

Half Moon



RESOURCE PACK

(inc. Lesson Plans)

CONTENTS

<i>Plum And Pickle</i> – THE PERFORMANCE	page 3
<i>Plum And Pickle</i> – THE WORKSHOPS	page 3
Maths Objectives	page 4
Workshop Plans	page 4
Follow Up Activities	page 6
A Space for Your Notes	page 10
About Half Moon	page 11

Plum And Pickle – THE PERFORMANCE

Plum And Pickle is a performance created specifically for 2-5 year olds, inspired by the imagination and play of children. In 2009 Half Moon's Associate Director, Angela Michaels and four artists, visited, observed and joined in with nursery playtime with the aim of creating a piece of theatre which would really reflect the children's world back at them. One of the artists was a designer, who was fascinated by the shapes these children drew and together the group began to develop ideas surrounding exploring a child's routine, their independence and capabilities to cope with the new and unknown.

Since the original scratch performance in 2009 *Plum And Pickle* has evolved to explore these themes further. The new production is highly physical colliding the worlds of contemporary dance and hip-hop, all underscored with an enchanting new soundtrack from musician James Grant. The only words spoken are the character's names yet their journey is clear for all to follow.

Let your imagination carry you to the extraordinary world of Plum And Pickle. Here a circle is much more than just a shape, boxes reveal surprises and you won't believe what a triangle can do! Plum And Pickle live happily together, until one day, something goes wrong and there's only one thing that can save them... Plum And Pickle must learn how to share.

Half Moon's brand new piece of theatre for the very young explores growing up at a time when friendships are made and the world around is discovered. Fusing dance and an original soundtrack, Plum And Pickle is an innovative show, which will make you, see shapes in a new way.

* **Plum And Pickle** was one of three new performances created under the *Exchange for Change* model - a three year artform development project which aims to create a new body of work to better reflect our diverse society.

Plum And Pickle – THE WORKSHOPS

The four workshops that accompany the performance have been created to explore creative numeracy and help develop emotional literacy for Foundation and very young children in KS1. By being introduced to simple characters and narratives, the children will:

- explore shapes using maths objectives;
- explore a mixture of drama, movement, storytelling, language and music to enable access for all learning styles and abilities; and
- use images and themes from *Plum and Pickle* to enhance the visit to the theatre.

In addition, the programme aims to support the Early Years Foundation Stage goals by covering aspects of:

Social development: encouraging positive social interactions with adults and other children, maintaining positive relationships, developing independence and acceptable behaviour patterns and understanding the needs and rights of others.

Intellectual/cognitive development: exploring the processes of gaining, storing, recalling and using information. The interrelated components include thinking processes, sensory perception, language and communication, reasoning and problem solving, understanding concepts, memory, concentration, imagination and creativity.

Language development: moving beyond simple processes of speaking and listening in language development and addressing other methods of communication: e.g. thinking; listening; reading and writing.

Emotional development: awareness and exploration by the child of their feelings and those of others: e.g. developing positive self-esteem; consideration of and respect of difference in others; developing confidence in themselves and their own abilities, developing resilience.

Physical development: for gross and fine motor skills and co-ordination.

Maths Objectives for Foundation Level:

Listed below are some of the maths objectives that the workshop programme and watching the performance of *Plum And Pickle* aims to support. Through imaginative play, character led narratives and hands-on encounters with 2D and 3D shapes, we aim to create a sense of investigation where the shapes can be fully explored by using:

- Counting forwards and backwards from 1-9
- Counting 5 objects
- Recognising numbers
- Regular and irregular measuring
- Shape recognition
- Directional language
- Patterns
- Sorting
- Ordering
- Sequencing
- Comparison
- Estimation
- Problem solving
- Guessing

WORKSHOP PLANS

Every Session: OPENING RITUALS

To provide familiarity for the children, certain activities will be repeated at the beginning of each session.

- **Shape Dance** – a moment of performance for the children and adults to watch as the shapes are manipulated, unpacking the possibilities that they hold. A chance to explore uncertainties, even anxiety of new things, and encouraging participation.
- **Names through the Shape** – a chance for the child to be vocal and say their name to the rest of the group (or hear it said by others) and the opportunity to touch or engage more fully with the 2D shapes (circle, square, triangle) the child has been watching.
- **Routine** – in preparation to take part, using the shape for that session's focus to explore a simple morning routine.
- **Shape Song** – using the tune of a well-known song, the words are changed to explore the drawing of shapes in the air with different parts of the body.
- **Puppet Play** – using replicas of the 2D 'puppets' used in the performance of *Plum And Pickle*, exploring character traits and personalities. The children will explore strategies for

dealing with difference and uncertainties as they watch one puppet that is confident of themselves and their environment, while the other is more cautious.

Week 1: CIRCLES

The Investigation

Exploration of a giant circle made in the room with a large piece of rope. It has no **corners**, no **sides**. How many **footsteps** might it take to walk around the edge? How many footsteps to walk across the middle? Who can be inside, who can be outside? Encouraging **estimation** and **comparison** of size.

Circle Journey

Moving around the space encountering circles to jump in and circles to crawl through, **spiralling** up and down, and **rolling** through the space. What is it like to have no sides? Stepping on different sized circular stepping-stones on a journey and deciding which may be quick or slow, big or small, happy or sad. Being brave and looking inside the hole. What might be down there? Circles can be cakes, plates, glasses, steering wheels, bicycle wheels or train wheels to bring you home when the circular clock tells you it's bedtime.

Outcome

A session to discover the **fluid moves** of a circular world where things keep on rolling, also allowing for reflection of **courage** amongst our peers and **encouragement** to be part of a group.

Week 2: SQUARES

The Investigation

Exploration of a giant square made in the room with a large piece of rope. Four corners and four sides, a lesson in **counting** and **number recognition** as they discover how many children can lie down inside and along the edges. Who can cross diagonally from corner to corner, side to side?

Square Journey

Marching to the beat of the robot machine to explore **angular movements**. Taking a look into a square, which might be a mirror where you see your **reflection** or maybe a picture frame where you see friends or family frozen in time. Where might they be? How are they feeling and why? The square might be a window: what can you see? Who might be there? The square might be a door that opens up to take you home at the end of the day.

Outcome

A session which explores the physicality of a square and how squares come into our daily life, looking at **pairs**, **opposites**, **diagonals** and **straight lines** – also allowing for **facial recognition** exercises, the **co-operation** of paired work and **imaginative** exploration.

Week 3: VISIT TO THE THEATRE/WATCHING THE PLAY *Plum And Pickle – The Performance*

Week 4: TRIANGLES

This session includes a musician who will accompany the activities with live music

Investigation

Exploration of a giant triangle made in the room with a large piece of rope. How many children can fit along one side and how many in a corner? How long is each side in **metres** as well as **footsteps**? Listen to the musician and you may only go inside the shape when you hear him play a special triangular instrument.

Triangle Journey

Blast off in a pointy rocket and follow the arrow, as you get ready to become mountains and bridges in this triangular adventure. Crawl inside the triangular tent and see if you can be brave (and musical) in front of the mysterious triangular creature. How are you feeling? What about your friends? Then you return home on the wings of a giant bird. What did you see as you flew?

Outcome

A session that develops knowledge of the triangle and its **three points**. Allowing the children to respond physically to the **live music** they hear as well as feeling a sense of **empowerment** when the musician responds to them.

Week 5: THREE DIMENSIONAL SHAPES

Investigation

The session starts with the group investigating how to create a shape machine. Using their bodies to encompass all the shapes encountered to date, a machine is made which turns flat shapes into something three-dimensional! What happens when we put through a circle, a square and a triangle? The children are encouraged to reflect upon the difference between a 2D shape and a 3D shape.

Shape Journey

The story of a **sphere**, a **cube** and a **prism**. The group all work together to help the sun (sphere) keep on shining. The children explore the feel, dimension, and dynamic of 3D shapes and **compare** them by attempting to **balance** them through play. **Imaginations** are unleashed when asked the question 'What's in the box?' The answer could be anything. The box is emptied and coloured shapes rain down for **pattern making**, **sequencing** and finally **ordering** as the shapes are tidied away.

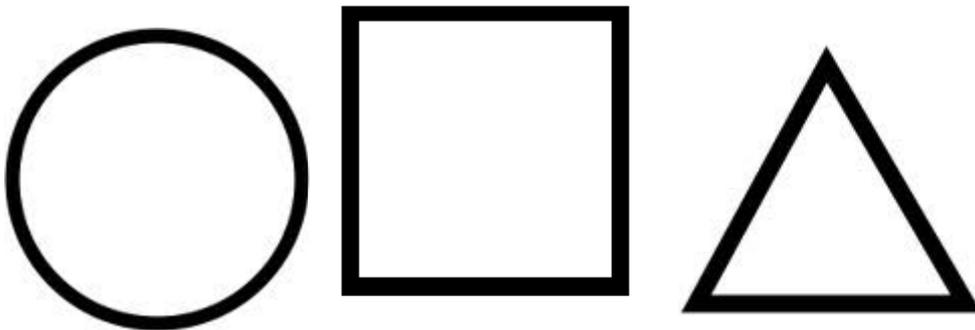
Outcome

The session allows the children to explore how a 2D object can change and to note the **comparison** between the shapes they have been exploring and their **3D equivalents**. It also reinforces the idea of **working together** to achieve something and the freedom to be **individual** in expressing their creativity.

Follow Up Activities:

1. COLLAGE CREATIONS

After weeks 1, 2 & 4 you will be given a large card version of the shape that was the focus of the session. You can repeat some of the activities that have taken place to reinforce the learning.



2. FREE PATTERN PLAY

Providing the children with many shapes of different sizes to make patterns or experience a sense of ordering and sequencing. Explore shape, colour or size. The shapes can be used to draw pictures, illustrate stories or feelings or simply to decorate.

3. CHARACTER SHAPES

By placing different shapes together different characters can be created. In *Plum And Pickle* we developed Ya-ya (a circle and a triangle) and Spud (a circle and square).

Here are some others you may like to use:

CAT (2 circles & 2 triangles)

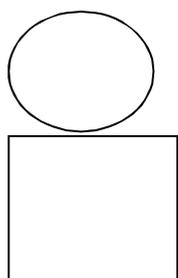
MUM (circle, 2 triangles and square)

HOUSE (square and triangle)

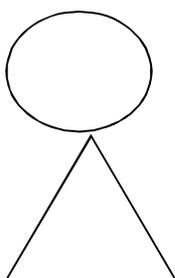
TREE (3 triangles and square)

CLOWN (circle and triangle)

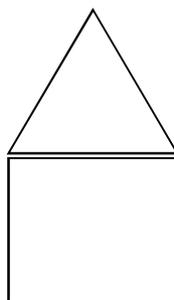
SOLDIER (circle and square)



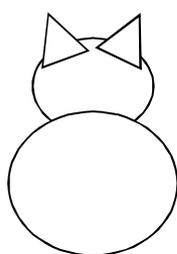
SPUD



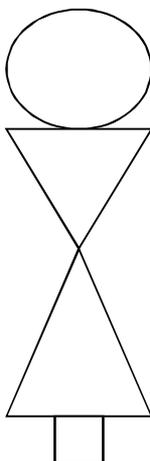
YA-YA



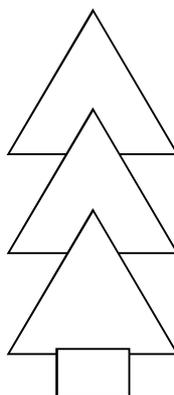
HOUSE



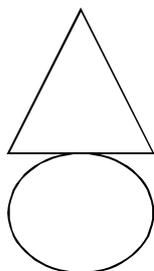
CAT



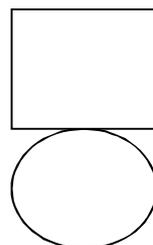
MUM



TREE

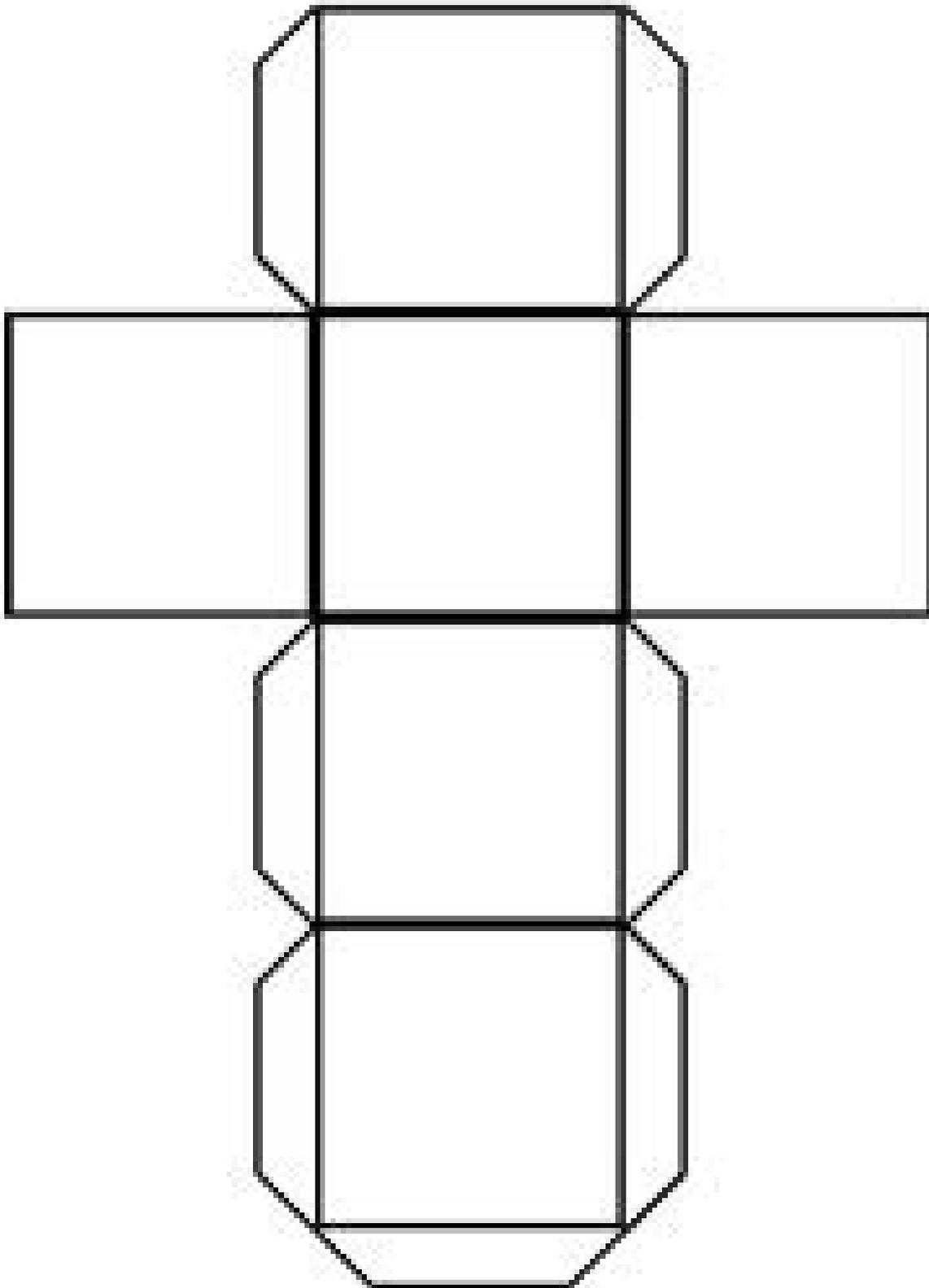


CLOWN

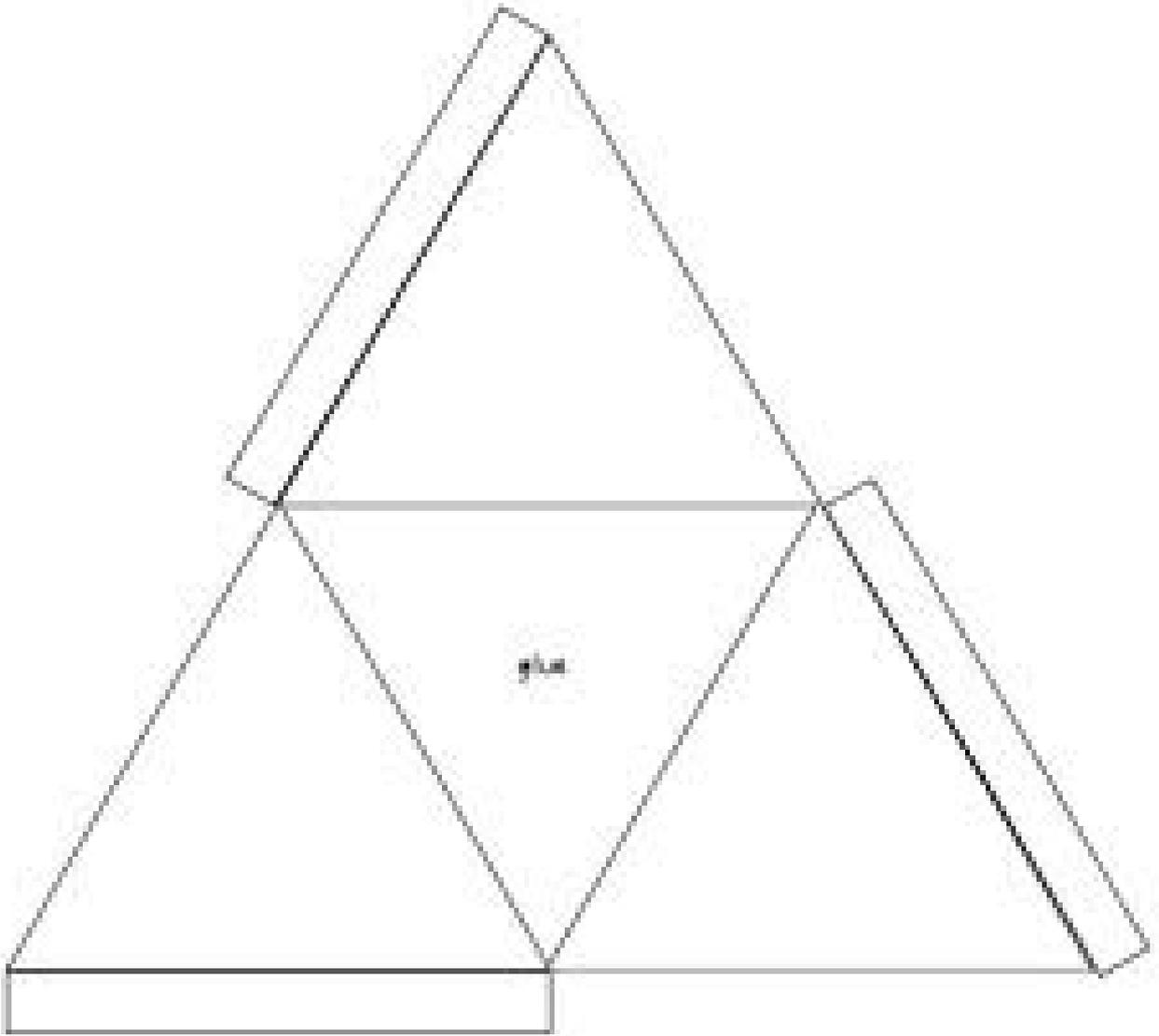


SOLDIER

4. 3D TEMPLATES



Cube



Pyramid

For a **sphere**, use a ball, or make a paper-mache ball with a circular balloon, glue and paper pieces

5. **SHAPE SONG** – to the tune of Twinkle, Twinkle Little Star

This is a Circle.....

This is a circle,
This is a square,
I can draw them in the air.

This is a circle,
This is a square,
I can draw them anywhere.

There is something else that I can do,
I can draw a triangle too.
I can draw one in the air,
I can draw one anywhere.

A SPACE FOR YOUR NOTES

About HALF MOON

Half Moon

www.halfmoon.org.uk

Half Moon Young People's Theatre – we include, we inform, we inspire

Half Moon is a vibrant theatre in Limehouse, Tower Hamlets. Half Moon is a centre of excellence whose focus is creating work for and with young people between the ages of 0 – 18, we have been using drama as a tool for learning and development since the 1980s. Half Moon's work is inclusive and accessible for all.

Half Moon has two main thrusts of activity –

- producing and presenting professional theatre at the base, in venues, and in youth and schools settings
- providing an extensive participatory programme, including youth theatres, school and community projects.

The company is a unique resource and we place a particular emphasis upon engaging with hard-to-reach young people and those often excluded in terms of culture and ability or socio-economic circumstance.

Half Moon is regularly funded client of Arts Council England, and Tower Hamlets Borough Council. Annually over 25,000 individuals participate in our range of activities.

Half Moon Contact:

Half Moon, 43 Whitehorse Road. LONDON. E1 0ND
020 7709 8900 / admin@halfmoon.org.uk / www.halfmoon.org.uk

Pack by:

Liz Hague, Training Facilitator

© Half Moon 2011