

BEHIND THE SCENES

AN ACTOR PREPARES

1. What time does the actor who plays Scar arrive at the theatre?

2. What does he have to do before the performance?

3. Name some of the different parts of Scar's costume.

4. How long has George (the actor) played Scar?

5. How does he know he has done a good job at the end of the show?

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 FOUR - AN ACTOR PREPARES

| 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 feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |
| Reading Comprehension | <ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |

| 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 feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |
| Reading Comprehension | <ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• provide reasoned justifications for their views |

CURRICULUM LINKS, SECONDARY

EPISODE FOUR - AN ACTOR PREPARES

| BTEC Entry level / Level 1 Performing Arts | |
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| 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 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 |