

Theatre
Rites

Beasty Baby



**Enrichment
Resource Pack**



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**ARTS COUNCIL
ENGLAND**

Contents

Welcome	2
Before the Show	3
After the Show	4
Life Cycle	5-6
Beasty Baby's Environment	7-9
Music in Beasty Baby	10-11
The People Who Made Beasty Baby	12
Meet The Puppet	13
Inspiration and Influence	14
Curriculum Links	15

Welcome

Hello. We hope you enjoy the performance of 'Beasty Baby'. This resource pack has been designed to extend the learning of the young audience watching the show by inviting them to think about their environment, behaviour and family.

Firstly, the pack will explore the idea of what a beast and beastly behaviour is, in reference to the children's own lives and experiences. It will then look at family and what makes a family, while analysing the stages of life and encouraging the children to become more aware of themselves and where they are in the world. Thirdly, it will investigate the world Beasty Baby inhabits; the design, music and changing seasons.

About Theatre-Rites

Theatre-Rites has a unique approach to creating theatre for young people, and has an outstanding reputation nationally and internationally. Inspired by artists, objects and spaces the company devises journeys into the imagination, touring to theatres and transforming buildings. The work reflects the child's eye view of the world as somewhere magical, astonishing and mysterious, and offers children and adults theatrical experiences that are beautiful, inspirational and good fun.

"Theatre-Rites, a company of genuine originality and flair"

Lyn Gardner, The Guardian

About The Show

In a small hut, in a wintry wood in a very cold land there are 3 people waiting. They are expecting a child, but the child that arrives is nothing like they expected.

Beasty Baby is about how adorable, maddening and demanding children can be, how they learn about right and wrong and how adults and communities learn to cope. It is a lively celebration of family, growing up and the rituals both children and adults go through in those extraordinary early years of life. Beasty Baby uses an inspired mix of puppetry and live music to create a funny and magical shared experience.

'A genuinely shared experience for the whole family' * - The Guardian***

'An imaginative Bundle of Joy' ** - The Stage***

'With never a dull moment: it unfolds rapturously' * - The Sunday Times***



Before The Show:

Discussion: What makes a Beast?

(KS1 + Foundation: Literacy & Citizenship)

Group Discussion as a class or in groups:

- What do you think a beast is? – Bear, whale, monster?
- What beastly things do they do? – Growl, hunt, scare?
- What beast would you want to be?
- Can a human/person be beastly?
- How do we know when someone is being beastly?
- When is someone being kind/helpful and when is someone being beastly?
- Can you remember a time when you were being beastly?
- Can you remember a time when somebody else was being beastly?

Activity: Draw Your Own Beasty Baby

(KS1 + Foundation: Art & Literacy)

Ask the class to design and draw a picture of their own Beasty Baby. Ask them to think about:

- The ways in which it is beastly – what mischievous things does your Beasty Baby do?
- Think about how it plays/what it likes to play with?

Ask the class to write a sentence or two describing their Beasty Baby.

Discussion: Family

(KS1 + Foundation: Literacy & Numeracy)

Discussion as a class or in groups about family:

- How many people are in your family?
- Do you have any sisters and brothers, how many? Are you the oldest/youngest/middle?
- What are rituals and routines? What do those words mean?
- What is your daily ritual/routine before school or nursery?
- Does your family have any other rituals or routines? For example, a bedtime routine or a time for playing – Beasty Baby's playtime is always after a mealtime.

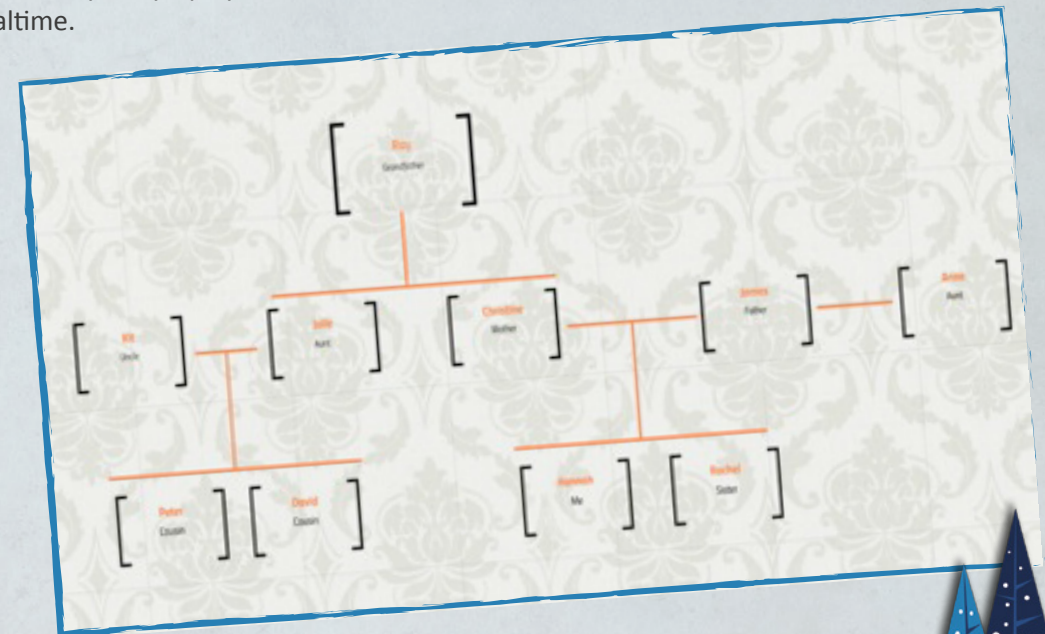
Activity: Family Tree

(KS1: Literacy & History)

Ask the children to talk with their family about their ancestors.

Ask them to write down three interesting things they have learnt about their family history.

Ask the children to create their family tree. Here is an example:



After The Show:

Activity: Your Favourite Part of The Show

(KS1: Literacy & Art)

Ask the children what they thought about the show. Ask them to think about the parts of the show they enjoyed the most and pick one.

Ask them to draw a picture of their chosen moment and write a sentence about why they enjoyed it.

Discussion: What Do We Need To Raise a Baby?

(KS1 + Foundation: Literacy & Citizenship)

Ask the children to think about the set of Beasty Baby and what objects were there. Ask them to suggest four things that they think you need for a baby or four things they saw in Beasty Baby's home (These suggestions could be written on the board).

Examples:

- A cot
- High Chair
- Toys
- Changing Table
- Nappies

Discuss with the children what they think the three most important objects are for raising a baby out of the items suggested.



Extension: What Do We Need To Raise A Baby?

(KS1: Literacy & Citizenship)

Open up a discussion about what the three performers did to make sure Beasty Baby was happy.

Examples:

- Turned his bed upside down
- Played with him
- Sang to him
- Took him to explore the world outside

Why do the children think these things were important?

- What was Beasty Baby's reaction to these?
- Was it positive or negative?

Ask the children to think about what their families do to make them happy.



Life Cycle:

Activity: Human life Cycle

(Foundation: Art & Science)

What are the two stages of the human life cycle that we see in the show?

- How does Beasty Baby's behaviour change between the two stages?

Ask the children what the difference between a baby and a toddler is.

Ask the children to draw a picture of a baby and a toddler to show the two stages.

Activity: Life Cycle

(KS1: Science)

Ask the children to think about growing up and discuss the human life cycle:

- Baby
- Toddler
- Child
- Teenager
- Adult
- Older Adult

Using the activity sheet provided, can the children connect the picture to the correct stage of life? One has been done for you.

Human Life Cycle Activity:

Baby

Toddler

Child

Teenager

Adult

Older Adult

7 | Enrichment Resource Pack for Beasty Baby | Theatre-Rites

**Human Life
Cycle Activity:**



Baby
Toddler
Child
Teenager
Adult
Older Adult



Beasty Baby's Environment

Activity: Create a Nordic House

(KS1: Design and Technology, Art, Numeracy & Geography)

The show is set in a Nordic hut and is partly inspired by the landscape of Scandinavian countries. Ask the children to create their own Nordic hut like the one Beasty Baby lives in. You could also show the children where the Scandinavian countries are on a map and show them other examples of Nordic huts. Firstly, ask them to draw a design of the house that they are going to make and to write down the accurate measurements for it.

You will need (per child):

- A cardboard container
- Scissors
- Glue and sellotape
- A piece of A4 paper
- A piece of A4 card
- Items to decorate the box with (colouring pencils, pens, glitter, tissue paper etc.) including sugar or something that resembles snow (rice, glitter)

Instructions:

1. Draw a door and windows onto the box or cut these out of paper and stick them on the cardboard box.
2. Fold a piece of card in half to form the roof and stick it onto the box.
3. Decorate the box and glue the snow onto the roof.



Activity: Create a Magic Window

(KS1 & Foundation: Art)

You Will Need:

- 1 piece of white A4 paper
- 1 piece of black A4 paper/card

Ask the children to think about the set of Beasty Baby, specifically the window. Can they remember what you could see from Beasty Baby's window? The view is of a wintry birch forest. Ask the children to collect items either from the school grounds or bring items in from home that could be used to make a picture of this scene.

Examples:

- Sticks
- Leaves
- Grass
- Bark

Once they have collected the items they want to use, ask them to stick them down onto a plain piece of A4 paper to create a forest scene. Then ask them to cut two strips out of the black piece of paper/card and stick one down vertically over the centre of the page and the other horizontally over the centre of the page to create the impression of looking through a window.

Beasty Baby's Environment



Activity: Make Your Own Snowflake

(Foundation: Art)

Snow is made up of tiny snowflakes and no two flakes are the same.

You will need:

- 4 Craft (lollipop) sticks
- Glue
- Items to decorate the sticks with (glitter, tissue paper, sequins, paint, pens)

Instructions:

- Place the first craft stick down vertically in front of you.
- Glue the second craft stick down horizontally across the other.
- Glue the third stick down on a diagonal across both sticks and glue the last stick down on the other diagonal.
- Decorate your snowflake.

Discussion: The Seasons

(KS1 + Foundation: Science)

Group discussion as a class or in groups:

- What are the four seasons?
- What are the characteristics of each season? i.e. winter – snow, autumn – falling leaves
- What season could it have been when Beasty Baby went outside?
- Have you played in the snow? What is your favourite thing to do in the snow?



Beasty Baby's Environment

Experiment: Make Your Own Snow in Groups

(KS1: Science)

Please note: the snow could be created prior to the class and handed around the class ready-made. If the snow is made with the children in class there is an activity below:

Before making the snow discuss with the class what real snow is like; how it feels and smells, for example. Then discuss a prediction for the snow they are going to make:

- How do you think your snow will smell?
- What colour do you think your snow will be?
- How do you think your snow will feel?

You will need (per group):

- 250g Baking Soda (This can be any bicarbonate soda)
- ½ to ¾ of a can of shaving cream/foam (It must be shaving cream or foam, not gel)
- 1 mixing bowl
- 1 mixing spoon

Instructions:

1. Pour the baking soda into the bowl.
2. Slowly mix in the shaving cream.
3. When you touch the mixture it should still feel and look like powder, but you should be able to mould it. It should be able to keep its shape once moulded. If it falls apart when you let go add more shaving cream.
4. This process will happen at different times for everyone and not everyone's snow will feel the same

After making and playing with the snow discuss with the children the results of their investigation:

- Were your predictions correct?

Extension: Erupting Snow

(KS1: Science)

You will need 1 bowl, vinegar and your snow. Fill about ¼ of the bowl with vinegar. Mould a ball out of the snow you created and place the ball in the vinegar to see what happens!



Music in Beasty Baby:

Discussion: Music Investigation

(KS1 + Foundation: Music)

Ask the children to sit in a circle and think about the music in *Beasty Baby*. Think about:

- How was the music created?
- Were there any instruments?
- What instruments were used?
- What other objects were used to create sound?

The performers played a Mbira (inside the clock), a Cajon (the stool) and a Xylophone (inside the changing table). They also made music percussively using plates, spoons, the crib and the high chair.



Activity: Rhythm Creation with the Class

(KS1 + Foundation: Music)

To introduce the idea of rhythm and making music without instruments, start a rhythm using your body. This could be any rhythm such as clapping your hands and slapping your knees.

Ask the children to copy your rhythm. Once they are comfortable with this, change the rhythm.

Ask them to think about a rhythm they could create, like the ones you have just shown them.

Activity: Rhythm Creation in Groups

(KS1: Music)

Split the class into small groups of five or six.

Ask the children to create a rhythm together using their bodies as suggested in the previous activity on the top right of the page. It can be as complicated or simple as they like. Practice the rhythms until all the children in the group can perform it.

Each group should present their rhythms to the class.

Ask all the groups to perform their rhythms at the same time. After a couple of minutes, stop them and explain that if anyone forgets their group's rhythm, they must move clockwise to the next group and try to learn their rhythm. If they forget this rhythm, they must move clockwise again to the next group and do the same.

Give this exercise 5 minutes. If no one moves within the first few minutes explain that this game only works if the children are honest about when they have forgotten the rhythm.

When the activity is complete open up a discussion about what happened:

- Ask the children how many times they moved groups.
- Which were the hardest rhythms to learn and why?
- Which were the easiest and why?
- Which group finished with the most children and why?
- Which group finished with the fewest children and why?



Music in Beasty Baby:

Activity: Rhythm Creation with Objects

(KS1: Music)

In the show everyday objects were used to create music.

Ask the children to think about what in the room could produce sound. Ask them to explore the room and discover the different sounds objects make, using their bodies. For example, they could hit, tap or shake the object to see what sound it makes.

Ask the children to pick up a small, portable object in the room. The object could be:

- A pencil case
- A pencil
- A book
- A ruler

Ask them to investigate what kind of sound the object can make, using only their bodies or the floor.

Then ask them to explore the room again, but this time with their object. Ask them to pick another object in the room (this object can be bigger this time, like a table) and to stand by it and start experimenting with rhythms they can create by combining their original object with the new one.

Then ask the children to pair up. This time they should investigate the sounds that their two small objects can make when combined together and to experiment with rhythms.

Each pair should present back what they have found and describe what kind of sounds they have discovered.

Activity: Make Your Own Instrument

(KS1 + Foundation: Music & Art)

You will need:

- A cardboard tube such as a wrapping paper or kitchen towel tube
- Aluminium foil
- 1 piece of paper
- Sellotape
- Some rice, lentils, popcorn kernels or something small and solid to go inside the tube and make the sound
- Items to decorate it with (Glitter, tissue paper, paint, pens, stickers)

Instructions:

1. Draw a circle around the end of the tube onto your piece of paper and cut it out. Repeat for a second circle.

Extension: Play Your Instrument

(KS1 + Foundation: Music)

Ask the children to play their instruments together. See if the whole class can play them at the same time or to the same rhythm.

2. Take one of the circles and place it over one end of the tube and sellotape it down. This will keep the things inside the tube.
3. Take a piece of aluminium foil that is just less than the length of the tube. Scrunch it up, keeping the length the same. Put the foil inside the tube.
4. Pour half a cup of lentils, rice or whatever you are using into the tube.
5. Seal the other end of the tube with the second circle using sellotape.
6. Decorate the tube.
7. Shake the stick up and down to make music!

The People Behind Beasty Baby:

Director: Sue Buckmaster
Designer: Verity Quinn
Composer & Sound Designer: Jessica Dannheisser
Additional Composition: John Pfumojena
Lighting Design: Chris Randall
Puppetry Design: Naomi Oppenheim & Sue Buckmaster
Puppet Maker: Naomi Oppenheim
Production Manager: Gareth Green
Company Stage Manager: Laura Hammond
Assistant Director (on placement): Agnieszka Turek
All production images: Robert Workman

Cast (2015): Sian Kidd, John Leader, John Pfumojena
Cast (2016/17): Scott Brooks, Baker Mukasa, Teele Uustani

Theatre-Rites:
Sue Buckmaster: Artistic Director
Claire Templeton: Executive Producer
John Johnston: Project Manager
Emily Thommes: Assistant Producer

With thanks to the Production and Technical team at Polka Theatre. Beasty Baby was originally a Theatre-Rites and Polka Theatre co-production.

Q&A With the Cast of Beasty Baby: **What was the wildest thing you did as a child?**

Teele: I ran away from home when I was about 7 years old. I had been told off several times one day by my parents and older sisters and I thought: "That's enough! I deserve better family than this. I'm leaving." I wrote a farewell note, packed my bags and set the alarm clock to wake up at 2am in the night. I climbed out of my bedroom window and set off. However, at the end of the street I got cold and a bit scared, realized I don't have money to buy breakfast the next day and that I really needed to pee. I decided to postpone the great escape...

Scott: I scrambled a Via Ferrata (cabled rock climbing) in Austria once. It was terrifying

Baker: It was probably riding a quad bike in Osmington Bay. I wasn't old enough to drive myself, but I remember how exciting it was being on this massive bike driving through mud and over hills really fast!

What was your favourite outdoor game as a child?

Teele: Tag and hopscotch. Could play them for hours.

Scott: Water fights!

Baker: What's the time Mr Wolf!

What was your favourite bedtime story?

Teele: Emil of Lönneberga by Astrid Lindgren

Scott: The Chocolate Wedding or the Winnie The Pooh stories.

Baker: We're going on a Bear Hunt. To this day I think my mum can recite this book by heart because I made her read it to me so many times!

You could ask the children these questions as well!

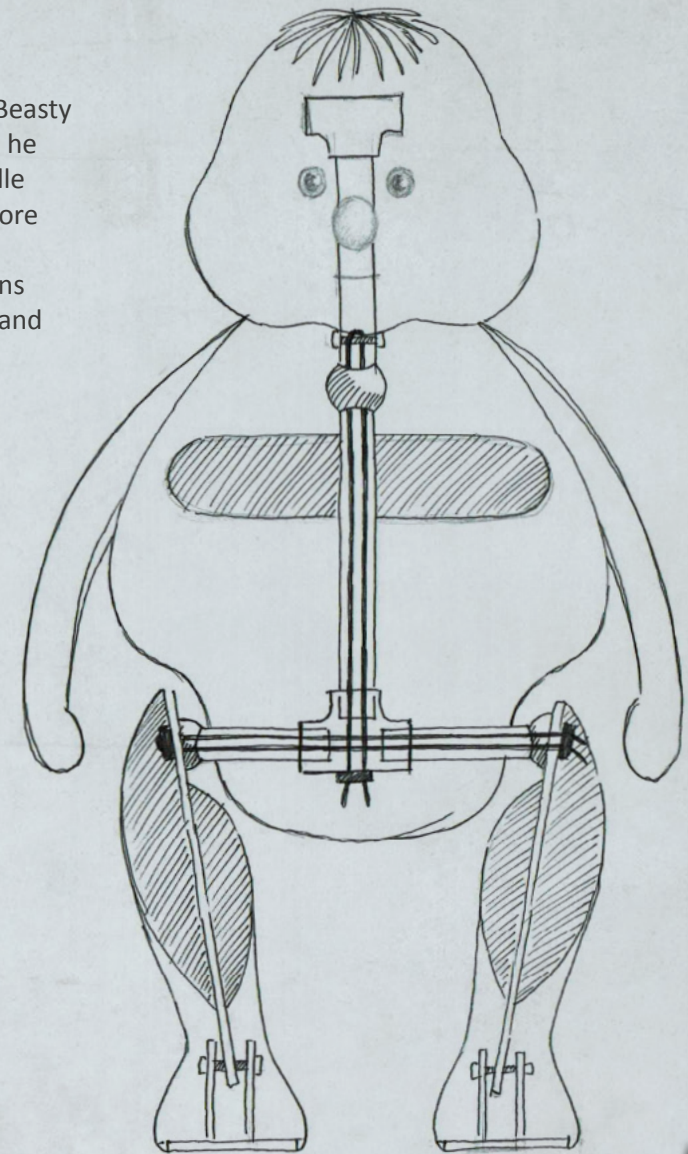


Meet The Puppet:

Beasty Baby is made of stuffed fabric, with a skeleton made from plastic plumbing pipe, plywood and big wooden beads. Beasty Baby is filled with toy stuffing and his head is sewn from patterned fabric, which is also filled with toy stuffing. His eyes are Teddy bear eyes.

Since it is pretty cold in Beasty Baby's world he needs a warm suit, which is made of some cut up woolly jumpers.

Beasty Baby is a naughty, but lovable child. Beasty Baby's family entertain and play with him as he grows and develops from a sweet little bundle into a tiny tyrant who becomes more and more demanding and beastly; throwing food and refusing to go to bed! But in the end he learns the importance of sharing and being gentle and careful.



Inspiration and Influence:

Books:

- Playing and Reality by Donald Winnicott
- From The Beast To The Blonde by Marina Warner
- Raising a Happy Child & The Secrets of Raising Happy Children by Stephen Biddulph
- The Changeling by Selma Lagerlöf

Articles:

- Let The Children Play! – Why Children Should Be Playing Outside This Winter, by Karl young, The Huffington Post - http://www.huffingtonpost.co.uk/karl-young/let-the-children-play-why_b_6080850.html
- Encouraging Children To Take Risks in Playing Prepares Them For Life by Adrian Voce, The Guardian - <http://www.theguardian.com/society/2008/aug/06/children.play>
- Einstein On Fairy Tales and Education by Maria Popova, Brain Pickings - <https://www.brainpickings.org/2014/03/14/einstein-fairy-tales/>

Podcasts and Videos:

- The Decline of Play by Peter Gray, TEDx Event - <https://www.youtube.com/watch?v=Bg-GEzM7iTk>
- Make Believe: How Creative Play Helps Kids by Dr Susan Linn - <http://www.mykidsadventures.com/creative-play-with-susan-linn/>
- The Reith Lectures: Managing Monsters by Marina Warner - <http://www.bbc.co.uk/programmes/p00gxp bh>

‘In the very midst of consecrating innocence, the modern mythology of childhood ascribes to children an especially rampant, natural appetite for all kinds of transgressive pleasures.’

– Marina Warner



Curriculum Links:

Foundation:

Art:

Draw Your Own Beasty Baby, Pg. 4
Beasty Baby Collage, Pg. 7
Human Life Cycle, Pg. 8
Create a Magic Window, Pg. 10
Make Your Own Snowflake, Pg. 11
Make Your Own Instrument, Pg. 15

Citizenship:

What Makes a Beast? Pg. 4
What Do We Need to Raise a Baby? Pg. 6

Literacy:

What Makes a Beast? Pg. 4
Draw Your Own Beasty Baby, Pg. 4
Family, Pg.4
What Do We Need to Raise a Baby? Pg. 6

Music:

Music Investigation & Rhythm Creation
with the Class, Pg. 13
Make Your Own Instrument & Extension:
Play Your Instrument, Pg. 15

Numeracy:

Family, Pg. 4

Science:

Human Life Cycle, Pg. 8
The Seasons, Pg. 11

Key Stage One:

Art:

Draw Your Own Beasty Baby, Pg.4
Beasty Baby Collage, Pg. 7
Your Favourite Part of the Show, Pg. 6
Create a Nordic House, Pg. 10
Create a Magic Window, Pg. 10
Make Your Own Instrument, Pg. 15

Citizenship:

What Makes a Beast? Pg. 4
What Do We Need to Raise a Baby? &
Extension Pg. 6

Design & Technology:

Create a Nordic House, Pg. 10

Geography:

Create a Nordic House, Pg. 10

History:

Family Tree, Pg. 5

Literacy:

What makes a Beast? Pg. 4
Draw Your Own Beasty Baby, Pg. 4
Family, Pg. 4
Family Tree Pg. 5
What Do We Need to Raise a Baby?
& Extension, Pg. 6
Your Favourite Part of the show, Pg. 6

Music:

Music Investigation, Pg. 13
Rhythm Creation Activities, Pg. 13-14
Make Your Own Instrument & Extension:
Play Your Instrument, Pg.15

Numeracy:

Family, Pg. 4
Create a Nordic House, Pg. 10

Science:

Life Cycle, Pg. 8-9
The Seasons, Pg. 11
Make Your Own Snow & Extension:
Erupting Snow, Pg. 12

