

**Activity Pack / Pecyn Gweithgareddau**

# **GOLDILOCKS ELEN BENFELEN**

**By / gan Elgan Rhys**



## CONTENTS

<b>OVERVIEW</b>	Page 3
<b>I AM PROUD... I CAN BE PROUD... I WILL BE PROUD</b>	Page 4
<b>DON'T RUSH TO JUDGE</b>	Page 5
<b>HOW DOES THE COLOUR MAKE YOU FEEL?</b>	Page 6
<b>WE ARE GOING ON A JOURNEY</b>	Page 7
<b>MY NEIGHBOURHOOD</b>	Page 8
<b>WHAT'S IN THE PORRIDGE?</b>	Page 9
<b>HOW BIG AM I?</b>	Page 10
<b>WHERE ARE WE?</b>	Page 11
<b>OPPOSITES</b>	Page 12
<b>VISITING THE SHERMAN</b>	Page 13



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## **OVERVIEW**

Whether using this at home, in a playgroup, nursery or classroom we hope that you will find this resource pack useful. We believe it can be implemented in any order and adapted to suit your needs. We suggest that you see this pack as a guide rather than an answer book; providing lively and engaging activities for your children that connects with both the live theatrical experience, and the world around them. Within this resource we offer you a series of different activities that work within the framework of the New Curriculum for Wales and cover a variety of subject areas. We hope that the contents of this pack will provide an opportunity to support a wide range of beneficial outcomes regardless of where and when the learning is taking place.

## **STATEMENT OF LEARNING INTENT**

We are keen to incorporate the four purposes into our work with young people, in order to best support their learning within the framework outlined by the Welsh Government.

Through the activities in this pack we hope to improve and develop children's knowledge and understanding of the world around them as well as assisting in their personal and social development. We are seeking to help foster moments of learning that nurture ambitious, capable learners who see learning opportunities within their everyday lives. Thereby, preparing them to be informed citizens of Wales and the world, through the promotion of ethical and healthy individuals, who are ready to be valued members of society.

Overall, by accessing the arts and understanding its impact on themselves and their community we hope they will become enterprising and creative within their thinking. This is achieved through a series of learning opportunities, responses and teaching techniques including – but not limited too – mind mapping, oral skills, listening, literacy, music, art as well as opportunities for individual and group education.

## **CONCLUSION**

Overall we hope that you find this pack useful in supporting the development of individual children. Giving them the opportunity to grow their opinions and understanding. We look forward to hearing all about how you get on with the activities we have created.

Most importantly we hope that you enjoy this creative time with your young people!

## **EXTERNAL LINKS DISCLAIMER**

Throughout our resource you will find links to websites. Although we make every effort to ensure these links are accurate, up to date and relevant, Sherman Theatre cannot take responsibility for pages maintained by external providers.

If you come across any links that do not work, we would be grateful if you could let us know.

Please note that external links from this website may include adverts and material of a political nature.

## I AM PROUD... I CAN BE PROUD... I WILL BE PROUD

## ACTIVITY 1



**Goldilocks is a very brave young person, but it takes them time to realise their worth; to be proud of themselves and what they are able to do. It can be really difficult at times to know how valuable you are – particularly for young people who are busy learning and discovering and do not have time to pause and reflect.**

**This activity is about mindfulness; taking a moment of self-reflection, preparing and focusing on yourself in an ever-busy world.**

**We suggest that you do this activity as a group initially but the main exercise could be completed alone. You will need a mirror and also have some paper and a pen to hand, or record your thoughts as a voice note on a tablet.**

### Starter – Gathering information

Ask the young people to write down or draw a picture of the following:

- Three things they have done that they are proud of.
- A task they have completed recently that has helped someone else.
- Something that they will do in the future to help someone.

*If you are working with a group of young people you can ask them to share these with a partner, and then with the rest of the group. Otherwise ask the young person to tell you about what they have picked.*

### Main Exercise – Personal Pep Talk

1. Now ask the young people to look at themselves in the mirror.
2. They should be encouraged to look closely at all their features.
3. How do they feel when they look at their face?
  - Ask them to tell you this as something abstract – a colour, a shape, a food etc.
4. Ask the young people to close their eyes. *You may want to put some music on to help you reflect [https://www.youtube.com/watch?v=6xDyPcJrI0c&t=2s – is a starter.]*
5. Ask the young people to think about the lists they made in the starter. They should think about how the following made them and others feel:
  - The thing they are most proud of.
  - The task they completed to help someone else.
  - The thing they will do to help in the future.

*The young people could use a thumbs up or thumbs down to show you here. They could use a gesture or a facial expression – choose the responses here.*

6. The young people can now open their eyes and look at themselves again.
7. Again ask them how they feel when they look at their face?
  - Remember to keep this as something abstract.
8. Tell them they can be proud of what they see.
9. Together help them to complete the following sentences:

- i. I am proud of...**
- ii. I can be proud of ...**
- iii. I will be proud of ...**

*They can write or record their answers to these questions.*

Once your young people have written or recorded these encourage them say these aloud three times, whilst looking at themselves in the mirror. Each time they should try to sound more and more certain about each of the statements.

Finally, we suggest that they write these down somewhere that they will see them every day. They can be a tool to remind your young people of the value they have as an individual.

**Try to take time as often as possible for this moment of reflection.**

**Take things further:** *You could create statements as a whole group, family or class that fulfil the statements that you can repeat at the beginning or end of each time you meet.*

## DON'T RUSH TO JUDGE

## ACTIVITY 2

**In the world of Goldilocks, a lot of people make decisions about how they feel about someone just by looking at them.**

**It can be easy to judge a person from the way they look or how they present themselves to the world. But we need to take the time to get to know the person beneath what we see and hear. This is something that Goldilocks learns during the story.**



**These exercises encourage the young people to think about how we make judgements based on the way things look rather than what they actually are. We hope that this will allow your young people to assess their appreciation for and understanding of others.**

***These exercises are best completed as a group.***

1. Show the young people a series of objects:  
Oranges / Apples / Chocolate bar wrappers / Crisp packets etc.
2. How do we work out what's inside the object? Encourage the children to talk about touch, taste or cutting open etc.
3. Choose one of these objects and pose a question similar to "Is what we find on the inside of our object what we expect by just looking at the outside? Are there any clues to its content?" See how the group respond to this provocation. Allow the discussion to develop. All ideas are valid.
4. Now consider what can be found inside a human. Heart, lungs, bones etc. (*You may want to make a list of these*).
5. Ask each person to draw an outline of a person (*you may want to this as a group and draw around one person*).
6. Next take your outline and fill it with all the things that make us human on the inside, not just the bones, muscles etc but also out feelings, opinions and thoughts.
7. One again use this as a source for discussion. Base your responses purely on what has been written in and around the person outline. Some of the questions you might want to ask could be:
  - ❖ What do you expect this person to look like?
  - ❖ Do you think they will be nice?
  - ❖ How do you think they would make you feel? (Happy / Sad / Excited / Scared)
8. Have a discussion about the judgments that were made in both cases without having the whole picture of the person. It should become clear that making snap judgements is generally wrong.

### ***Take things further:***

You could come up with a list of questions they could ask someone before making a decision about them. What would they need to know before they could make a decision about the inside and outside of a person?



## HOW DOES THE COLOUR MAKE YOU FEEL?

## ACTIVITY 3



**In Goldilock’s world we know that colour is really important. She lives in a world full of yellow but soon discovers that there’s a whole world outside of her town that has lots of different colours in it.**

**Just like Goldilocks discovers we hope that these next activities help your young people explore colour in their world.**

### Starter – emotional colours

1. Ask the young people to tell you their favourite and least favourite colour – *this can be taken further and the young people challenged on why they feel that way.*
2. Next encourage the young people to tell you how the following colours make them feel. *You could do this by using emoji’s, thumbs up or down, or by inviting them to pull a face.*  
Red / Blue / Yellow / Green / Purple / Grey / Black / Pink / White
3. Explain to the young people that colours are widely regarded as having strong connections with how people feel; you may have heard some colours called “calming” or “dominating” or being called looking green when you are sick. *They may know some of these and should be encouraged to share these with you.*

### Main Exercise – Dressing Colourfully

**We’re going to create our own colourful outfit based on the colours reflect our mood!**

1. Firstly, take a large sheet of paper – write your name in the centre.  
*This will be our mood board.*
2. Now gather a range of different magazines and newspapers. *They do not all have to be fashion based – we might see inspiration in a cartoon or a serious news report.*
3. Now encourage the young people make some decisions about **colours**.
4. Which colours closely represent how they feel? Are they happy / sad / powerful.  
*Ask them to read the colours they have listed above if they are struggling to think.*
5. Now you have your colours search through clothing catalogues and online for images, as well as using off cuts of material and build a collage of what you might wear. Stick them all over your sheet of paper – this mood board is what will inform your outfit. Do not forget to consider different **textures, styles** and **patterns**.
6. Finally have a search around your house, classroom or activity space. Do you have any of these items? Could you dress up in something that looks like your outfit?  
*You could repeat this activity and encourage the children to think of how to create an outfit that is the OPPOSITE of how they are feeling.*

### Take things further:

Once you have completed this you could ask the young people to create a playlist of tracks to dance to in order to show off their outfits.

1. Ask the young people to think about the rate of their heart beats at when we experience their chosen emotion. Try clapping this out loud. Is it fast or slow?  
**This clapping is called the Tempo.**
2. Next experiment with the clapping again. This time whilst clapping out your tempo consider if they are loud or quiet. Try clapping louder and quieter at different times. What effect does that have on someone listening?  
**These changes in volume are called Dynamics.**
3. Now we have an idea of the tempo and the dynamics what genre of music would you like it to be? Is it classical? Is it jazz? Is it pop? Is it rock?
4. Finally start to create a playlist of songs for your dancing.

**NOW GET DANCING!**

## **WE ARE GOING ON A JOURNEY SIGHTS, SOUNDS, AND EVEN SMELLS**

## **ACTIVITY 4**



**In the play, Goldilocks goes on a very big and exciting journey, from her town all the way through the forest to the bear's house. As she makes this journey, Goldilocks looks around her seeing and hearing lots of different things. This helps Goldilocks to find the way, not get lost and not be scared.**

**We hope the following exercises will help your young people engage with the journeys they make, helping them recognise the sights and sounds that make up their world.**

Start by asking the young people to tell you about the most exciting journey they have been on. How does this journey compare to the journey of Goldilocks? How did the young people feel when they were making this journey?

Once the young people have finished sharing their exciting journeys ask the young people to think in their heads of a journey they do regularly.

This could be their journey into school, from their house to the shop or the playground. Even the journey from the kitchen to their bedroom.

Once they have thought of their journey, they should describe this. This can be done aloud if working in a group or written down if working alone.

The young people should try and include information on:

- The time it takes to do the journey.
- The different directions of the journey (left and rights, half turn or quarter turn)

Then ask the young people to focus on what it is they see on their journey. These sights could be written, drawn as a story board, or cartoon or spoken aloud (if not working with pencils and paper).

Ask the young people to be as detailed as possible. What are the colours? What are the landmarks? What are the sizes?

Once this is finished, ask the young people to repeat the process but instead of sights we are going to focus on the sounds that we can hear on the journey.

Using sound, ask the young people to describe their journey. For example:

- "Walk towards the roar of the traffic"
- "Wait for the beeping noise before you cross the road"
- "I turn left when I hear the thunder of the washing machine"

*Try to get the young people to start thinking about natural sounds and artificial sounds. Which ones are made by nature and which by machines?*

### **Extended Exercise**

If you have time, repeat the exercise focussing on smells.

How do the different sights, sounds and smells of our journey make us feel?  
Do we like parts of our journey because of our senses and dislike other parts?

For example:

I like walking past the bakery because I can smell cakes being baked but I don't like crossing the road as the roar of the traffic hurts my ears and makes me feel scared.

## MY NEIGHBOURHOOD

## ACTIVITY 5



Through the play we are taken around Goldilocks' town, Goldentown. Goldilocks is the tour guide for the audience, showing us around.

This exercise will imagine that the young people are also tour guides. But they will instead be showing an audience around their town – we have used Cardiff because that is where we are based but you could use any location.

Ask your young people to imagine that they are a tour bus guide for Cardiff. We will start by deciding on the locations we would want people to see. A good way to start this is by mind mapping.

Ask your young people to write 'Cardiff Sights' in the centre of a page and then surround it with all their ideas. Ask them to consider and include:

- Famous places (*places that everyone will know about*)
- Their favourite places (*this could be secret places or public places*)
- Unusual places (*a place that nowhere else has or is distinct to Cardiff*)
- Places that mean something to them.

### Some tips to help decide on our favourite places

A good way to understand our neighbourhood, Cardiff, is to apply the lessons of the journey exercise.

Thinking about our senses, which places in Cardiff:

- Smell nice
- Are good to look at
- Make an exciting sound
- Have the tastiest food
- Are fun to touch

Think about how these places make us feel. Are we happy, sad, loved when we are visiting these places? Our favourite places can often trigger fond memories, perhaps our greatest loves, or times with friends, and sometimes moments of sadness.

### “On our tour around Cardiff we saw...”

In order to start thinking about how we might share these ideas about what to see in Cardiff you could do the following simple oral storytelling activity – which young children might find particularly fun.

Start by thinking about locations across Cardiff.

- The first person will start by saying:
- “On our tour around Cardiff we saw [first location]”
- The next person will then say:
- “On our tour around Cardiff we saw [first location] and [second location]”
- And so on. Such as the example below:
- “On our tour around Cardiff we saw the castle.”
- “On our tour around Cardiff we saw the castle and the principality stadium.”
- Each person should add to list as it goes on.

*You can keep adding until everyone has contributed or if you want to play it as a game you could do this until someone misses something out then they are no longer in the game.*

Now your young people have a starting point, ask them to draw out a route map for their tour. A little bit like a 'dot to dot' exercise – where each dot is a location on the tour.



## WHAT'S IN THE PORRIDGE?

**Goldilocks is famous for trying out the porridge in the bears house. It is too hot, too cold and just right. But what other flavours could our porridge be?**

**This exercise encourages the children to think about what things taste like as well as making their own porridge.**

### Starter

- ❖ Ask the children to list things they like to eat.
- ❖ What things do they like to use to add flavour to otherwise plain things like toast? *Jam, Ketchup, Fruit, salt, chocolate etc.*
- ❖ Ask the children to pick their favourite flavour.



## ACTIVITY 6

### Main Exercise

- ❖ Who can make a facial expression that shows how **yummy** your favourite flavour is? *Can you add in a sound too?*
- ❖ Who can make a facial expression that shows how **yucky** your least favourite flavour is? *Can you add in a sound too?*
- ❖ What is the best yummy or yucky face you can pull? *Use mirrors to get to know your faces.*
- ❖ Ask the children to imagine taking a big spoonful of porridge with their favourite flavour in what face they would pull. *Get them to show you this too. They could even mime the spoon!*
- ❖ Repeat the same exercise but this time with their least favourite flavour.
- ❖ Take photographs of each other making faces using iPads and print them off. It could become a competition, who makes the best yummy or yucky face?
- ❖ Ask the children to finish these sentences (verbal or writing) describing either of their faces:

***My eyes are .... / My eyebrows are ... / My mouth is ... etc***

### Finishing off – making porridge

*The young people will need help with this from an adult. But we think they should be able to do measuring and mixing on their own – watch out for hot things!*

- ❖ Ingredients
  - 50g porridge oats.
  - 350ml milk or water, or a mixture of the two.
  - A pinch of salt.
  - Your choice of flavours – fruit, chocolate etc.
- 1. Using some scales weigh out 50g of porridge oats.
- 2. Put the porridge oats in a saucepan and pour in 350ml milk or water in. *Sprinkle in some salt here if you want.*
- 3. Bring to the boil and simmer for 4-5 minutes, stirring from time to time and watching carefully that it doesn't stick to the bottom of the pan. *You can also do this in a microwave. Mix the porridge oats, milk or water and a pinch of salt in a large microwaveproof bowl, then microwave on High for 5 minutes, stirring halfway through.*
- 4. Leave to stand for 2 minutes before eating.
- 5. To serve, pour into bowls, and add your preferred flavours.

*You could try out lots of little sample bowls and share with your family and friends to see what they would prefer – why not vote on which is the best?*

### GOLDILOCKS

## HOW BIG AM I?



Throughout the story, Goldilocks encounters lots of things that make them think about size; the height of the bear family or the size of their bowls. They have to make judgements about those sizes – about which ones are too big or too small – just by looking at the objects.

During these activities, the young people should be encouraged to explore different ways of taking measurements whilst gaining a better understanding how their size relates to the world around them.

### Starter

1. Firstly, get the young people to line up from smallest to tallest.
2. Get the young people to notice who they are stood next to.
3. Now encourage them to line up in age order.
4. Again ask the young people to notice who they are stood next to.
5. Discuss with the children if it was the same or different people they were stood next to. Are the tallest people the oldest and the shortest the youngest?

### **Take things further:**

Try to get the young people to order themselves whilst being timed or without talking.

### Main Exercise

1. Ask the young people to describe themselves in relation to:
  - something that they know in the world that is taller than them
  - something they know in the world that is shorter than them
2. Show the young people three containers small medium and large.  
*These containers need to be able to hold water.*
3. Encourage the group to guess which container will be the slowest and the fastest to fill up.
4. Get one member of the class to fill up one of the containers with water, whilst someone else times how long it took.
5. Repeat this, until all the containers are full.
6. Note down the times.
7. Did the times to fill match up with what the young people thought? Were there any surprises? How did we know which would take longer and shorter?  
*You could switch out one of your items with a colander or something porous and time that.*

1. Next, you will need a bag of potatoes, a packet of crisps and a pair of scales.
2. Firstly, take a potato and a crisp out of the packet and bag and place these items in a row next to the bag of potatoes.
3. Encourage the young people to guess which item they believe will be the heaviest and which do they believe will be the lightest.
4. Now start weighing the items, beginning with the bag of potatoes, then the single potato and then lastly the crisp. Record how much each item weighs.
5. Did the weights to fill match up with what the young people thought? Were there any surprises? How did we know which would be heavier and which lighter?

Ask the young people to create some sentences such as:

“I am taller than... but shorter than...”

Or

“The potato is heavier than... but lighter than...”

They could relate these to the things they have measured or to things within the wider world.

## WHERE ARE WE?

## ACTIVITY 8

*Goldilocks' journey to the bears' house takes her through the village and into the forest. It is full of beautiful trees, plants and animals. It is sometimes dark and sometimes light. Sometimes loud and sometimes very quiet. But it is never boring.*



*These activities are intended to get the children thinking about the environment and the natural world around them.*

### Starter – What's outside?

- ❖ Take your children outside (into the playground, yard or garden). *If this isn't possible the you could sit near the window.*
- ❖ Initially ask the children what they can hear. *This can be quite broad to start with i.e. Plants and animals etc.*
- ❖ Listen for about 3 minutes (or until you have heard a variety of sounds).
- ❖ Finally, ask the young people to make a list with a partner of 5 sounds they can remember, and then share these with the rest of the group.

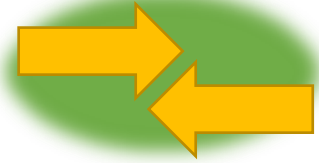
### Main task – what's happening where we are?

- ❖ Ask the group to pick some of their favourite elements that they have heard outside and shared with each other.
- ❖ Now encourage them to consider the ones that Goldilocks might experience on her journey. *Are they the same or different? Why?*
- ❖ Now they are armed with this information the children can create their own version of the forest travelled by Goldilocks in the following ways.
- ❖ As a picture
  - In collage form cutting the preselected images up and creating a giant mood board.
- ❖ As a sound
  - Ask the children to think of the sounds that are present in the forest. Are they loud or quiet? Fast or slow? Can they make the sounds themselves? Get them to build a sound montage that is called "The Forest" this could be recorded on an I-pad or phone.
- ❖ As a live image
  - Finally get the children to be the forest. They should be one of the elements that their group researched. Using their bodies in different ways they should create a live picture. They could add the sound back into this as a live element too.

## OPPOSITES

*As Goldilocks explores the world they discover lots of things that are the opposite of one another. It's really curious to them. Things seem too big or too small, too hot or too cold. Knowing how these opposites work is really helpful and freeing for them – it can even keep them safe.*

## ACTIVITY 9



*During this activity, the children will explore opposites and how they relate to temperatures, sizes, and textures.*

### Starter – Physically exploring opposites

- ❖ Begin by getting the children to walk around the room. *You could play music to accompany this.*
- ❖ Ask them to show you how they would look walking around if it was really hot.
- ❖ Now ask them to show you what it would look like if it was really cold.
- ❖ Repeat this exercise asking the children to show you more and more opposites – small and big, tall and short, old and young.
- ❖ Once you have done this ask the young people to tell you which were similar to each other and which ones were very different. Explain to the children that the things you have helped them to explore are opposites.
- ❖ *You could even take photos of these as a well to help the young people understand the visual differences between each character.*

### Main task – How do we identify opposites?

Now fill two beakers or glasses with water. In one of the glasses, place some ice cubes. Leave the other glass without ice cubes. Then, ask the children to feel the side of both containers.

Ask the following;

- ❖ Which one is the cooler container?
- ❖ Which one is the warmer container?
- ❖ Can we tell which one was cooler or hotter without touching the containers? If so, how?
- ❖ Where do these opposite words feature in the story of Goldilocks?
- ❖ When in everyday lives is it important for us to know the difference between hot and cold?

Next, pass around a cuddly toy and a rock. Ask the children to feel the textural difference between these two items and ask the following;

- ❖ Which one of these items feels softer?
- ❖ Which one of these items feels harder?
- ❖ Can we tell which one of the items was softer or harder without touching them? If so, how?
- ❖ Where do these opposite words feature in the story of Goldilocks?
- ❖ When in everyday lives might we need to know the difference between hard and soft?

Finally encourage everyone to put just their left shoe in a pile in the middle of the room.

- ❖ Now assign everyone a different shoe.
- ❖ Ask them to try to put it on. *This should be done carefully.*
- ❖ Does it fit? Are there any opposite words that describe this activity?
  - If their foot fits inside the shoe ask them to walk around the room.
    - How did it feel to walk in someone else's shoes?
    - Did it change the way we walked?

### Take things further:

- ❖ You could ask the young people to come up with all the opposites in their lives – encourage them to compare sizes between things i.e. The car we have at home is small compared to the bus I go to school on.

## VISITING THE SHERMAN

## ACTIVITY 10

To help the child gain a wider understanding of the variety of jobs in the world, and specifically within theatre we encourage you to arrange a visit to the Sherman to see how a production is created and supported. We are now able to offer digital tours so you can visit via Zoom from the classroom.

This could form part of your trip to see Goldilocks or at an alternative time. Please contact [timothy.howe@shermantheatre.co.uk](mailto:timothy.howe@shermantheatre.co.uk) for further details.



### Starter

1. Begin by asking the children who they think is involved in the creation of a theatre production? What do these people do and what are their job titles?  
Director / Actor / Designer / Stage Manager / Lighting Designer / Sound Designer

*They may need help with the titles of these jobs so it may be easier to allow them to describe the job and give them the titles.*

2. Once they have identified the job, break them into small groups to create mind maps that show the different things that each person does on a production.

### Main exercises

Here are some activities that will allow you and the children to begin exploring some of the roles that you have spoken about above.

#### 3. Lighting Exercise

**This exercise examines how angles of light can affect how we feel about someone.**

- ❖ Take a light source (a torch / phone torch / desk lamp).
- ❖ Ask one person to stand in front of the group – they will be your actor.
- ❖ Experiment with placing it in some different locations relating to your actor's face.
- ❖ Ask the children to make suggestions about different heights, proximity, and if it is in front or behind them.



**The children should be encouraged to say how these different angles change how we feel about the person being light? You may also want to pose the question what kind of character could they be?**

*Additionally you could consider the effect of colour on the actor by holding a Quality Street wrapper between the light source and the subject.*

#### 4. Costume Exercise



**This exercise looks at how the way we wear something can change what it is.**

- ❖ The group should form a circle and place any material or clothing at its centre.
- ❖ One person should enter the circle and put the item on and adopt a pose that shows what it is without telling us.

***N.B The material / clothes should NEVER be worn as what they actually are.***

- ❖ The rest should guess what their clothing is based on how it is worn.
- ❖ Once guessed correctly they must swap with the next person in the circle.
- ❖ *You could pause the action and ask the group to discuss how the colour, texture and style might affect how we view the person wearing it.*



## 5. Sound Exercise

**This exercise looks at how sound can affect the listener.**

- ❖ Prior to the session choose three or four different music tracks – try to make these as stylistically varied as possible.
- ❖ Ask the children to listen to each one of them at a time. The listener should write down the effect each track has on them – we suggest using post-it notes and encouraging them to draw an emoji on it to show how they are feeling. This could then be stuck to a wall or another sheet of paper that is assigned to the track.
- ❖ This should be repeated until all the tracks are done.
- ❖ The children should examine the results of their listening and discuss why people felt the way they did. Was it because it was: slow / fast / high / low / loud / quiet?
- ❖ You could introduce some music terminology here such as tempo, pitch and rhythm.
- ❖ Discuss the dramatic settings or scenarios that these different tracks reminded them of.



### ***Take things further:***

Ask the children which job they would like to do? And why.

If you have arranged a visit to the Sherman you could put together a list of questions that you would like to ask the experts when you go to look around.