



Performance 1

**509 | Arts**

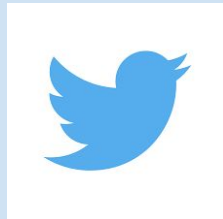
There are plenty more activities and videos to look at on our learning resources page:

<https://www.509arts.co.uk/project/meal-one-creative-learning/>

This QR code will also take you there



We also have loads of stuff on our social media sites to look at:

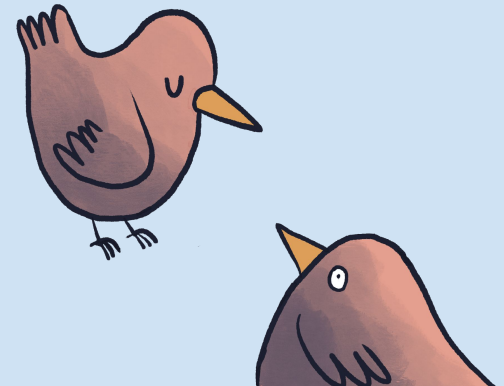


We would love to see what you produce from these activities!

Take a picture of your work and send it to [hello@509arts.co.uk](mailto:hello@509arts.co.uk) and we will upload it to our gallery.

You can see the lovely creations other people have made at our gallery:

<https://www.509arts.co.uk/project/meal-one/>

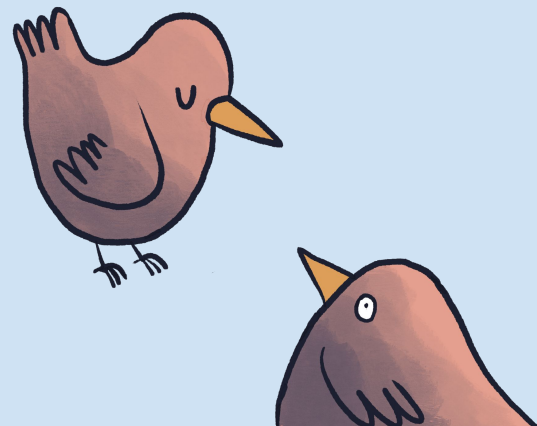


## Teacher notes:

This pack guides students through a series of activities related to how performances use setting and props.

The aim is to encourage critical and creative thinking skills and to develop students' understanding of how these elements of a performance are put together.

The activities are sequential, however some can be done as stand alone activities.



What do you know about how plants grow?  
Does what you know about growing and how it happens in the book or play match up?

What do plants usually need to grow?

Do they have any of these things in the book or play?

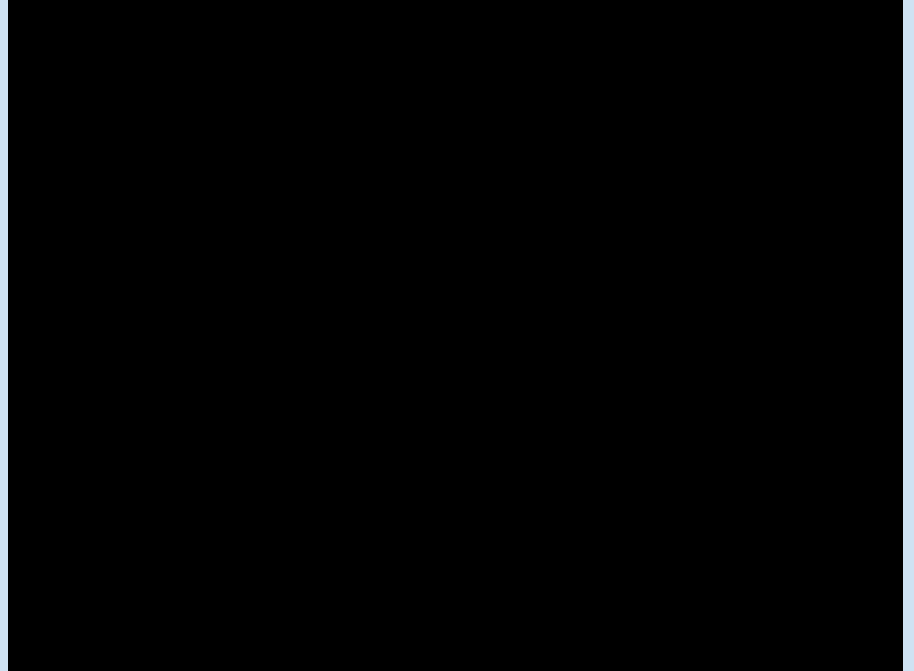
Do the book and the play show the tree growing? How long does it take?

Why do you think the author and the director chose to speed up the tree growing?

If you looked at a plant or tree in real life, would you be able to see it growing?

Watch this clip of the show where the tree grows and the time-lapse video of a plant growing.

Use the worksheet to help you think about how the tree grows and changes.



# Movement ideas (Whole class worksheet for whiteboard)

<b>How it changes</b>				
<b>How it moves</b>				
<b>What shapes are made</b>				
<b>Speed</b>				
<b>The way it moves reminds me of...</b>				

The following 3 worksheets are for printing and have varying degrees of support and inspiration.

# Movement ideas

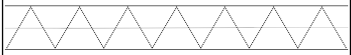


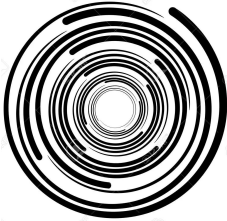
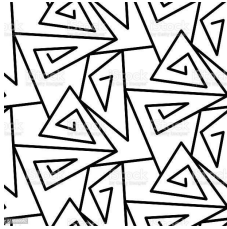
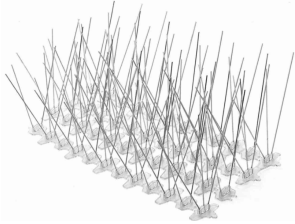
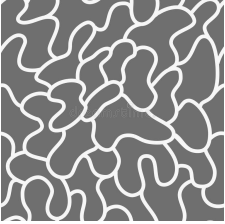


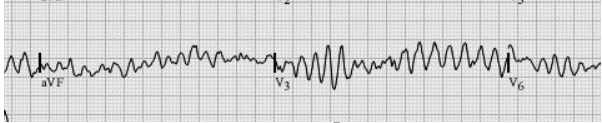
<b>How it changes</b>				
<b>How it moves</b>				
<b>What shapes are made</b>				
<b>Speed</b>				
<b>The way it moves reminds me of...</b>				



# Movement ideas

<b>How it changes</b>	from low to high	from round to spikey	from thin to wide	
<b>How it moves</b>	jumpy	smooth	twisty	
<b>What shapes are made</b>	round	angles	spikey	smooth
<b>Speed</b>	slowly	quite fast	lots of different speeds	
<b>The way it moves reminds me of...</b>				

# Movement ideas

<b>How it moves</b>				
<b>What shapes are made</b>				
<b>Speed</b>				

## **Drama activity:**

In your group or pairs try recreating how the tree looks when its growing using your bodies.

Use your sheets to help you remember what kinds of shapes it makes, how it moves and what the tempo is.

Listen to the music and think about how it makes you want to move and how this can look like the tree growing.

You can also look back at your pictures of your fantastical trees you drew - could you use the shapes you used as inspiration?

[This link](#) is the music used in the show when the tree is growing. Listen to it as you work to help you move and to develop your ideas.



## Evaluation:

Watch each other's performances of growing trees.

Think about a star and a wish for each group.

Remember to comment on the whole group, not one person.

Wishes help the performers to know how to make their work better.

You could mention:

If they weren't focused (or they were laughing)

If they forgot what they were doing

If their work was a bit plain

If it wasn't clear what they were doing

Stars tell the performers what was good about their performance.

You could mention:

Their focus

Attention to detail

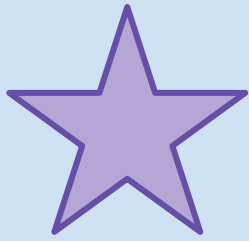
Their creativity

How well they used their bodies

How they moved

A particular bit that was effective

The following slide can be used either to collect whole group thoughts about their own performances or can be printed out (B+W version next slide) so that pupils can work in their groups to evaluate their own performances.



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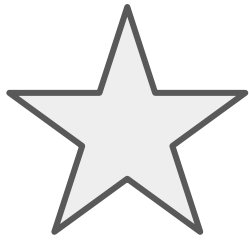
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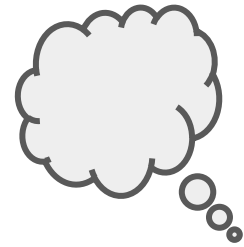
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Performance 2

**509 | Arts**

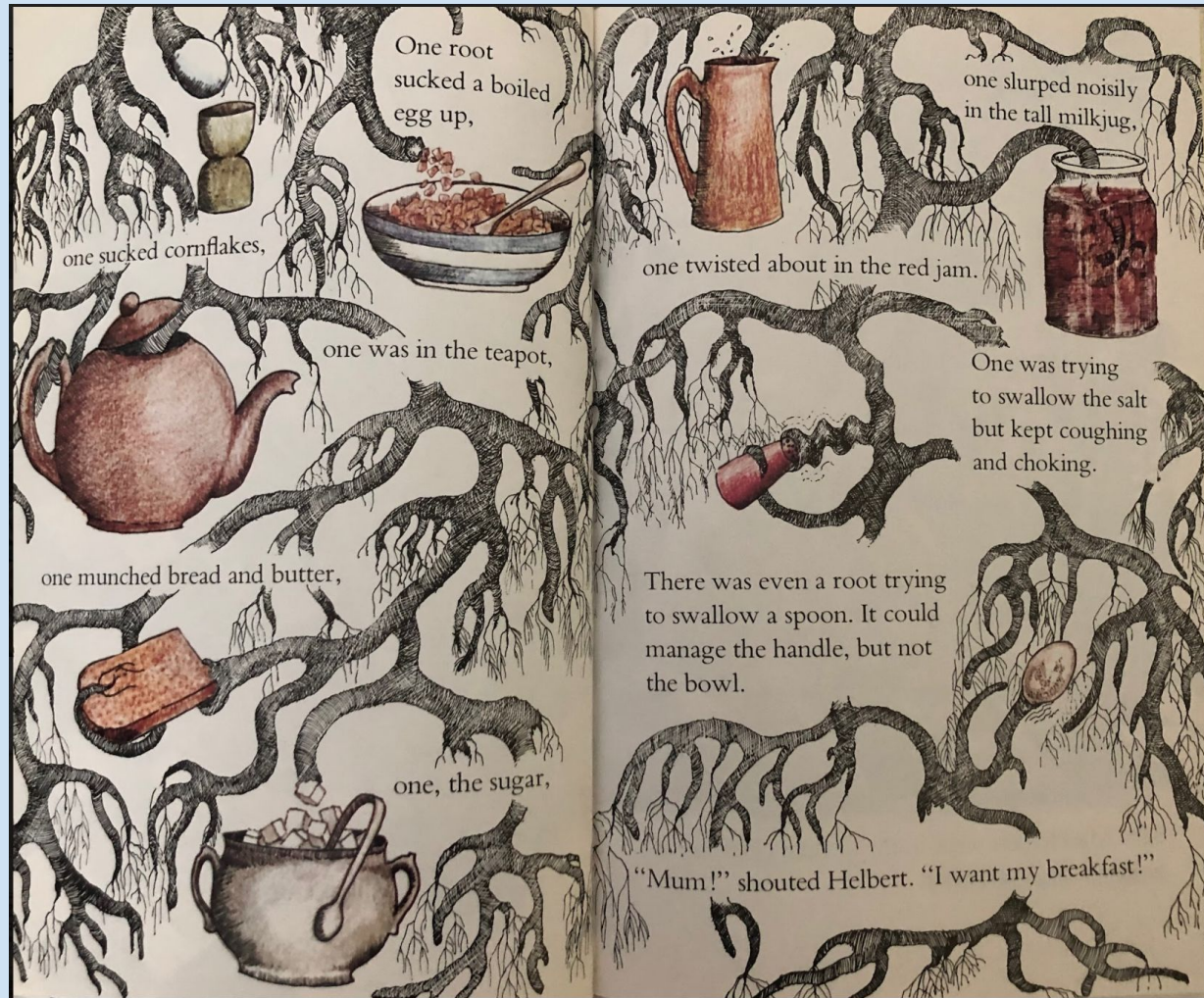
## Discussion:

Look at this picture from the Meal One book.

What are the roots doing to the breakfast?

Which words show what they are doing?

What are these types of words called?



## Discussion:

Look at this picture from the Meal One book.

What are the roots doing to the breakfast?

Can you find these words in the text?

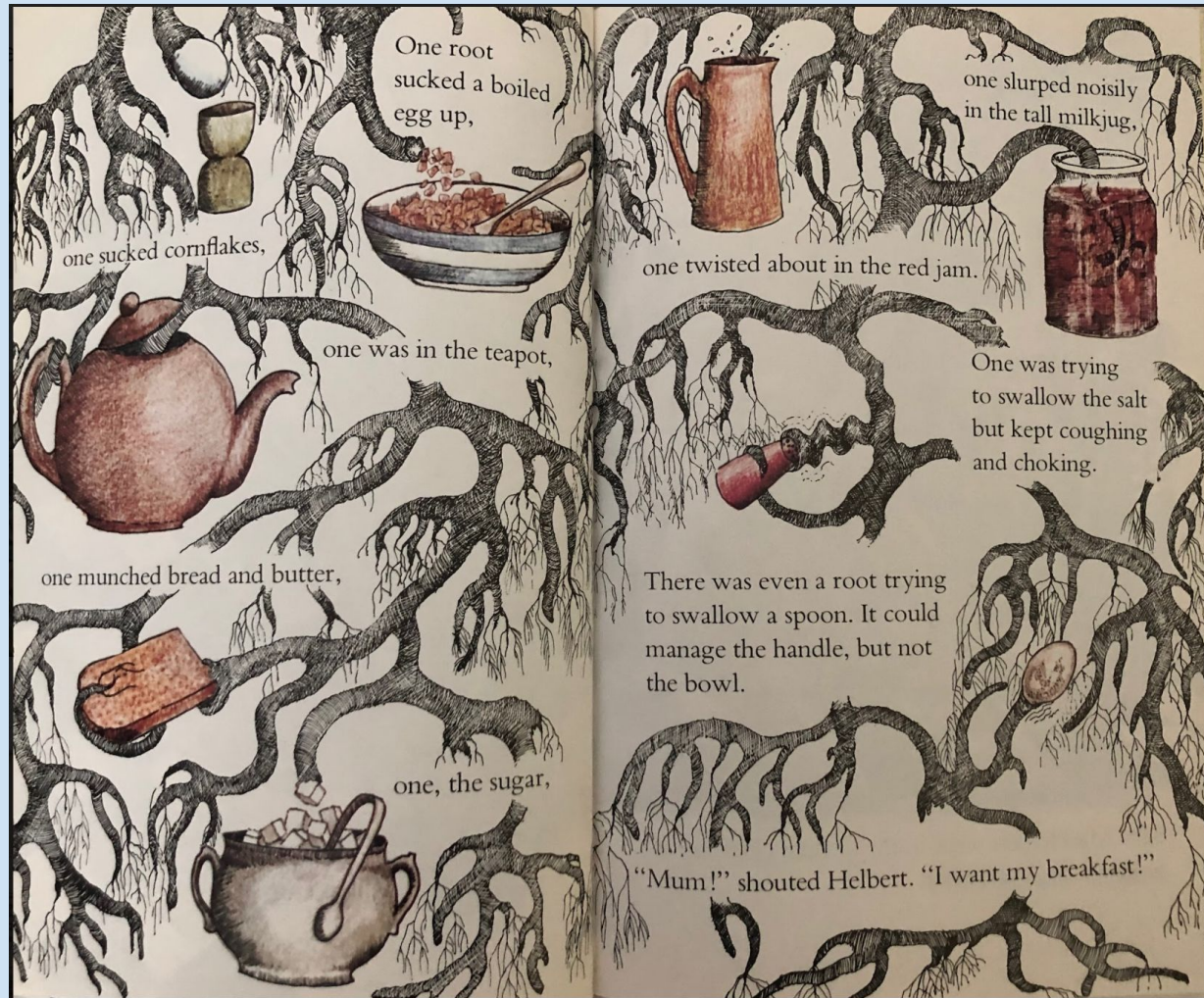
sucked

swallow

twisted

slurped

munched



## **Discussion:**

Look at these words from the play.

Are they similar or different than the words used in the book?

What does it feel like to say the words out loud?

Can you say the words in unison?

*Roots over here  
And there and here  
And everywhere!*

*Great big fat ones  
Gobbling  
Tiny little curly ones  
Slurping  
In the milk jug  
Sucking  
Naughty little furry ones  
Burping  
In the teapot  
Munching  
In the cornflakes  
Swallowing  
In the salt pot  
Crunching  
In the red jam!  
Hollering*

**gobbling**

**slurping**

**burping**

**sucking**

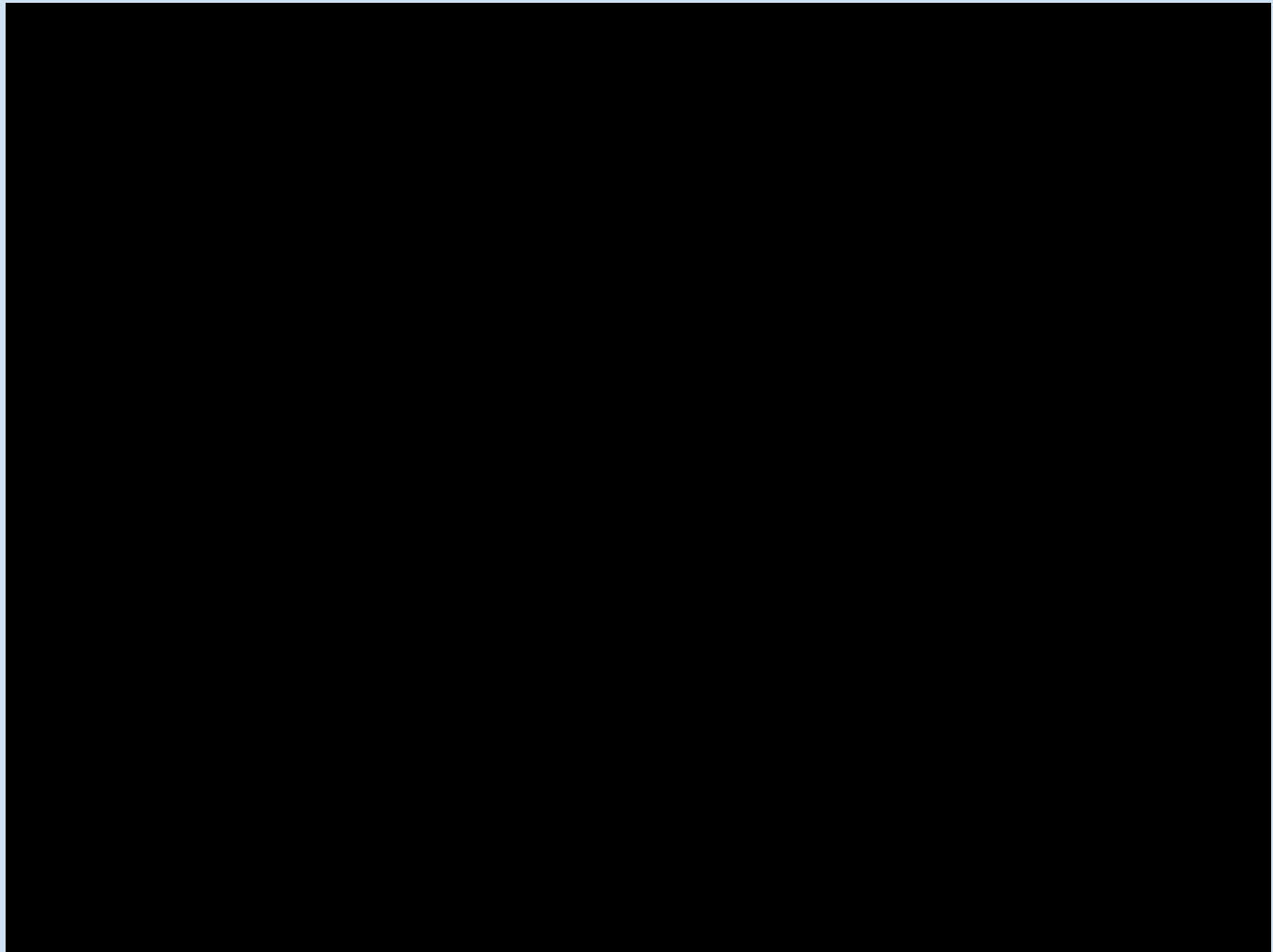
**munching**

**swallowing**

**crunching**

**hollering**

This video shows the roots eating up all the breakfast in the kitchen. Can you get any inspiration from it? Can you hear any of the words in here you've just read?

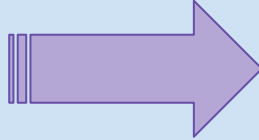


## **Task:**

In your groups can you think of any other words which sound like the roots eating?

Can you make some sounds that the roots would make whilst eating?

Can you use some instruments to create the different sounds of the roots eating?



## **Developing a soundscape performance:**

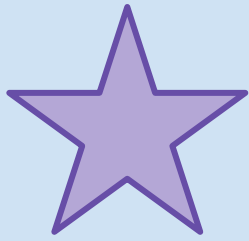
Can you start with one sound or word and then add in the other sounds, to build up a rhythm?

You could use repetition and different rhythms.

You could start just with sounds, then add in words (or the other way round).

Think about the tempo (speed) and dynamics (how loud or quiet it is), do these change throughout your performance?





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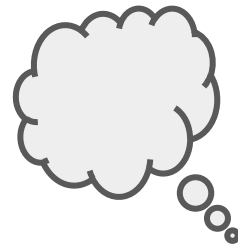
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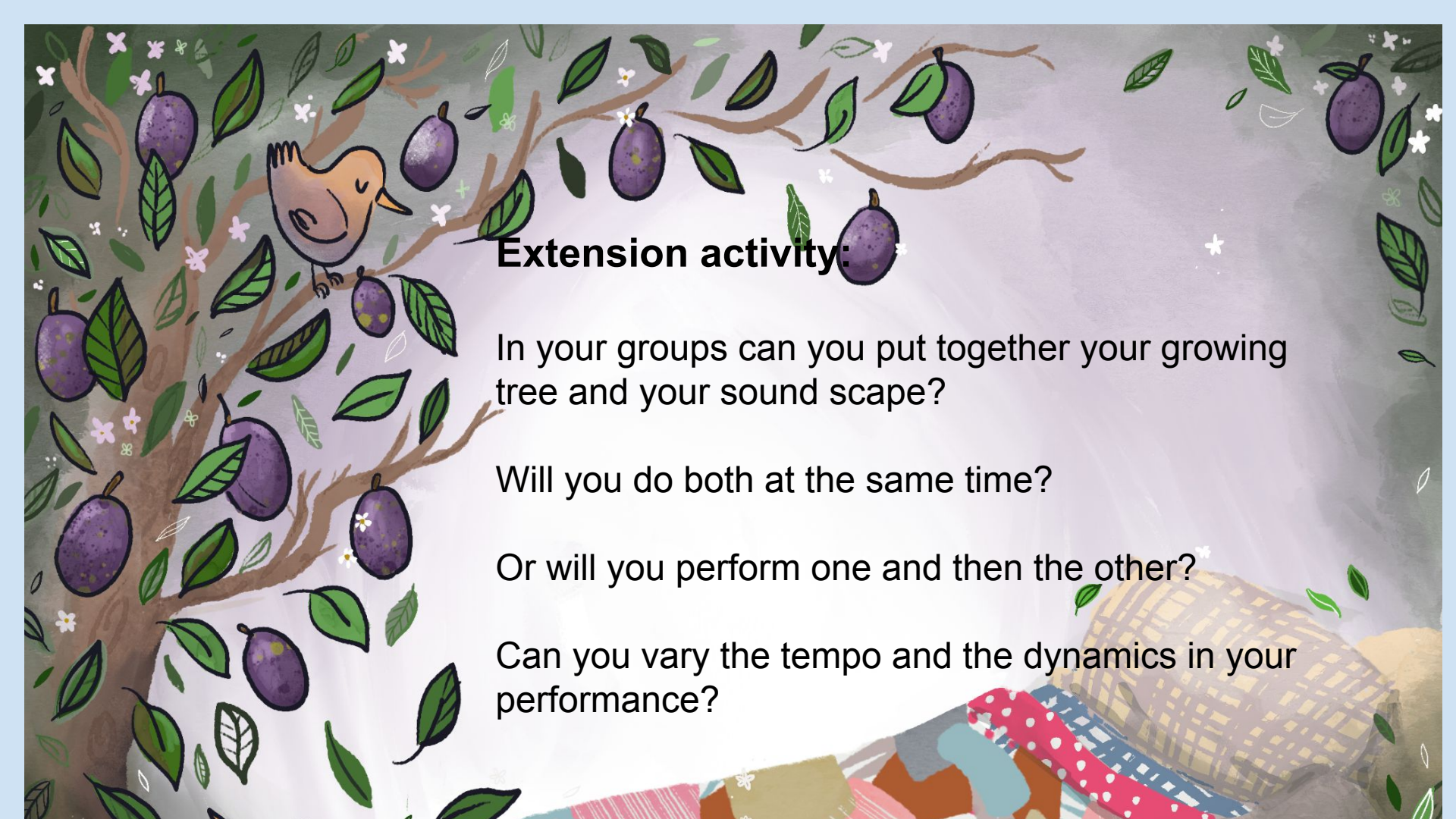
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An illustration of a tree with brown branches, green leaves, and several purple, round fruits. A small brown bird is perched on one of the branches. The background is a light, textured grey. In the bottom right corner, there are colorful, patterned shapes resembling a quilt or a blanket.

## Extension activity:

In your groups can you put together your growing tree and your sound scape?

Will you do both at the same time?

Or will you perform one and then the other?

Can you vary the tempo and the dynamics in your performance?



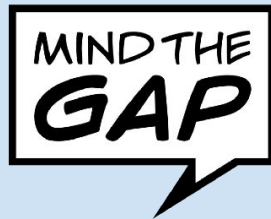
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<https://formcommunity.wordpress.com/>

Show illustration by Lucy Bingham

Photography by Chris Payne



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