

Halfmoon

www.halfmoon.org.uk

RIP, FOLD, SCRUNCH

A RESOURCE PACK

(inc. Lesson Plans)



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Rip, Fold, Scrunch – THE PERFORMANCE

Rip, Fold, Scrunch, a performance created specifically for 2-5 year olds, was inspired by children's very own 'play'. In 2009, Half Moon's Director Chris Elwell and three artists visited, observed, joined in and developed a series of practical sessions at a local nursery, using these experiences to create a new piece of theatre which would reflect the children's world of play in a dramatic, engaging format.

"During our visits they [the children] showed us how to play with paint, shapes, textures and colours, splashed about in some water and went on a journey with large bits of coloured paper. It was the paper that caught our imagination most and so we started to rip, fold and scrunch..." Chris Elwell.

The result was an enchanting and playful experience with an actor, a cellist and an Indian Kathak dancer. Through an unravelling story, a white paper world is transformed into one of blooming colour. Finally, the performers invite their young audience onto the stage to make their own paper creations. The show's visual narrative makes **Rip, Fold, Scrunch** relevant to all, regardless of age, culture or ability.

Following a three-week residency of the production at Half Moon in the early spring 2010, the play now undertakes a national tour from April through July 2011



Rip, Fold, Scrunch was one of three new performances for under 5s created as part of *Exchange for Change* 2009. *Exchange For Change* is a three-year artform development project funded by the Paul Hamlyn Foundation, which aims to create a new body of theatre to better reflect our diverse society and engages with contemporary audiences.

For more information see:

www.halfmoon.org.uk/theatreprofessionals/exchangeforchange.htm

Rip, Fold, Scrunch – ACTIVITIES TO SUPPORT YOUR VISIT TO SEE THE PLAY

When the play was in residency at Half Moon, the company undertook an outreach programme to over 40 centres (Children Centres, nurseries, foundation classes in schools) across Tower Hamlets and Camden. This programme included 4 bespoke workshops that introduced the children to paper play and gave space for these creations to develop their storytelling skills using drama, dance, words and music. Teachers and nursery staff also attended a half-day CPD session. At the end of the programme, each child was given a set of ankle bells to take away.

The programme aimed to support the delivery of Early Years Foundation Stage goals by developing children's lines of enquiry using drama, play and paper and 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: this involves the processes of gaining, storing, recalling and using information. The interrelated components are thinking, sensory perception, language and communication, reasoning and problem solving, understanding concepts, memory, concentration, imagination and creativity.

Language: the word language is often used to describe the process of speaking and listening, but it is much more than verbal communication, e.g. thinking; listening; reading and writing.

Emotional development: be aware of their own feelings and those of others, develop positive self-esteem, consider and respect the differences of other people, have confidence in themselves and their own abilities, develop resilience.

Physical development: for gross and fine motor skills and co-ordination. Also numeracy through exploring shape and space.

This resource offers you a window into this programme and provides simple, adaptable resources to use with your own children.

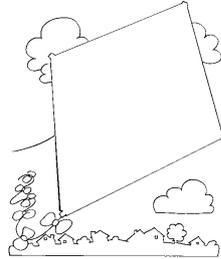
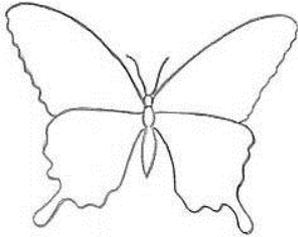


A: SIMPLE ONE OFF FOLLOW-UP ACTIVITIES

For those who want to do one-off activities:

1. COLLAGE CREATIONS

On a large piece of paper, draw an outline of the shape, which featured in the play



This shape can be filled with black & white / colours / words / paper cuttings / different types of paper materials.

2. STORYTAKING

Storytaking is a concept developed by educationalist Vivian Gusein Paley to enable young children to find a voice within the classroom, to gain confidence and validation of their thoughts and feelings. She believes that many difficulties that a child faces can be overcome and worked out through the influence of other children whose perspectives of the world make sense to them.

Stories are written down word for word, with no suggested embellishment by the adult who simply writes them down. The group then performs these stories at the end of a session as they sit around a **Story Square**.

Try doing **Storytaking** with the children as follows:

- Ask a child *Do you have a story?*
- Tell them their story can only last to the bottom of your page (Leave a space between your lines in case you make any changes later)
- Always read each sentence back to allow the children to correct what you have written or make their own changes
- Prompt with *Is there any more?* by reading the last line you have written. Try not to ask them if that is the end by keeping your prompting open (There is no need to suggest what could happen next or correct their grammar. It is also OK if a child's story is the same as someone else in the class as borrowed themes and words show a sense of socialisation and needn't be discouraged. It is OK if their story is a list of words, repetition of the same word or is just one word)

- Underline all characters as you write
(Objects such as trees or cars can be treated as a character and played by children)
- When they tell you the story is finished read it back to them slowly and clearly
- Ask *Which character would you like to be in the story?* and double underline this one
(Write the child's name at the top of the page)

Try doing a **Story Square** as follows – you will need a small group:

- Mark out a square using tape. Make sure it is big enough for all the children to sit around.
- Tell the children that they must sit at the edge of the square and not enter the stage until it is their turn.
- Tell the children that the **Story Actors** will be chosen in a clockwise direction around the square and point this out so that they know when their turn will come.
- Tell the children that the **Story Actors** chosen can play a boy, a girl, an animal, an object and this doesn't matter in the **Story Square**.
- Invite the first **Author** to come and sit by you around the **Story Square** and remind them who they are going to be.
(There is no need to decide now who will play the other parts. Simply start the story and as each new character arrives encourage the next child in a clockwise direction to enter the **Story Square**)
- Use phrases like *Come up and be the....* rather than asking them if they want to
(It is fine if they refuse, you simply move on to the next child and invite them. You mustn't go back to the child who has refused, it's important that they understand that they now wait until you get back round to them. By working in a circular direction, the children do not choose which part they play or whose story they are in)
- Applaud the **Author** when the story ends. Find your next **Story Actor** from where the previous story ended and repeat with a new story

For a more detailed description see, *The Boy Who Would Be a Helicopter* by Vivian Gussin Paley.

3. FREE PAPER PLAY

Providing the children with off-cuts/recycled paper materials and encouraging them to create what their imagination conjures. Explore different techniques of **ripping**, **folding** and **scrunching**. You may wish to use this activity to inspire your **storytaking** or to help them decide what gets stuck on to their **creative collage**.

B: MORE STRUCTURED APPROACHES

For those who want to support the experience of seeing the play over several linked sessions:

Session 1: Butterflies

- Ripping **paper butterflies** & flying them round the space
- **Storytaking** – writing down any stories about what happened on your butterfly's flight
- Your butterfly lays an egg – a **caterpillar** comes out of the egg
- The caterpillar is **sad**, he wants to be something else. Can he be a ladybird? A beetle?

- Other **mini beasts** are created out of paper and after the story, eye and mouth holes have been left in the paper. This **paper mask** is passed round the circle for everyone to look through.
- The caterpillar (played/created by the facilitator's arm) is wrapped up in a **paper cocoon** and he eventually transforms into a butterfly.
- All the children's original **butterflies** are taped to their backs and a **movement exercise** takes place, practising moving in 2s and 3s.

Session 2: Kites

- Folding **paper kites** & flying them round the space
- **Paper People** – children watch the puppetry of a paper man who is taken away by his paper kite.
- A **paper boat** is made and the children row to follow the man high in the sky. (see p.9 for instructions of how to make your own paper boat)
- They find a magic land full of **tissues** which they use to make their own magical object
- **Storytaking** – writing down stories about their magical objects

Session 3: Umbrellas

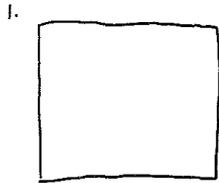
- Scrunching **paper umbrella handles** and paper raindrops
- Creating a **rainstorm** using body percussion
- **Storytaking** – writing down stories about the rain.
- **Musical Puddles** – when music to move from puddle to puddle, when the music stops the children find a puddle to share
- **Paper Orchestra** – using ripping, folding & scrunching sounds to make rhythms
- Making **instruments** out of cardboard objects

Session 4: Colour

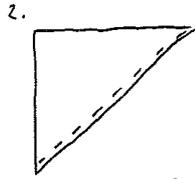
- **Paper Forest** – telling a story and ripping bits of paper which eventually leads to the creation of a paper forest
- **Hand Animation** – using hands to make animals & visual signs
- Take a white paper **apple** and find a colour inside
- Choose an animal & **journey** through the forest
- Find all the colours in the middle of the forest – **paper play & storytaking**
- **Chatterbox** – a folded paper game which allows choice & can lead a style of movement as they move in the colour paper forest (see p.8 for instructions on how to make your own chatterbox)
- **The Tinkley Tree** - children pick bells (reminding the children of the Bols worn by the Kathak Dancer in the play) for the cardboard tree, and use them to move with.

End

HOW TO MAKE A 'CHATTERBOX'



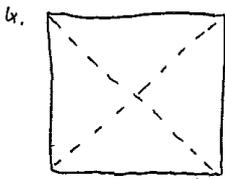
start with an exact square



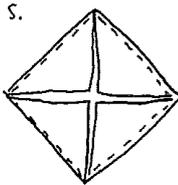
Hold in half diagonally



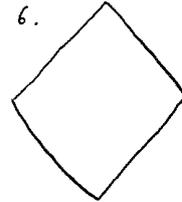
fold in half diagonally again



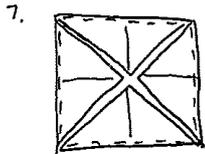
open up and you will see these folds.



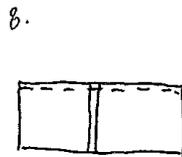
fold the corners in to the middle



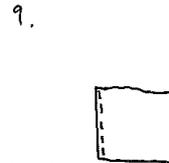
Turn your square over



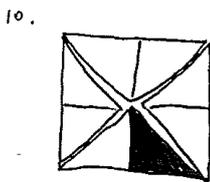
fold the corners in again



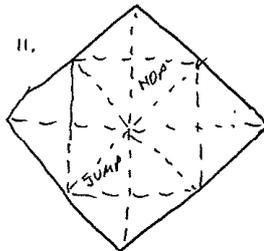
fold square in half



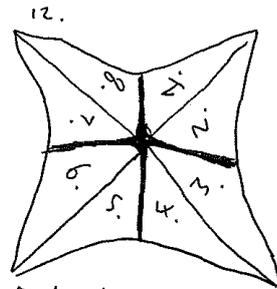
fold in half again



open up and colour each of the 8 triangles a different colour

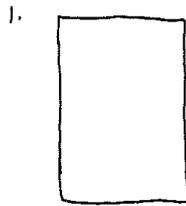


open up the coloured triangles and label the 8 triangles of the inner square.

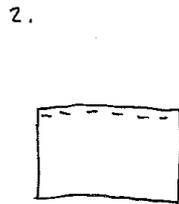


fold it all back up and use your fingers to make your box chatter. Finally number the outside.

How to make a Boat



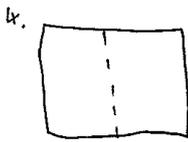
Start with a rectangle



Fold in half



fold in half again



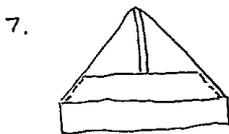
Open up last fold



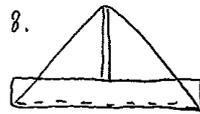
Fold in the corners



Fold up the bottom flap



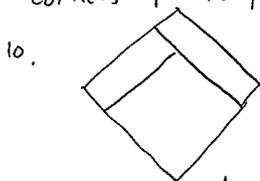
fold back the corners of this flap



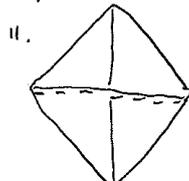
fold the other flap up the other side



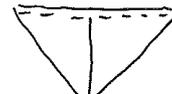
Turn upside down and push the ends together to make a cup.



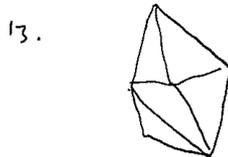
Push these ends all the way together and fold into another square



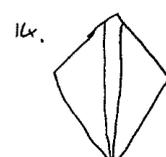
fold back the top of one side



fold the other side the other way.



Push the ends together to form another cup



Push these ends all the way together and fold into another square



Pull the open sides out and see the middle of your boat appear.



www.halfmoon.org.uk

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Registered Charity No. 1010192

Half Moon is a vibrant theatre company dedicated to making a big impact on the lives of young people. We are based in Limehouse, Tower Hamlets and have been using drama and theatre as a tool for learning and engagement since the 1980s.

We endeavour to give young people access to quality professional theatre, to enable them to explore their own creativity and to use the performing arts as a means of expressing themselves. We aim to counter the disadvantage experienced by many, by providing projects and plays that are inclusive and accessible to all. We place a particular engaging those often excluded in terms of culture (ethnicity) and ability (disability).

Our dynamic programme of activity includes: a season of professional theatre for young people and families at our venue; producing our own professional plays which are developed in consultation with young people and tour nationally; and a large diverse participatory programme incorporating youth theatre groups, in and out of school projects and tailor made activity.

Half Moon is a regularly funded organisation of the Arts Council of England and delivers a series of SLA's for its home borough of Tower Hamlets.

If you would like to work with Half Moon on this programme or any other area, please get in touch...

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Original Pack by:

Liz Hague and Chris Elwell. This edited version by Chris Elwell 2010

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Half Moon is grateful to BBC Children in Need & Wakefield and Tetley Trust for their generous support for the original 2010 *Rip, Fold, Scrunch* outreach programme upon which this download resource is based.

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