into the cork.
2. Rub one end of the needle in one direction only along the magnet – do this about 30/40 times.
3. Fill the cup with water and drop the cork in.
4. The needle will always point North.
5. This can be demonstrated by turning the cup and watching the needle shift back to North – explain that they have now made a compass.
 - This can be used as a starting point to discuss:
 - How does a compass work – why do they point North?
 - How and why do people use a compass? How did the compass help Nicobobinus and Rosie?
 - Pupils can make a simple paper compass to gain clear comprehension of North, South, East and West.
 - Once these terms are familiar and/or according to age/ability, all eight points can be added.
 - Use work sheets to make a paper compass and play 'Nicobobinus and Rosie's Compass Game'. *

* Worksheets provided with follow up sessions



THE GOLDEN MAN PROJECT [History, English, Art and Design, Science]

*'My shoes are Gold, my hat is Gold, my hair is Gold, my buttons are Gold
My floors are Gold, my walls are Gold
And it has been foretold that I will never grow old
Gold, Gold, What a glorious colour is Gold...'*

Once the Golden Man touches Nicobobinus he turns his hand and foot into gold, and then their adventure really begins... Nicobobinus just wants to find a cure, but too many people are greedy and want to steal as much of him as they can. This project explores ideas about transforming things from one thing to another and why gold is seen as a precious thing.

ALCHEMY

- Before Chemistry was a science, there was alchemy; people tried to turn 'ordinary' things into gold. Introduce pupils to the idea of transforming one thing into another and transmutation, turning one element into another.
- Elicit reasons why people might have tried to do this.
- Why is gold so special?
- Set up a simple experiment to record how something can change its appearance, a little bit like Nicobobinus does when he is turned to gold...

RESOURCES

empty water bottles, an assortment of food colourings, and some flowers – white chrysanthemums if possible.

- Place food colouring into bottle with some water. Older/more able pupils could set up several bottles with different dilutions of water to food colour (and quantify parts of dilution using fractions).
- Discuss with class what they think may happen in this experiment.
- Place flower in the bottle, observe what happens, time the experiment and, make notes.
- Depending on the dilution, the petals of the flowers will start to change colour.
- Students to describe the process, their method and make a labelled diagram of what happened. Is this what they thought would happen?
- If they have used more than one bottle they can compare results. How long did it take? Are the petals different shades? What explanation for this might there be? This information can be converted into graphs.
- Lead to class conversation about the process – this can work towards a discussion about the way in which water is transported within plants.
- Could extend into further lessons looking at the properties of different metals.



KING MIDAS

- Read the story of King Midas to engage with Greek myths and legends.
- Elicit links between King Midas and The Golden Man.
- What can we learn from these stories?
- What might they tell us about greed?
- How would you feel if you turned to gold or, like Nicobobinus part of you was gold? Use this idea to guide a story or poem using the senses. Offer pupils a series of writing frames. How might things feel different? What would you enjoy? What would you miss? Etc.
- Or, this could be used to write a funny poem/story about turning one thing into another.

The Golden Man Project also links directly to the Dumbwise workshops where pupils will help to build The Golden Man.

.....

THE LAND OF DRAGONS PROJECT [English, Art, History, PSHE]

'And through a great doorway came the most magnificent dragon, with red wings and golden claws accompanied by a retinue of smaller dragons, each carrying a giant daisy.'

Even before Nicobobinus is turned to Gold and goes in search of Dragons Blood, he and Rosie set off to find the Land of Dragons: dragons are exciting! Dragons exist in the mythology of most countries and cultures; the aim of this project is to explore stories about dragons.

- Pupils draw one of the dragons from the Land of Dragons – will they choose a friendly one or, one that doesn't like people?
- Think carefully about colours – what do the colours represent?
- Make sure each dragon has a name and that the picture includes: head, eyes, ears, mouth, neck, trunk, legs, wings, tail.
- Discuss as a class how language can be used descriptively to create a sense of character.
- Use a thesaurus (or discussion, dependent on ability) to extend and introduce new descriptive words.
- Then, write a poem or story to include descriptions of: different parts of the dragon's body, how the dragon moves, the character of the dragon, is it friendly or fierce?
- Include, alliteration, onomatopoeia and similes/metaphors.



DRAGONS IN MYTH AND LEGEND

- Choose and two (or more) dragon myths or legends, one from England (George and the Dragon) and another from another culture or country (China? India? Norway?).
- Read the stories to the whole class.
- Use this as a way to explore the ways in which similar stories appear in different cultures.
- What are the similarities and differences?
- Use this as a starting point to discuss the role of myths and legends around the world.
- Pupils use this information to work collaboratively (in pairs or small groups) and create a storyboard in which the dragons from different lands meet.
- Use the stories as a starting point for historical research. Who was St George? Was he a real person? Does this mean dragons are real?
- Make a class 'myth map' to show which countries of the world your dragon stories come from.

THE DRAGON'S COURT *The Dragon's Court is now in session!*

- Get pupils to make notes about what happens in the Dragon's Court and/or use Chapter 27 (from the book) to make notes.
- Introduce the idea of debate and get pupils to offer a summary of the argument between humans and dragons.
- Why did they no longer live in peace? What horrible things do they talk about doing?
- Divide one half of the class to offer a summary of the dragon's side of the argument.
- The other half to speak for the humans.
- In groups or independently develop one of the points to write a short speech.
- Use these speeches as the basis of a whole class debate and bring the Dragon's Court to life!
- What makes a good argument?



GROWING ON MY OWN DOORSTEP [Languages, Science]

'Dracaena Draco?' said Rosie, pulling a face. 'What's that?'

'That's its Latin name, but everyone usually calls it a Dragon Tree. And if you cut it, you get...'

'DRAGON'S BLOOD!' shouted Rosie.

'I've just sailed half-way round the world to find a Dragons blood cure and there it was all the time growing on my own doorstep!' laughed Nicobobinus.

At the end of their journey that took them half-way round the world, Rosie and Nicobobinus realise that the thing they were looking for all along was growing right on the doorstep, *Dracaena Draco*... The Latin name for one of the same weeds Rosie suggested they clear right at the start before their adventures began. All plants have Latin names, even weeds! This project is designed to introduce the Latin names, and system of naming plants, starting with the weeds that grow right on your door step...

- Start with a class discussion of first names and surnames. Why do we have different names? What makes us unique? Who chose our names? It's how we identify ourselves.
- Outline the idea of horticultural nomenclature; the same plants have different names in different parts of the country, and world. Plants also have a first name and a last name to identify them, just like we do.
- Teacher to establish which common plants/weeds/trees can be found 'on your own door step' in the playground and adapt the 'spotter sheet'* with pictures so that pupils are able to go out and identify plants.
- This will get them to look at shape of leaves, does it have flowers etc. Where do different plants grow?
- Class to discuss their findings; how have they described the plant? What are similarities/differences? etc.
- Then, introduce the whole class to the Latin names for each of these and explain that these names will be the same all around the world, even if the more common or familiar names are different.
- Pupils use their spotter sheet to create an information poster, or a booklet, or a presentation, about one, or more, of the plants for display using the Latin name.

* Worksheets provided with follow up sessions

IDEAS FOR PLANTS

Common name: White clover

Latin name: *Trifolium repens* (*Trifolium*; Tri = three, *folium* = leaved)

Common name: Daisy

Latin name: *Bellis perennis* (*Bellis* = pretty, *Perennis* = everlasting)

Common name: Dandelion

Latin name: *Taraxacum officinale*

Common name: Oak Tree

Latin name: *Quercus Robus* (*Robus*= strong)



IDEAS FOR PLANTS

- This lesson idea could be extended to learn the Latin names for animals as well.
 - The aim is to introduce familiarity in using Latin to name things and understand how an ancient language can still be relevant today.
 - Also, to introduce students to the origins of contemporary words and etymology.
-

THE BLACK SHIP [Design and Technology]

'Thank you, Black Ship,' said Rosie, as she laid her head on the pillow. And the candles blew themselves out, and Rosie felt the great ship move. And she heard cables running across the deck, and chains piling up over the sides, but it all felt so much like a dream that she didn't wake up, and the anchor dropped softly to the deck and she swayed as the breeze caught the sails and the Black Ship turned in the darkness...'

The magic Black Ship plays a really important part in the story. The aim of this project is for students to understand how boats work and to design and build their own version of the Black Ship.

- Using the book and the play elicit how many words pupils know that are part of a boat; sail, tiller, rudder etc.
- Then, using a picture of a boat, begin to identify, label and name these parts.
- Lead to a discussion of what each part does, how they work to help boats move e.g. sails are attached to a mast, they catch wind to help move the boat through the sea, ropes are used to let the sails in and out etc.
- Then, working in small groups, pupils begin to begin to plan and design a boat.
- What materials would they need? What would float? Which parts would move? [Dependent on resources available in classroom, but can easily be made with recycled 'junk' – water bottles, pencils, fabric off cuts etc.]
- Pupils use plans to build prototypes. Some may sink, some may float, and some may roll over... Use any of these issues to develop and refine the design, introduce ideas like ballast or size of mast for older/more able students.
- If time allows, students to pool knowledge to collaborate and build a bigger class version of the Black Ship that combines the best of all their designs and ideas.



NATIONAL CURRICULUM LINKS

ENGLISH

Nicobobinus is rich with ideas and themes that help to develop skills in reading, writing and spoken language. The 2014 curriculum states that 'the elements of spelling, grammar, punctuation and 'language about language' listed' must be incorporated, it is intended that the ideas presented here would give ample opportunity to embed the specific statutory requirements within lessons and that there are many more ways to use both the play and the book as a starting point to develop English skills.

Ideas presented here can also help pupils to:

- Develop their love of literature through widespread reading for enjoyment
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate.
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Retrieve, record and present information from non-fiction
- Develop writing skills in both transcription and composition

MATHS

one of the key aims of this resource pack is to introduce a fully cross-curricular ideas in order to deliver a creative approach to the new curriculum. Whilst the play presents a wild and wonderful adventure, there are also a number of ways that these ideas can be transferred into mathematical contexts.

Ideas presented here can also help pupils to:

- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- Compare durations of events, for example to calculate the time taken by particular events or tasks.
- Recognise that angles are a property of shape or a description of a turn



- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Interpret and present data using bar charts, pictograms and tables
- Identify: angles at a point and, one whole turn (total 360°), angles at a point on a straight line and, $\frac{1}{2}$ a turn (total 180°) other multiples of 90° .
- Interpret and construct pie charts and line graphs and use these to solve problems

SCIENCE

Again, a number of useful scientific concepts and processes emerge from the story to develop scientific knowledge and ways of working.

Ideas presented here can also help pupils to:

- Explore the requirements of plants for life and growth (air, light, water; nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- give reasons for classifying plants and animals based on specific characteristics.

ART AND DESIGN

- There are numerous ideas here that can help pupils develop their techniques, including their control and their use of materials, with creativity and experimentation.

DESIGN AND TECHNOLOGY

- The Black Ship project gives pupils the opportunity to design, make, evaluate and apply technical knowledge in accordance with KS2 curriculum.



GEOGRAPHY

Nicobobinus and Rosie live in Venice, so, the play offers an excellent way to increase their 'knowledge and understanding beyond the local area' and investigate aspects of both physical and human geography.

Ideas presented here can also help pupils to:

- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- Locate the world's countries, using maps to focus on Europe
- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country
- Use maps, atlases, globes
- Use the eight points of a compass

HISTORY

whilst Nicobobinus does not specifically focus on 'the Roman Empire and its impact on Britain' it is set in Venice and could provide a useful platform from which to discuss Italy and the Romans. Since the story is set 'a long time ago' it lends itself to an adaptable approach to history. When do students think it was set? What clues are there? How have they made this inference?

Ideas presented here can also help pupils to:

- Inspire curiosity to know more about the past
- Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Construct informed responses that involve thoughtful selection and organization of relevant historical information

LANGUAGES

whilst many schools may not choose to focus on ancient languages, the 'On Our Doorstep' project provides an opportunity to 'foster pupils' curiosity and deepen their understanding of the world' by introducing and understanding how Latin words are still widely used for nomenclature.

Ideas presented here can also help pupils to:

- Provide a linguistic foundation for reading comprehension and an appreciation of classical civilization
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary



P.S.H.E- CO-OPERATION AND COMMUNICATION

Whilst teaching PSHE is no longer a statutory requirement in the 2014 Curriculum, advice is that, 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. Another key theme throughout Nicobobinus is exploring ideas of teamwork and co-operation, the ways in which Rosie and Nicobobinus manage to negotiate their way in and out of difficult situations, and how they manage to deal with conflict. Both the play and the book offer an excellent resource for students to discuss and engage with these important ideas.

For further information or to discuss dates and terms please contact Chris Lloyd at Red Ladder Theatre Company on 0113 245 5311 or chris@redladder.co.uk



Terry Jones'

NICOBIBINUS

Musical Workshops with Dumbwise.



Dumbwise are delighted to offer workshops to all schools booking tickets to the show to enhance understanding of the way in which live music works as a form of story telling. The workshops offer staff and students a chance to meet members of DumbWise Company and the Nicobobinus cast and, to engage in a range of games and exercises to enhance their enjoyment of the show. These can be arranged either as a pre-show introduction or a post-show reflective plenary session dependent on numbers and venue.

WORKSHOPS ACTIVITIES

Through a range of games and physical musical exercises we will explore:

- How live music and sound can tell a story.
- How does sound portray character?
- What instrument is Nicobobinus?
- What do pirates sound like in music?
- What instruments make you think of 'goodies' and which ones might be 'baddies'?

There will be a group singing section of the workshop that will include:

- A fun Voice Warm Up taken directly from the Nicobobinus rehearsal process
- Learning a song from the show

Students will have the chance to work with extracts taken directly from the play.

- This will enhance their understanding of how actors prepare and rehearse for a performance.
- They will be working in teams to create a larger than life Golden Man, which they can share at the end of the workshop with their fellow students

There will be an opportunity to discuss any opinions or questions students may have at the end of the workshop.

NATIONAL CURRICULUM

National Curriculum 2014, Curriculum links.

MUSIC

The workshops will help pupils to:

- Develop an understanding of musical composition and expression
- Engage with a range of live musical instruments, inspiring students to play.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Appreciate and understand a wide range of high-quality live and recorded music.
- Listen with attention to detail and recall sounds with increasing aural memory.

ENGLISH

- Use role-play and other drama techniques to help identify with and explore characters.
- Develop skill in comprehension and discussion.

(Although Drama is not included in the 2014 Curriculum, the workshops ensure that pupils are able to engage in a range of practical drama based activities that develop and enhance skills in spoken language, self expression, drama and role-play.)

To book contact Chris Lloyd at Red Ladder Theatre Company on 0113 245 5311 or chris@redladder.co.uk





Supported using public funding by
**ARTS COUNCIL
ENGLAND**



Dumbwise

redladder.co.uk

dumbwise.co.uk