

The Three Little Pigs

Movement Objectives



Shape

Floppy and droopy
Spikey and rigid
Solid and strong

Relationships

Duets: action / reaction

Actions

Wiggling and rolling
Howling and huffing / puffing
Gentle soft falling

Warm up ↑

Ask the children to sit in a space with their imaginary books.

Mime reading them by turning the 'pages' and circle the books around the space in front of you. Place the book on the floor, stand up then jump into it.

Take the children on an adventure to find the 3 little pigs houses. You could include actions such as...

- Searching gestures (hand on forehead, looking around)
- Marching and running on the spot
- Skipping down the path
- Jumping over sticks
- Sweeping up straw
- Making a pile of bricks

Finish off with a stretch – make a roof shape with the hands above the head.

Lean to one side and the other, then twist from side to side.

Right Here Right Now - Fat Boy Slim



Houses

One and One is - Dan Savell



Discuss what features are included in a house ie, walls, doors, roof

Ask the children to imagine their own home and create a shape with their bodies that represents their house. Point out good examples from the children, particularly those that have represented one of the features really well or can hold the shape very still.

Ask the children to try out...

- **House made of straw.** Focus on floppy soft qualities and use shapes that suggest straw and weakness (for example, head and torso hanging over towards the floor).
- **House made of sticks.** Focus on spiky stiff qualities and use shapes that suggest sticks and prickles (for example fingers splayed and legs crossed one over the other).
- **House made of bricks.** Focus on strong, firm qualities and use shapes that suggest bricks and strength (for example fists stacked one on top of the other, legs bent). The brick house must also have a chimney.

Work on being still and creating realistic shapes. Again point of examples for the children to look at.

Ask the children who lives in these houses?

Characters

Smee's Plan (from 'Hook') - John Williams and Boston Pops Orchestra



Improvise pig actions – ask the children to try out moving on all fours, wiggling their noses and tails! How might they roll around in the mud? Pigs like to dig, eat and sleep – how can the children demonstrate this in their actions?

Ask half the group to perform their pig improvisations to the rest of the class. Who were the audience watching and why? Who really looked like a pig moving about?

Improvise wolf actions – ask the children to try out moving with sharp claws and teeth. Can they lash out (into spaces, not towards each other!). The children could silently howl and practice their huffing and puffing. Can they travel around in packs (perhaps in groups of 3-4)?

Ask half the group to perform their wolf improvisations to the rest of the class. Who were the audience watching and why? Who really looked like a wolf moving about?

The Story

Ask the children to help get the following elements of the story correct and in the right order.

All of the children need to make a straw house shape.

A teacher or member of staff is the wolf who says

Not by the hair
on my chinny chin
chin!

Little pig, little
pig, please let me
in!

The children (pretending to be the pig inside the house) reply...

Finally, the wolf shouts

Then I'll huff and I'll
puff and I'll blow
your house down.

The wolf huffs and puffs towards all the children (who are still holding their straw house shapes) and as they are blown, the children can quietly and slowly fall down to the floor. Repeat this process again for the stick house and the brick house (although the brick house stays still and solid).

Discuss the ending of the story and create a short version of it to finish off the story.

Choreography

In pairs – can they repeat the story as above? One child is the pig / house and the other is the wolf. Swap over

Can each pair tell the main parts of the story but **WITHOUT** the words? What actions can they do to show which characters they are and what is happening in the story?

Performance Opportunity

Divide the class into four groups but keep the pairs together.

Group 1: perform the straw house section to the rest of the class

Group 2: perform the stick house section

Group 3: perform the brick house section

Group 4: perform the ending

Appreciation

Discuss the performance afterwards. Which pairs were really good at telling the story without using words? How could you tell what was happening in the story? Which were their favourite parts of the story and why?

Reel Life (Evolution II) - The Cinematic Orchestra



Cool Down ↓

Ask the children to make their favourite house shape from the session and hold it still one last time. Huff and puff towards the houses and ask the children to fall down in slow motion. Once they have reached the floor, they can lie down and rest, imagining they are now in their own home and resting in their own bed.

Tap them on the shoulder to sit back up to finish.