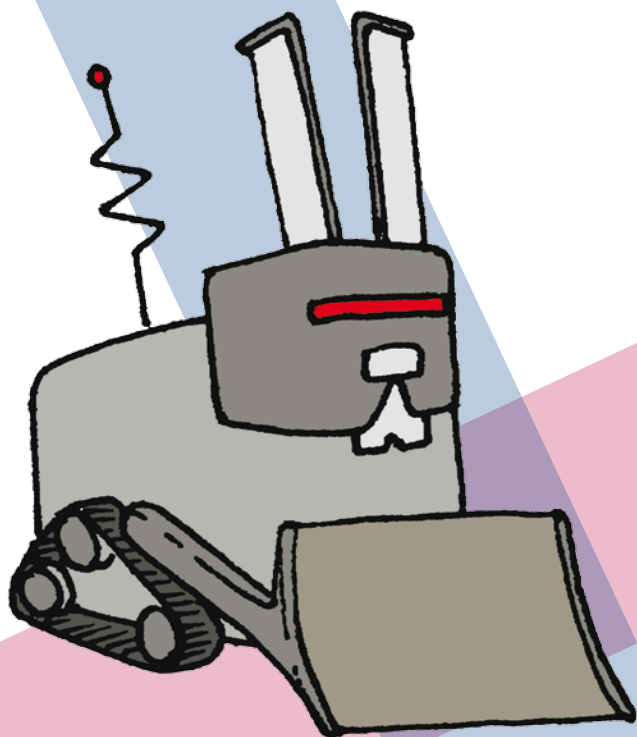


2010

NEW ZEALAND
playhouse



OLD MCDONALD
(versus the bionic bouncing bunny)

Classroom supplements

Lesson ideas
Printable templates

compiled by Angela and Luke Smith-Williams

Dear Teacher

This resource is designed to be used by you as you plan activities to prepare for or follow up with your class after our performance of *Old McDonald* at your school.

These are simply some ideas for how you could incorporate some of the themes of this play into various learning areas. Please take any, all or none of the activity ideas given here and adapt them however you see fit. You may find that some ideas suit you well, and some don't.

Don't hesitate to get in contact with us if you would like to prepare for this play with your class and have any questions about the play.

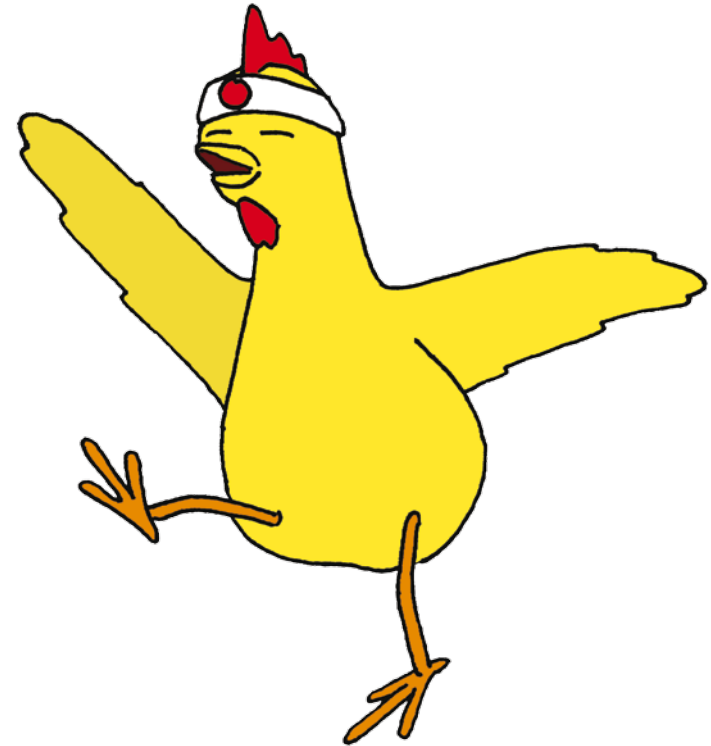
Furthermore, if you have any suggestions for topics or material you would like to see in future resources, we'd love to hear from you.

Sincerely,

New Zealand Playhouse

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Contents

Years 1-2.....4

- Visual arts
 - Fingerpainted farms
- Visual arts/science
 - Milking Dazey
- Music
 - The Old McDonald song
- Drama
 - Being animals
 - I liked...
 - Mime
- Maori
 - Nga kupu hou (new vocab)

Years 3-4.....6

- English/drama
 - Character study
 - Mime
- Maori
 - Nga kupu hou (new vocab)
- Science
 - Dazey's butter
- Visual arts
 - Paper plate animals
- Health
 - Kind or unkind?

Years 5-6.....8

- Creative writing
 - Nursery rhyme muddle up
- Visual arts
 - Making tracks potato prints
- Music
 - Arrangement
- Drama
 - Warm-up
 - Tableau
 - Mime
- Physical education & health
 - Sheepdog trials
- Maori
 - Nga kupu hou (new vocab)
- Science
 - Dozey's ice-cream

Years 7-8..... 11

- English
 - Write a review
 - Greenhouse gasses debate
- Visual arts
 - Mosaic
- Physical education & health
 - Sheepdog trials
- Drama/research
 - Mime and Commedia dell'arte
- Drama
 - Nursery rhymes
- Creative writing
 - Nursery rhyme remixes

Years 7-8 template..... 14

- Review

Appendix one..... 15

- Maori words
- How to make Dazey's butter
- How to make Dozey's ice-cream

Appendix two - mime..... 18

Appendix three - Commedia dell'arte 20

Years 1-2

Visual arts

Fingerpainted farms

Using 'mud' (brown paint) have students paint farm scenes with their fingers.

Visual arts/science

Milking Dazey

Using a rubber glove, pierce 2-3 fingers with a large needle. Half fill the glove with watered down white paint. Tie off the glove and attach it to an easel. You could decorate the easel like a cow if you want to.

Place some black paper underneath and have the students 'milk the cow' by gently squeezing the fingers of the glove. You should end up with some pretty interesting patterns.

Music

The Old McDonald song

Sing *Old MacDonald* using the body as a percussion instrument. To extend children, include instruments. You could make "Pig Maracas" with old toilet rolls, corn and a pig face template.

This activity would be great to do before the show as the younger children may understand some of the jokes in this play better if they are familiar with the song.

Years 1-2 (continued)

Drama

Being animals

Sing the Old McDonald song, but this time have the students act each animal in the song as they sing about them. You could brainstorm what each animal might do, for example, chickens might flap their wings. If you are doing this activity after the play, you can ask the children to remember special things the actors in the play did when they were different animals.

I liked...

Have the students say what they liked best about the play. Who was the scariest character? Who was the funniest character?

Brainstorm with the students who their favourite character in the play was and what they liked about this character.

Mime

Please refer to appendix two to this resource for material you can use for a mime lesson.

Maori

Nga kupu hou (new vocab)

Name the animals on a farm and draw pictures that match them. See appendix to this resource for names.

Years 3-4

English/drama

Character study

Complete a character study of a chosen actor from the story. Include the character's name and details that describe him/her. Choose a buddy and read your details to them. Can they guess who it is?

Mime

Please refer to appendix two to this resource for material you can use for a mime lesson.

Maori

Nga kupu hou (new vocab)

Name the animals on a farm and draw pictures that match them (see separate appendix for names).

Science

Dazey's butter

Make Dazey's butter (instructions included in appendix).

Visual arts

Paper plate animals

Create your favourite animal from the play by adding ears, and a nose to a paper plate. Add glitter and/or colored card to the final presentation. Noses can be created by recycling pre-used egg cartons or (for Charlie Chicken) perhaps an ice cream cone.

The animal characters in the play:

- Gyp (the good dog)
- Sabre (the bad dog)
- Minx (the cat)
- Dazey/Dozey (the cow)
- Charlie the (kung-fu) chicken
- or the bionic bunny!

Years 3-4 (continued)

Health

Kind or unkind?

Talk about the characters in the play and ask students whether they were kind (thumbs up) or unkind (thumbs down).

For example, Gyp, Old McDonald, Sabre, Farmer Jane, the Bionic Bunny, Minx, Charlie Chicken, Dazey and Dozey.

Make a list of things that the characters did that were kind or unkind. Ask students to think/peer/share how they feel when someone is kind/unkind to them. Discuss how we can decide if we are kind or unkind by the way we act. Split the class into groups of 3-4 and give them a situation based in the classroom or playground. They role play the situation, showing an unkind response and then a kind response.

Some situations could be

- A student fell over in the playground
- A student is sad because their pet is sick
- A student is being called names by some other students

Years 5-6

Creative writing

Nursery rhyme muddle up

Students rewrite a nursery rhyme in a given genre. You could have them draw their rhyme and genre out of a hat, or let them choose.

They could orally present this to the class. They could use costumes and props to add to the experience.

Ideas for nursery rhymes:

- Little Bo Peep
- Mary had a little lamb
- Baa Baa Black Sheep
- Jack and Jill
- Humpty Dumpty

Ideas for genres:

- Romance
- Action
- Mystery
- Science fiction

Years 5-6 (continued)

Visual arts

Making tracks potato prints

Using potatoes, design and cut prints to show animal footsteps.

Music

Arrangement

Children are provided a nursery rhyme. The idea is to change the musical style of the rhyme into a rap or hip hop. They can accompany themselves by beatboxing.

Drama

Warm-up

Before the lesson, write up a class set of different characters from Old McDonald on to stickers. Each student gets a different character stuck onto their

back. Students work their way around the class asking other students yes/no questions to try to figure out who they are. When they think they know they must ask the teacher who will confirm if they are correct.

Characters:

- Gyp
- Old McDonald
- Sabre
- Farmer Jane
- The bionic bunny
- Dazey the cow
- Dozey the cow
- Charlie Chicken
- Minx the cat
- Jim Hickey
- Commentator

Years 5-6 (continued)

Tableau

Split the students into groups of three and give them a scene of the play to recreate in a frozen image. Each student in the group comes up with a movement and/or sound/short sentence that represents their character in the scene. Ask groups to share their tableau with the class in the order of the scenes in the play. Choose another student to tap them on the shoulder one by one to give them a chance to do their action/sound.

Mime

Please refer to the appendix two to this resource for material you can use for a mime lesson.

Physical education & health

Sheepdog trials

Create a dog trial obstacle course with cones, ropes, hula hoops and sports gear. Have a team race the course for a warm-up or agility exercise.

Maori

Nga kupu hou (new vocab)

Children learn the names of animals, number of animals and whether they are here, there, or over there (see appendix).

Science

Dozey's ice-cream

Make Dozey's ice-cream (instructions included in appendix).

Years 7-8

English

Write a review

After watching the play get students to brainstorm ideas about the different aspects of the production (template provided). Use these ideas to write a review about the play. Include a rating, aspects of the play they enjoyed, and parts they thought could be improved and how. When these are written, send them to:

New Zealand Playhouse
PO Box 13221
CHRISTCHURCH 8141

Or e-mail review@newzealandplayhouse.co.nz

Your class may receive a prize...

Greenhouse gasses debate

Have students debate for and against whether or not farmers should have to pay extra taxes for the gasses their cows emit into the atmosphere.

Visual arts

Mosaic

Make a mosaic of animals using various media.

Physical education & health

Sheepdog trials

Create a dog trial obstacle course with cones, ropes, hula hoops and sports gear. Have a team race the course for a warm-up or agility exercise.

Drama/research

Mime and Commedia dell'arte

Refer to appendices two and three to this resource for mime and pantomime activity and research ideas.

Years 7-8 (continued)

Drama

Nursery rhymes

In groups of 3 pick a different nursery rhyme and produce a short play based on it (in the same style as the Old McDonald show). The 3 students must work out how to include the different characters and make it clear to the audience when they have changed character. This could be through the use of props, change of voice, costumes etc. The story might use the following structure:

1. Set the scene, introduce the characters
2. Introduce a "problem" to the story
3. The "problem" becomes worse
4. The "problem" is solved.

For example,

1. Mary lives on a farm and has a little lamb. She forgets to tie it up one morning when she leaves for school in the morning - so the lamb follows her all the way to school. During class time, Mary notices the lamb sitting under her desk and then must do all she can to hide it from the teacher.
2. The teacher notices the lamb when the other children giggle, and sends Mary to the principal's office for punishment.
3. The lamb follows Mary to the principal's office and eats the principal's jersey which was hanging on the inside of his office door.
4. Fortunately Mary's lamb had plenty of wool on its back so Mary was able to shear the lamb and knit the principal a brand new jersey which was as white as snow.

Creative writing

Nursery rhyme remixes

Have the class rewrite a nursery rhyme in a new genre.

Ideas for nursery rhymes:

- Little Bo Peep
- Mary had a little lamb
- Baa Baa Black Sheep
- Jack and Jill
- Humpty Dumpty

More nursery rhymes:

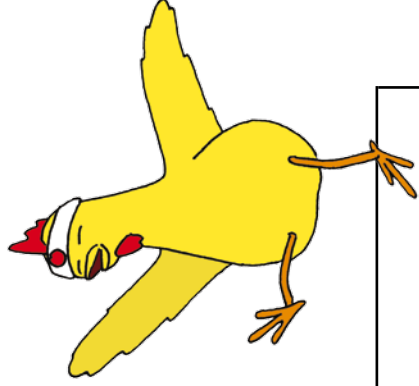
http://en.wikipedia.org/wiki/List_of_nursery_rhymes_in_English

Ideas for genres:

- Romance
- Action
- Mystery
- Science fiction

Old McDonald Review

Use this template to help plan your review.

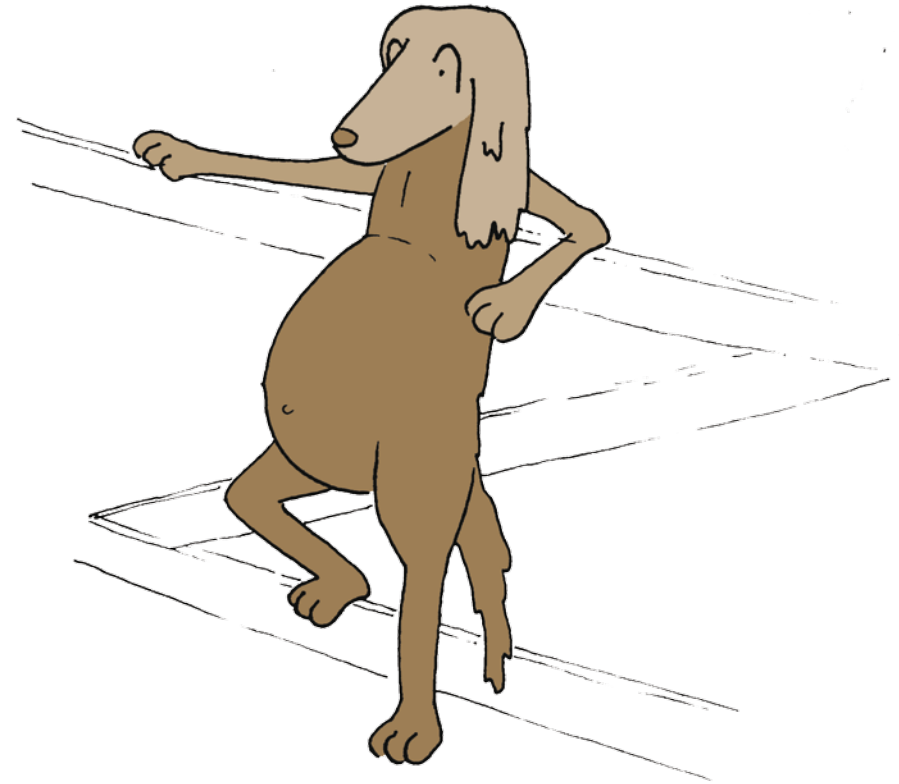


Acting	Set
Music	Sound effects
Script/story	Costumes

Appendix one

Maori words

cow	kau		
duck	rakiraki		
dog	kuri		
horse	hoiho (also a penguin)		
cat	ngeru		
pig	poaka		
sheep	hipi		
rabbit	rāpeti		
frog	poraka	here	tenei
deer	tia	there	tena
bionic bunny	mihini rāpeti	over there	tera



How to make Dazey's butter

Equipment

- Cream
- Empty Jar
- Salt

Instructions

1. Pour the cream into a jar and begin to shake.
(This may take some time)
2. The cream will begin to thicken as the particles start sticking together
3. Another option is to whisk or stir the cream by hand or with an electric beater.
4. Taste and add salt to your liking.
5. The leftover residue (liquid) is butter milk which can be tasted or discarded.

How to make Dozey's ice-cream

Equipment

Plastic Ziplock bags (Various sizes)

Ice Cubes

Sugar

Milk

Vanilla (Flavour)

Rock Salt

Instructions

1. Fill a large ziplock bag with ice cubes and rock salt and seal.
2. Pour milk, sugar and vanilla flavor into a smaller ziplock bag and seal also.
3. Place the smaller bag inside the larger one and seal.
4. Shake the bags and watch as the milk, sugar and vanilla begin to harden.
5. You may want to complete this activity outside as the ice melts (dripping water)
6. Take the smaller bag out when the substance has thickened and enjoy.

Appendix two - mime

The show *Old McDonald*, being a pantomime, uses a lot of physicality from the actors. Three actors are playing *eleven* characters and therefore they rely on using very different physicality for each character.

Here are some ideas that may be appropriate for a range of ages (to various extents). Please pick and choose ideas that may be appropriate for your class.

- *What is mime?* Mime is using our body and face to act out a scene. We cannot use our voice in mime!
- Warmup exercises: Stretch like a lazy cat sleeping in front of the fire, run like Charlie Chicken, chew like Dozey the cow, run like Gyp, run like Sabre.
- Think of other animals that might be found on a farm eg mice, sheep, pigs. How do they move?
- It is important to think about the size, shape and weight of the animal/person we are trying to be when miming. For example, Gyp is old and fat, so to mime him you need to move slowly and heavily whereas Sabre would move fast and lightly on his feet.

More advanced miming:

- How does the animal feel? eg Gyp is sad because the farm is going to be closed. Does this change how he moves? What about your facial expression? Contrast this to at the end of the play when the farm is not closed - how does Gyp feel now?
- What other emotions can we show? Shyness, anger, energetic, impatient, excited, bored, lonely...
- Break up into groups and see if you can guess what animal each other is miming.

Even more advanced miming:

- In groups, create a simple outline for a scene. Scenes should be no more than a couple of minutes (or you might want to give them a scene to pick out of a hat). Each person in the scene has a set character that has already been explored earlier. Give each group about 10 mins and then the groups can perform their scenes to the rest of the class. Let the rest of the class guess who was what character and what the scene was about.

Scene example: Gyp the dog hears a noise in the barn (is he scared?), Gyp goes to investigate, He finds charlie the chicken and minx fighting (who wins? How does gyp feel about them fighting?)

Some key questions for actors to ask themselves:

- Who are you? eg a dog, (so move like a dog)
- Where are you?
- What happens? (make sure the scene has a beginning, middle and importantly an end)
- How do you feel about what happens?

Some key things to remember:

1. If handling objects be *consistent* - objects need to stay the same size. A ball cannot get bigger and smaller during a scene.
2. If you are holding a thin object (e.g. a cup handle), don't press your fingers together. Leave a small amount of air where the handle would be.
3. When you pick up an object, we should see your muscles become tense. When you put it down, your muscles should relax.
4. *Exaggerate* - actions need to be definite, sharp, big and clear.

Appendix three - Commedia dell'arte

Old McDonald is a pantomime, which has strong roots in Commedia dell'arte. This history project would be appropriate before or after the students see the show.

Research project/history:

Have students to research "Comedia dell'arte" (this is one of the earliest known theatre types and is largely based on improvisation and mime type techniques) and create a visual and aural presentation (for example, a poster/powerpoint and spoken speech - students may even like to use props).

Students could work individually or in small groups.

Some key questions for students:

1. What does "Commedia dell'Arte" mean?
2. Where and when did it originate?

3. Describe some distinctive characteristics of commedia (for example, use of face masks, featuring permanent characters, improvised theatre which also uses rehearsed material, multiple skills such as mime, dance, acrobatics and music, visual element is more important than verbal...)

4. Pick a character (you might like to select these for the students to get a wide range) and research their:

- status in society
- costume
- mask
- movement type and
- plot function

5. Make a mask in the style of your character.

Commedia dell'arte characters

- Pantalone
- Capitano
- The Lovers
- Arlecchino
- Il Dottore
- Colombina
- Innamorati
- Pulcinella
- Sandrone
- Scaramuccia (also known as Scaramouche)
- La Signora
- Tartaglia



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