



**OLD VIC**  
NEW VOICES

# POP UP PANTO

## SNOW WHITE



**Teaching Resources**  
Suitable for Key Stage 2

# CONTENTS

Introduction	3
Lesson 1 – Bringing the Characters to Life	4
Lesson 2 – The Power of Persuasion	6
Lesson 3 – Creating Locations	8
Lesson 4 – The Next Chapter	10
Appendices	12

Supported by 3i

Script by **LEE SUTTON**

Teaching resources compiled by **ROXANNE PEAK-PAYNE**

Photography by **RICHARD LAKOS**

# INTRODUCTION

## Resources

This resource pack supports the Old Vic New Voices production of *Snow White*, specially commissioned for London primary schools. The resources have been designed to help you explore the journey of the story. After watching the production, the pack provides a great opportunity for you to build on your students' enthusiasm for stories and develop their literacy skills.

Using *Snow White* as a focus, this resource pack contains engaging activities that can be used by Key Stage 2 teachers. Activities support the speaking, listening, reading and writing elements of the English curriculum and are designed to be slotted into your existing teaching programme.

## Routine

Some of the resources include drama exercises, if you are not used to leading these kinds of activities it can seem chaotic and you may feel you lack control. However, a bit of noise in a drama session is good, and it's good to encourage an energetic approach!

You may find it useful to establish some simple routines so that you maintain a sense of control.

- Make sure that you are always the one who decides groupings or pairings, and be inventive and businesslike when doing so. You may number 1-2-3-4-5 around the circle then ask all the 1s to group, all the 2s to group and so on. You could do an A-B round the circle, or split boys and girls. Sometimes when organising groupings it is a good idea to put together two friendship pairs in a four – but do whatever is best for your class
- Always hold class discussions in a circle, sitting on the floor or standing. Insist on 'hands up' as normal classroom behaviour
- Whenever you want students to listen, ask them to sit on the floor
- Call a countdown when you are asking students to stop working, holding your hand in the air and clearly and slowly counting down from ten. Make sure students know what you expect when you reach zero (sat down, their hands in the air, still and silent; it's up to you)
- Always give a time limit to tasks, and a reminder of how much time is left as students work
- Practical work should be spaced out around the room. Send groups into the space you want them in, and remind them of the task and time limit before they start work
- When watching a performance, allocate a stage space and seat the audience tidily in front.
- Keep the space as clean and clear as possible to avoid distractions

It is worth taking time and care to establish and maintain these expectations so that your sessions run smoothly, so don't be afraid to call 'stop' and sit students down to reinforce expectation if you feel things are getting too loud or out of control!

# BRINGING THE CHARACTERS TO LIFE

## We Are Learning Today

- ✓ How to create a character
- ✓ How to create a tableau to show an event in the story
- ✓ How to use body language and facial expression to show character and emotion

## Equipment

- ✓ Appendix 1 - synopsis
- ✓ Appendix 2 - character descriptions



## 1.1 The Story So Far

- ➔ Read aloud the synopsis (Appendix 1) of Snow White asking students to improvise the action as you read, acting out every part in the story
- ➔ Give students the suggestions below before starting and ask them to come up with other actions as a group each time a new character appears in the story

**Snow White** – Students dance and pretend to sing into a microphone

**Robin Hood** – Students mime firing a bow and arrow

**Wicked Queen** – Students let out a loud cackling laugh

- ➔ Encourage students to really concentrate by changing the pace and demanding quick responses. Those who lose concentration or don't respond in time must sit out at the side of the room and observe

## 1.2 Emotions

- ➔ Bring students to a circle and ask them to stand with their backs into the circle. On a start command, each student must turn into the circle and strike a freeze pose that best describes an emotion of their choice. Encourage students to use their whole body, not just the face
- ➔ Hold for ten seconds. Then select a volunteer who repeats the exercise and the other students observe and notice where the tension is in the body and face. Encourage the group to be very specific about their comments, noticing all of the detail. Introduce 'body language' and discuss how even the slightest change to the image (such as looking down, clenching a fist etc) makes us read what the person is thinking and feeling in a different way
- ➔ Repeat the exercise with a few other volunteers to highlight not just different emotions, but also the different presentations of the same emotion, and ask students to guess what emotion is being displayed

### 1.3 Dressing Up Box

- Following on from the previous exercise, ask the students to find a space on their own in the room
- Ask students to think for a moment about the character of the Wicked Queen. What might she look like? What would she be wearing? What does she sound like? How old is she? Why is she so mean to Snow White? Where did she get the magic mirror? Why is singing so important to her? Encourage descriptive words that would help to visualise her
- Lead a guided process as the students take on the physicality of the character bit-by-bit; transforming themselves and making decisions on their own as to how the character stands, holds himself, walks and talks etc. Take your time with this exercise and don't be tempted to rush through it. You may like to use the example dialogue (shown below) or read out the related Character Description (Appendix 2)
- Encourage students to be very specific about their movements and try to not lose any facial expression now that the character is in motion. Encourage them to take time to look around at other students as they walk around the room
- This exercise can be repeated through the same process with the other characters in the play. You may like to include other characters who are not so physically different from the students to see how they respond

Imagine there is an old wardrobe in front of you. Open the handles. The doors are squeaky, and inside is a box. There is a mask of the Wicked Queen's head inside the box. Take out the mask and slowly put it on. As you do so, you begin to transform your face into that of the Wicked Queen, wrinkles, warts and all! On a coat-hanger in the wardrobe is the costume of the Wicked Queen, but the arms and legs are separate. Carefully take out the left arm and like an old glove, slip on the arm and begin to transform your body into that of the Wicked Queen. Repeat for each of the other limbs. The last section of the character's costume, the body, must be put on. Imagine a suit that has a zip down the middle. Slowly climb into the suit, adopting the physicality as you begin to zip the suit up. You have now completely transformed yourself. Take a walk around the room and interact with others as you do.

### 1.4 Rehearsed Improvisation

- The class will now work in the small groups created in the previous exercise, spending the last part of the session rehearsing a short improvisation to be performed to the whole class. Each group must decide on a section from the synopsis that they think would be the most interesting to stage. Working as a team, everyone in the group must be used in some way
- Firstly, using everyone in the group, ask students to create a still tableau that best demonstrates the action. Encourage students to encompass all of the previous body language work. Give the tableau a title
- Select a few groups to volunteer their tableau image for discussion. You may like to 'spot' individual characters (by tapping them on the back) to find out information such as what the characters are thinking and feeling. Students can be asked to vocalise their thoughts in one sentence. You may also like to use this opportunity to introduce subtext as the characters may be thinking and feeling something quite different from what they display in their body language
- Set an allocated time for students to develop their image into a scene with dialogue and moving action. Encourage students to be very specific about their choices. Allow enough time for all groups to perform and have feedback

# THE POWER OF PERSUASION

## We Are Learning Today

- ✓ How to write persuasively
- ✓ How to use pictures and words to create a persuasive piece

## Equipment

- ✓ Magazine adverts
- ✓ Appendix 3 – planning worksheet
- ✓ Appendix 4 – Advert Bingo scorecard
- ✓ Plain paper
- ✓ Colourful pens or pencils



## 2.1 The Power of Persuasion

- Stick an advert up on the board. Ask students to point out some of its features, ask questions like ‘what makes this advert stand out’ talk about the colour, the slogan, the brand, the image
- Put students in small groups and give out some other advertisements. Ask them to discuss the slogan, talk about how slogans rhyme, how adverts play on words, are short and use factual information, use alliteration and colourful pictures etc
- Give groups a few minutes to come up with a new slogan for one of the adverts, and then share with the rest of the class

## 2.2 Apples and Pears

- Ask the students where the Wicked Queen buys her poisonous apple, and whether they can remember any of the other things on sale at the market trader’s stall
- Following on from the previous exercise, ask students to create an advert for one of the following items from the market trader’s stall, or let them think of their own magical product to sell

Whoopee cushion

Magic sound box

Poisonous apple

Shape-shifting potion

- Use the advert planning worksheet (Appendix 3) to help them plan their advert
- Remind students that their advert should be very persuasive and get across all the important information quickly. The advert should also be visually appealing so ask students to include pictures they have drawn or cut out

## 2.3 Advert Bingo

- When everyone has completed their advert, give each student an “Advert Bingo” scorecard (Appendix 4)
- Read out the questions below as students mark off the answers, or tick that they have got a certain feature of persuasive writing in their advert
- If they are able to tick off an answer, ask them to put up their hand and either answer the question, or show the example of their persuasive writing ie ‘the slogan I have used on my advert is...’

### → Questions:

- ‘Spooky Sound System’ is an example of...
- An example of alliteration on your advert
- ‘Have a break, have a Kit Kat’ is an example of...
- A slogan on your advert
- ‘Winner of the Most Terrifying Singing Voice 2012’ is an example of...
- A fact on your advert
- ‘What are you waiting for?’ Is an example of a...
- A rhetorical question on your advert
- ‘You will regret it if you miss it’ is an example of...
- An example of emotive language on your advert
- When you say that something is the “most fantastic in the world”, or the “lowest price ever seen”, it is called...
- An example of exaggeration on your advert
- ‘An awful smell, that will make you yell!’ is an example of...
- A rhyming sentence in your advert
- A picture of the product on your advert



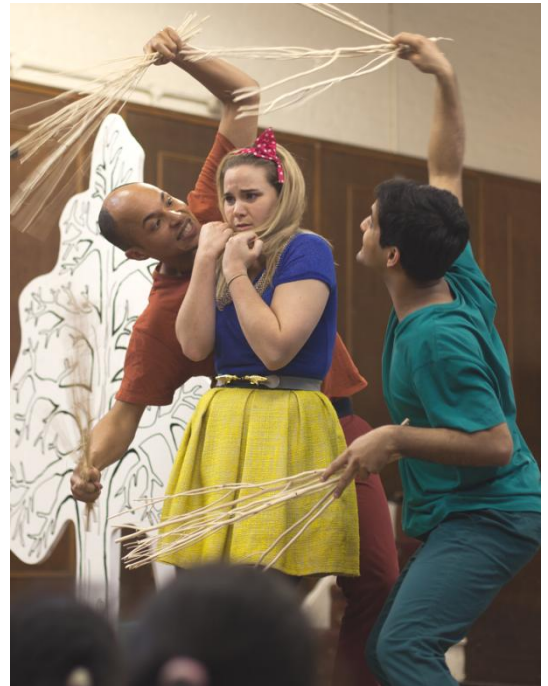
# CREATING LOCATIONS

## We Are Learning Today

- ✓ How to use sound to create a setting
- ✓ How to write descriptively

## Equipment

- ✓ Appendix 5 – forest description
- ✓ Percussion instruments – these could be improvised from classroom objects



## 3.1 Setting the Scene

- ➔ In a circle, ask students to close their eyes as you read out the forest description (below and Appendix 5)
- ➔ Ask students to think about how it might feel to be inside and listen for the sound words – ask the group ‘What sounds did you hear?’ ‘What other noises might you hear if you were in the forest?’ Including those that might be inside your own head or body?
- ➔ Ask all students to close their eyes again and tell them you will read the description again. Encourage them to make the sounds they identified at the appropriate moments, making sure you leave pauses for the sounds when reading through

Snow White is lost in a forest. Trying to find her way home, she can feel the breeze of the cold wind pushing towards her face and gets a shiver down her back. Through a small gap between the trees, the bright blue sky lightens up the dusty pathway. She stops for a while and listens to the water trickling through the little creek. Looking up, she sees the orange autumn leaves gently gliding through the air and falling onto the forest floor. The leaves go crunch as she tiptoes her way through the lonely forest. As she slowly and anxiously walks along the pathway, she can hear the birds humming and breathes in the earthy smell all around her, which make her feel a little safer.

## 3.2 Creating a Sound-Scape

- ➔ Divide the class into two large groups. Give a forest description to each group and a selection of percussion instruments. Ask them to use their voices and the instruments to create a sound-scape of noises of the forest
- ➔ Tell the group to work through each sound one by one until they have a full vocabulary of forest sounds. Encourage them to experiment with the volume, pitch and which sounds work best overlapped. It may be helpful to appoint a ‘conductor’ who can lead the group so not all the sounds are made at once
- ➔ Once both groups have rehearsed a little, ask Group 1 to stand in their own in a space, very still with their eyes closed. Group 2 can then make their sound-scape around them – reading out the forest description (either by a member of the group or by you) will help Group 1 to stay still and focus. Encourage the sound-scapers to walk amongst the other group but not to touch them
- ➔ Swap over groups and discuss as a class how this felt and what they could imagine just by hearing the sounds alone



### 3.3 Using Language Creatively

- Following on from the previous exercise, use this experience to create a short poem that in some way recreates this experience using onomatopoeia as the basis e.g. the old Alka Seltzer advert: “Plop plop, fizz fizz, Oh, what a relief it is!”
- Ask students to write down the words for some of the sounds they heard on separate pieces of paper as well as what might they might have seen, smelt, touched or tasted
- In small groups, see if they can make these into a poem simply by adding in the phrase ‘in the forest’ at the end of each line for example

### 3.4 Writing Imaginatively

- Ask students to write a diary entry about how it would feel to be sent to the forest.
- Encourage students to think about the wider situation about why they are in the forest - who wanted them to be there, what they might have done to get sent there, whether it was justified
- Remind students to use language which sets up their surroundings, by describing their surroundings through tastes, sights, noises and smells as well as using onomatopoeic language

# THE NEXT CHAPTER

## We Are Learning Today

- ✓ How to plan and note initial ideas
- ✓ How to develop and improve a story
- ✓ How to write imaginatively

## Equipment

- ✓ Appendix 2 – character descriptions
- ✓ Appendix 6 – adventure cards
- ✓ Appendix 7 – story panning worksheet



## 4.1 To Be Continued...

- ➔ Remind students what happened at the end of the story, you may like to use Snow White's speech from the end of the play (below)

"So... that's that then! Bit of a mad few weeks wasn't it? I finally got to move back into the castle and things with dad have been amazing now he's free from his spell. He let me restart all my singing lessons and I've even formed a band with Big M. You remember him? The one who tried to kill me!? I've made some great new friends in Puss In Boots and the Seven Dwarves. Plus, Robin Hood *finally* plucked up the courage to ask me out on a date. About time! We're off to pictures to see Madagascar 3. That story will have to be continued..."

- ➔ Split students into groups and give each group one of the adventure cards (these can be printed and cut out from Appendix 6)
- ➔ Students should look at the scenario and discuss as a group how the characters will solve each problem. Discuss their ideas as a class
- ➔ Explain that they will now be writing an extra part for the play using the ideas they developed from the adventure card

## 4.2 Hot-Seating

- ➔ Place students in pairs and explain they will be using a hot-seating exercise to help view the story from a character's perspective. One student will take on the role of a character while the other asks them questions about what happens after the end of the play
- ➔ This activity could be carried out two or three times with students swapping partners each time; this will help students to develop and improve their empathy for characters and writing even further

### 4.3 The Plot Thickens

- ➔ Now ask students to plan their piece of writing by completing the worksheet in Appendix 7
- ➔ Students will identify the characters involved, describe the setting, outline the problem and then explain the resolution. Remind students to use exciting language in their writing and to make sure they explain not just what is happening but also how their characters feel about it

## SNOW WHITE SYNOPSIS

Snow White has a voice which is as pure as silk and as soft as snow, and she loves to sing more than anything else in the world. Her cruel stepmother, the Wicked Queen, is jealous and stops all of her music lessons, so Snow White is forced to sing secretly in a nearby forest.

The Queen uses her Magic Mirror to find out who the best singer is in the country and is shocked to find out that Snow White is still singing in secret. She sends a huntsman to kill Snow White but when he finds her they become friends instead and sends her deeper into the forest to hide. As she is walking in the forest alone she comes across a hungry Wolf who wants her for his dinner, luckily Robin Hood turns up at just the right moment and they manage to scare the Wolf away.

Robin Hood takes Snow White to the Seven Dwarves' house in the forest where they are safe to rest. Puss in Boots and the Seven Dwarves arrive and hold a party for Snow White to welcome her.

Back in the castle, the Wicked Queen asks her Magic Mirror again who the best singer in the country is. She is very angry when she finds out that Snow White is still alive and singing. She goes to the market and buys a poisonous apple to kill Snow White.

In the Dwarves' house Snow White and Robin Hood are getting ready for dinner when the Wicked Queen, disguised as a farmer, arrives. He tells them the Wolf is trying to attack a girl in the forest and Robin Hood runs off to save her. The farmer offers her the poisonous apple and promises she'll be granted a wish if she has a bite. Snow White is unsure, but the farmer persuades her, and she collapses on the floor.

While Puss in Boots stays at the house to look after Snow White, Robin Hood goes to the market to find the trader who sold the Wicked Queen the poisonous apple. He explains that only Snow White's first love will be able to wake her up. Back at the house, Puss in Boots has lined up lots of men to kiss Snow White in the hope of waking her up, and persuades Robin Hood to kiss her too but nothing works. Eventually they realise Snow White's first love is music, and wake her up by singing to her.

Snow White goes back to the castle and confronts the Wicked Queen. The Queen thinks she still has power over the castle, and tells Snow White she must leave. However, Snow White has reversed the spell the Wicked Queen put over the King and he sends the Queen to the dungeon.

Finally, Snow White moves back into the castle with her dad the King, and he lets her restart all her music lessons. Robin Hood asks her out on a date, and they plan to go to the cinema. Snow White is happy to have made so many new friends, and continues to live happily ever after.

## SNOW WHITE



Snow White loves music and singing. She lives in a castle with her father the King and her stepmother the Wicked Queen who is mean to her and wants get rid of her.

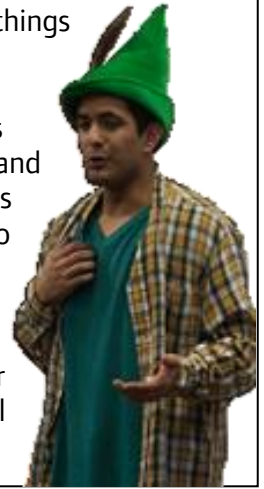
Snow White doesn't have many friends but is very kind and likes meeting new people. She misses her mother a lot.

## ROBIN HOOD

Robin Hood is a hero, but things don't always go his way...

He lives in the forest and is friends with Puss in Boots and the Seven Dwarves. He gets a bit embarrassed talking to girls, but really likes Snow White.

He is a big fan of computer games, and has got to level 142 on Angry Birds.



## MAGIC MIRROR

The Magic Mirror used to be a man until he was turned into a mirror by the Wicked Queen, and he doesn't like her at all.

He has magical powers which can tell who is the best singer in the country.

He really likes the band "One Direction" and often talks in rhyming language.



## WICKED QUEEN

The Wicked Queen desperately wants to be on X-Factor and thinks she is the best singer in the country.

She put a spell on the King so she could move into the castle and wants to get rid of Snow White.

The Wicked Queen doesn't like anyone except Gary Barlow.



## MARKET TRADER

The Market Trader sells a variety of goods at his stall, including magical potions and whoopee cushions.

He's very loud and enjoys telling people about what he's got for sale. He doesn't mind what his customers buy, as long as they're spending money!



## PUSS IN BOOTS

Puss in Boots is a sneaky cat who like playing tricks on people, particularly Robin Hood.

He is extremely confident and thinks he's very attractive.

He loves dancing and can often be found at the sewer looking for lunch.



## PLAN YOUR ADVERT

What are you selling?

Who are you selling it to?

Will your product make your customer...

happier  
healthier  
slimmer  
more comfortable  
more beautiful  
more intelligent  
more fashionable  
the envy of their friends

How will your advert attract their attention and stick in their memory?

use humour  
ask questions  
appeal to their senses  
use alliteration, rhyme or a play on words to create a memorable slogan;  
persuade them to imagine themselves using your product  
make them feel special  
use facts about the product

Which phrases will you use to appeal to your target audience?

special offer	the best
cool	cheaper
free!	genuine
latest fashion	bargain
exclusive	fun



Advert Bingo!	
exaggeration	alliteration
a rhyme	emotive language
slogan	rhetorical question

Advert Bingo!	
alliteration	exaggeration
rhetorical question	a fact
a rhyme	emotive language

Advert Bingo!	
a fact	rhetorical question
alliteration	emotive language
slogan	a rhyme

Advert Bingo!	
a rhyme	rhetorical question
exaggeration	a fact
slogan	a picture

Advert Bingo!	
a rhyme	emotive language
a picture	a fact
alliteration	rhetorical question

Advert Bingo!	
a picture	a rhyme
rhetorical question	slogan
emotive language	alliteration

Advert Bingo!	
a rhyme	rhetorical question
exaggeration	a fact
slogan	a picture

Advert Bingo!	
a fact	alliteration
rhetorical question	slogan
emotive language	a rhyme

Advert Bingo!	
alliteration	exaggeration
slogan	a fact
a picture	emotive language

## LOST IN THE FOREST

Snow White is lost in the forest. Trying to find her way home, she can feel the breeze of the cold wind pushing towards her face and gets a shiver down her back.

Through a small gap between the trees, the bright blue sky lightens up the dusty pathway. She stops for a while and listens to the water trickling through the little creek.

Looking up, she sees the orange autumn leaves gently gliding through the air and falling onto the forest floor. The leaves go crunch as she tiptoes her way through the lonely forest.

As she slowly and anxiously walks along the pathway, she can hear the birds humming. She breathes in the earthy smell all around her which make her feel a little safer.

## NEXT CHAPTER CARDS

### Next Chapter - Card 1

Snow White's new band want to make a video of their song but they don't have enough money to record it.

How can they raise the money and get the video recorded?

### Next Chapter - Card 2

The Wicked Queen escapes from the dungeon and tries to get to her X-Factor audition.

How can Snow White and her friends stop her from getting there?

### Next Chapter - Card 3

To apologise for selling the poisonous apple, the Market Trader offers Snow White one wish from his magic stall.

What will her wish be, and what happens when it comes true?

### Next Chapter - Card 4

The Seven Dwarves hold a party for the King to welcome him back but Puss in Boots eats all the party food.

What can they do to save the party?

## PLAN YOUR NEXT CHAPTER

Use the headings below to help structure your chapter:

**Characters:**

What characters will be involved in your chapter?

**Setting:**

Where does the chapter take place? Do the characters go to more than one place?

**Problem:**

What is the problem that the characters have to solve?

**Resolution:**

How do they solve the problem and what happens once it has been solved?