

# Baboró

International Arts Festival for Children

Arts in Education Resources 2019

# TIGER TALE

BARROWLAND BALLET

SCOTLAND

2nd to 6th Class



# YOUR BABORÓ EXPERIENCE STARTS HERE



Baboró is committed to deepening and enriching your festival experience.

These art-in-education resources have been specially developed by Baboró to support teachers in aiding students to further engage with our performances.

We hope you enjoy them!



Barrowland Ballet  
Scotland | Dance

## Tiger Tale

By Natasha Gilmore and Robert Alan Evans

For 7 years +  
2nd to 6th Class

# TIGER TALE

## BEFORE YOU GO

Pre-performance activities for the classroom

### INTRODUCTION FOR TEACHERS

Telling the story through the eyes of the daughter *Tiger Tale* is a sophisticated dance theatre piece for children and families. A daughter who longs for someone to play with; a mother who has forgotten what it's like to go outside; a father frustrated by the monotony of their daily routine. Until one day the wild breaks in and everything changes. A family's everyday world is turned upside down when a tiger comes to visit. It is chaotic; it is dangerous but an awful lot of FUN, as their guest slowly makes them remember what it is they love about one another. This performance is the perfect way for your class to appreciate movement as a means of expression and communication.

### PRE-PERFORMANCE ACTIVITIES

#### Activity: Discussion

Group discussion, in pairs or together

#### Going to the Theatre

- Start by asking about previous experiences of seeing a **live** show **vs** seeing a **film**.
- What might they see, hear and feel when they go see a live show?
- This is a good time to discuss [theatre etiquette](#) (see our website).

#### Talking about the show

- Introduce the idea that they are going to Baboró this year to see a **dance** show called *Tiger Tale*.
- Show an image of the production from the programme or on your whiteboard.
- Discuss what they might see, hear and feel during a dance show about a tiger visiting a family?

#### **Movement**

Discuss:

- What parts of the body might the dancers move? – Parents, child, tiger
- What movements/actions might they see during the performance? i.e. Leaping, jumping, hopping, etc.
- What body shapes might we see during the performance?

#### **Feelings/Emotions**

Discuss:

- What feelings do you think people would have when they meet a playful tiger?

(fear, excitement, happy, sad)

#### **NOTE:**

- Scaffold younger children's learning: Hints (verbal/gestures), offer a range of possible answers, rely on additional resources (other children/items in the classroom)
- While they answer write up an **Arts Toolbox** list on the board.

### Activity: Dance

Physical exploration activity

If possible have the children spread out in the space.

Referring back to your **Arts Toolbox** and, in whatever way is conformable for you, have them demonstrate what has been listed:

#### **Movement**

- Parts of the body
- Movements/actions
- Body shapes

#### **Feelings/Emotions**

- Address the feelings that have been listed
- Have them explore how they might communicate the emotions through:

facial expression, gestures and body actions.

#### **NOTE:**

- Use music if you wish

## AFTER YOUR TRIP

Post-performance activities for the classroom

### POST-PERFORMANCE ACTIVITIES

### Activity: Q & A

Group discussion, in pairs or together

Get the children to reflect on the show, its characters and what they thought about it.

Build on your **Arts Toolbox** from earlier.

- What did you see - explore use of the colour orange?
- What did you hear – difference in music?
- What did you like?
- How did it make you feel?
  
- What part of the dancers' bodies did they move?
- What movements or actions did you see?
- What body shapes did they make?
  
- What special movements made the dancer look like a tiger?
- What was the difference/contrast between the movements of the family before they met the tiger and after?
- How did the dancers feel when they met the tiger – how do you know?

## Activity: Dance

Physical exploration activity

In an open space, have the students spread out around the room

Have them do a series of 'warm up' Exercises:

- Curl up in a ball, on the floor as if they are asleep
- Gradually 'wake up', instruct them, for example, to: wiggle toes, wiggle fingers, stretch out one arm, stretch out another, followed by legs, do a big yawn, and gradually come to standing.

Through instruction and/or demonstration, have the children play and experiment with a number of moves and body shapes based on your Arts Toolbox and what you saw in the show, eg:

- Crawling
- Prowling
- Swiping
- Kneeling and swaying back and forth
- Kneeling and raising arms from left to right in an arch
- Twirling while standing
- Raising legs
- Raising arms
- Leaping
- Jumping
- Rolling

For every move, **experiment with the pace of the moves**, e.g. swaying "normally" first, then VERY slowly, then VERY quickly.

For every move, **experiment with direction**, e.g. twirling on the spot v's twirling while moving right/left

### Development:

1. Have the children develop a series of moves either as a group or in pairs, practice and repeat/perform
2. Divide the group into pairs have child A devise a set of 5 moves and child B must mirror those moves, then swap roles and repeat

Take images of your class's work and email them to [schools@baboro.ie](mailto:schools@baboro.ie) or tag us on social media – we would love to see them!

