

BEHIND THE SCENES

MASKS AND PUPPETS

1. What do the masks and puppets used in 'The Lion King' need to be able to do?

2. Which puppets are the most difficult to operate?

3. How many puppets are used in 'The Lion King'?

4. What are the tasks that the puppetry department do?

5. What is Mufasa's mask made out of?

ANSWERS

FROM SCREEN TO STAGE

1. Putting the African savannah on stage
2. Lyceum Theatre, London
3. Africa
4. Hand puppet, rod puppet, shadow puppet, two actors (child and adult)
5. The 'double event'

BEHIND THE STORY

1. To take his rightful place on the throne and take on the responsibilities of being King
2. Being the king comes with a huge amount of responsibility to your family, home and community
3. Circle – 'The circle of life'
4. Circle of life, believing in who you are, love, joy, death/loss, community, accepting responsibility, growing up
5. Community, we all share the planet

MEET THE CHARACTERS

1. Simba, Nala, Mufasa, Scar, Rafiki, Zazu, Timon and Pumbaa
2. Simba
3. Nala
4. Rafiki
5. Zazu

AN ACTOR PREPARES

1. 5.30pm
2. Have make up applied, vocal warm up, get into costume
3. Motor, mask, battery pack, leather chaps, cage, leotard
4. 11 years
5. The audience boo

DISCOVER THE COSTUMES

1. They transform the actors into animals, flowers, plants, scenery
2. The costumes are handmade
3. Beads
4. Scar and Mufasa
5. Sparkle

MASKS AND PUPPETS

1. Withstand 8 shows a week
2. Timon
3. 300+
4. Looking after puppets and masks during the show and in rehearsal, repair and refurbish
5. Carbon fibre and balsa wood

SETTING THE SCENE

1. Africa, time of day, temperature, emotion, wildebeest stampede
2. Savannah, jungle, Scar's cave, Pride Rock, Elephant Graveyard, night sky
3. Bamboo, silk, wires
4. Lighting tells the audience the time and place, colours used for lights represent different feelings (fear, love)
5. 100 people work backstage at The Lion King

BEING A LION KID

1. Young Simba
2. Eight, four pairs
3. Singing, acting and dancing
4. The baby elephant

MAKING THE MUSIC

1. Rhythm of the Pridelands
2. Traditional African rhythms and instruments
3. Rock
4. Rafiki
5. Drums

DANCE AND MOVEMENT

1. They way they move
2. Garth Fagan
3. Contemporary, African, Ballet, Hip hop, Jazz, Caribbean, Modern
4. Lionesses
5. Street/relaxed

CURRICULUM LINKS, PRIMARY

EPISODE SIX - MASKS AND PUPPETS

KEY STAGE 2 DESIGN & TECHNOLOGY

DESIGN & TECHNOLOGY	
Make	<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

KEY STAGE 2 ART

ART	
	<ul style="list-style-type: none"> Pupils should be taught about great artists, architects and designers in history.

CURRICULUM LINKS, SECONDARY

EPISODE SIX - MASKS AND PUPPETS

BTEC Entry level / Level 1 Performing Arts	
Unit 1: Introduction to the Performing Arts	<ul style="list-style-type: none"> 2. Know about performance roles in performance venues 3. Know about non-performance roles in performance venues
Unit 11: Exploring Design Skills for the performing arts	<ul style="list-style-type: none"> Know the purpose of design in performing arts productions
Unit 14: Working in the Performing Arts	<ul style="list-style-type: none"> 1. Know what skills and training are required for jobs in performing arts 2. Know what opportunities there are for progression in performing arts
Unit 16: 2 Know job roles in the performing arts industry	<ul style="list-style-type: none"> 2. Know job roles in the performing arts industry

BTEC Level 1/ 2 First Award in Art and Design	
Unit 4: Communicating Ideas in 3D	<ul style="list-style-type: none"> Learning aim B: Investigate how artists, craftspeople and designers communicate in 3D

KEY STAGE 3 – Art and design	
Art and design	<ul style="list-style-type: none"> evaluate and analyse creative works using the language of art, craft and design

KEY STAGE 3 – Design and technology	
Design	<ul style="list-style-type: none"> use research and exploration, such as the study of different cultures, to identify and understand user needs develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
Evaluate	<ul style="list-style-type: none"> analyse the work of past and present professionals and others to develop and broaden their understanding