

INSPIRATION CARD 8: PERFORMANCE

THE IMPORTANCE OF MUSIC & DANCE IN ALADDIN

DANCE AND MUSICAL STYLES

Everyone in *Aladdin* loves dancing – especially Genie! There are lots of different dance styles in the show including Tap, Jazz, Bollywood and Contemporary. See how many the pupils can remember and identify. Which are their favourites and why?

DEFINING CHARACTERS WITH MUSIC AND MOVEMENT

Characters have particular music or movements attached to them and that helps the audience to form a picture of what their characters are like. Working with a selection of music tracks you could ask the children to decide which piece would be suitable for a character from *Aladdin* and then to devise some movements they could perform to match the music. Examples might include:

- Jafar and Iago: creepy music and stealthy movements
- Jasmine: light, lilting music and graceful flowing movements
- Aladdin and the street rats: fast vibrant music and lots of energy in their movements

THE ROLE OF DANCE IN DIFFERENT CULTURES

In some cultures dancing is an important part of celebrations and formal events. Is this true of any class members? Do they know friends and family who dance: could they interview them about why they do it and how it makes them feel?

PERFORMANCE: BECOME THE CHOREOGRAPHER

Create a Flash Mob and amaze everyone else in the playground by setting up a massive chorus line at break time. Could you do that? How would you organise it? What would be the best dance style to choose?

Working in pairs, the children could choose a character and work out a simple dance or movement sequence that expresses their personality on stage. If they have created a character using Inspiration Card 3 then they could use that person. Or they could invent some new moves for one of the cast members. Try to use repeating motifs to develop character. Draw simple stick people in the storyboard to plan your sequence.

Now think about the sort of music that would be best for them to move and dance to. What would it sound like? Quick or slow, staccato or rhythmic, loud or quiet?

A FINAL PERFORMANCE – CURTAIN UP!

If you have worked through the performance ideas (highlighted in the yellow magic carpets), your class should now be ready to bring all their work together in a puppet show or live action piece with dialogue, music and dance. Things to think about include:

Allocating specific roles to the children – not just the performers, but also the music and lighting teams, a director, the costume and props department. You might need a narrator to set the scene. Everyone needs to be involved in putting on the performance!

This could just be for your own class, or for a school assembly, or maybe even for an invited audience.

GOOD LUCK!

