

# BEHIND THE SCENES

## DISCOVER THE COSTUMES

1. What role do the costumes play in the production?

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2. Are the costumes handmade or bought from a shop?

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3. What are the corsets for the lionesses' costumes made of?

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4. Name two contrasting costumes.

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5. What cannot be found on any of the costumes?

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# 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 FIVE - DISCOVER THE COSTUMES

### KEY STAGE 2 DESIGN & TECHNOLOGY

DESIGN & TECHNOLOGY	
Make	<ul style="list-style-type: none"> <li>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.</li> </ul>

### KEY STAGE 2 ART

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

# CURRICULUM LINKS, SECONDARY

## EPISODE FIVE - DISCOVER THE COSTUMES

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

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

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

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