

BEHIND THE SCENES

MEET THE CHARACTERS

1. Name the characters you meet during this section.

2. Who is described as a restless wanderer?

3. Who is described as 'strong' and persuades Simba to return to his home?

4. Which character is a guide to Simba, the community and the audience?

5. Which character takes on the role of advisor to Mufasa and childminder to Simba?

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, wilderbeest 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 THREE - MEET THE CHARACTERS

LOWER KEY STAGE 2 - English	
Spoken language	<ul style="list-style-type: none">give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Reading Comprehension	<ul style="list-style-type: none">listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksincreasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyidentifying themes and conventions in a wide range of books

UPPER KEY STAGE 2 - English	
Spoken language	<ul style="list-style-type: none">give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Reading Comprehension	<ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksincreasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditionsmaking comparisons within and across bookspreparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audiencedrawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidencesummarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideasidentifying how language, structure and presentation contribute to meaning

CURRICULUM LINKS, SECONDARY

EPISODE THREE - MEET THE CHARACTERS

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 venues3. Know about non-performance roles in performance venues
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 arts2. 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

KEY STAGE 3 – English	
Spoken English	<ul style="list-style-type: none"> using Standard English formal and informal contexts, including classroom discussion structured discussions
Reading	<ul style="list-style-type: none"> reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play