

BIGFOOT CREATIVE ARTS EXPLORER ACTIVITY PACK



CONTENTS

- 03 WELCOME LETTER
- 04 LEARNING MORE ABOUT BIGFOOT
- 05 YOUR CHOSEN ARTS PIECE
- 06 WRITERS: INSPIRATION STATION
- 08 DIRECTORS: CHANGING DIRECTION
- 11 ACTORS: CHARACTER PROFILES
- 12 DESIGNER: SCALED DOWN
- 13 PUBLICIST: MAKING IT SEEN
- 14 REVIEWS: A. CRITIC
- 16 ABOUT CHILDREN'S UNIVERSITY
- 17 ABOUT BIGFOOT



Dear Honorary Bigfooter

We are delighted that you would like to learn more about the creative arts and that you have come to Bigfoot to start your exploration!

This activity pack has been designed to help you think about a variety of roles that are important in relation to the creation of an arts event, performance or film:

- Writers
- Directors
- Actors
- Publicist
- Designer
- Critic

Our hope is that by understanding these roles a little more, you will feel inspired to continue to learn from all the activities you participate in as part of Children's University. Each activity requires you to choose a television programme, documentary, film, theatre show or live event that you have seen, and to think about how the combination of skills from those involved helped make it successful... or not!

You can make your way through the pack in any order at all and, once each page is finished, you will need to score your work out of 10. The biggest part of being an arts explorer is to be able to reflect on your work and the work of others and understand what is successful and what is not. Therefore, by marking your own work, you can begin to understand how those involved in all art forms develop their skills and techniques as they grow.

Once you have completed all six activities and marked each page, you will receive a number of passport stamps. You can receive your stamps by either:

Presenting your completed booklet to your local Children's University Manager who will update your passport with the correct number of hours worked and Stamp your passport.

OR

Send your pack directly to us at Bigfoot. You can do this via email to Lizzie@bigfootartseducation.co.uk, Fax to **0870 868 1155**, or Post to:

Bigfoot Arts Education
Creative Arts Explorer; Children's University
The Devas Club
2A Stormont Road
Battersea SW11 3EB

When posting your pack to us, please ensure you include a stamped address envelope so we can send you your stamps! Alternatively, if you provide us with a contact email address we can email you your Bigfoot stamp.

We very much hope you enjoy completing the 'Bigfoot Creative Arts Explorer' activity pack. If you would like us to clarify any of the activities and/or tasks included in the pack, please do drop us an email or give us a call and we'll be happy to help you out!

We look forward to receiving your completed activity pack soon, Good luck!

Lizzie Clancy

Creative Director

📞 0207 9525 550 ✉ lizzie@bigfootartseducation.co.uk



LEARNING MORE ABOUT BIGFOOT!



Bigfoot is the UK's biggest arts education company. We provide opportunities for young people, like you, to learn more about the creative arts by participating in drama, dance, music or visual arts workshops, and by working directly with professional actors, dancers, musicians and artists.

We are also an established learning destination and registered partner of Children's University and would love to help you carry on your creative arts exploration by working with us to develop your interest in all areas of the arts.

We offer:

- Youth Theatres: Weekly sessions in drama, dance, art, music...or all four art forms!
- Spotlight Workshops: Sessions specialising in mask, puppetry, stage combat, circus skills, physical theatre, voice, or rhythm & percussion.
- Holiday Courses: One day to two week courses working with directors, designers, dancers and musicians to create a performance piece.
- Buzz days: One day workshops exploring particular topics or themes

Therefore, please pass our information (back page) on to an adult in your school or local community group so that we can continue to help you stamp your Children's University passports by taking part in the above programmes with one of our highly trained Bigfooters

We look forward to hopefully working with you soon!

Bigfoot



YOUR CHOSEN ARTS PIECE

In order to take part in the following activities, you will need to select a particular film, television programme, theatre show, play or dance piece that you have seen recently. This could be something you enjoyed, or something you really didn't like- it doesn't matter; as long as you would like to find out more about it, you can choose it!

Examples of past selections include:

- **Harry Potter: The Philosophers Stone (film)**
- **Twilight Saga: Breaking Dawn (film)**
- **Coronation Street (ITV soap opera)**
- **Adventure Time (Cartoon network TV series)**
- **Merlin (BBC Drama series)**
- **Matilda (West End Musical)**
- **Peter Pan (Outdoor theatre show)**
- **The Borrowers (local amateur dramatic society production)**

Write your chosen arts piece in the space below:

You are now ready to begin your creative arts exploration with Bigfoot!

You will spend the next six activities learning more about some of the roles and skills involved with creating an arts piece like the one you have chosen. You may enjoy some activities more than others, but it's important to give them all a go so that you can understand what aspects of the arts you like being part of the most. It is our hope that, after completing this pack, you might decide to learn more about one more particular role in more detail and continue your arts exploration with Children's University!

Remember, for each activity you complete, you will need to mark your work out of '10'- try to be as honest as possible based on the research and time you have spent on each activity. You should write your mark in the star as demonstrated below.

8/10

INSPIRATION STATION

Whether writing a book, a play, a television series or a one off drama, to tell a good story, there is a simple formula we can follow to ensure we have all the information needed for our audience. This is called the 'W' formula and by using a combination of 'W's, it can help us come up with ideas for exciting plots and stories that we may never have thought of before

By using the table below you can see how easy it is to come up with a variety of 'W's that can be mixed and matched to create completely new ideas. For example:

“ It is a fantasy story about giant penguins that takes place in the 1950s at the international space station and involves a single mum and a cab driver.... ”

WHY	WHEN	WHAT	WHERE	WHO 1	WHO 2
science fiction	the morning	finding true love	underground tunnels	pop star	archaeologist
romance	1950s	science v nature	International space station	wrestler	traffic warden
detective/mystery	stone age	giant penguins	courtroom	hypochondriac	princess
fantasy	the future	dealing with grief	Las Vegas casino	alien	freedom fighter
Fairy tale	the night time	war	a sinking ship	cowboy	vampire
comic	1600s	revolution	a forest	Single mum	cab driver

Now it is your turn to fill in the remaining boxes above with 'W' ideas in order to create some weird and whacky story ideas that could be used as inspiration for a new arts piece.

INSPIRATION STATION (CONTINUED)

Use the box below to write some of your story ideas generated from using the 'W' formula table:

A large, empty rectangular box with a thick orange border, intended for writing story ideas. The box is positioned in the center of the page, below the instruction text.

CHANGING DIRECTION

Think about your chosen arts piece and the story it tells. Now try to remember as many different points as possible and record these in the space on the right: (at least ten moments in total).

For Example:

Jack and the Beanstalk

- Jack and his poor mother in their empty house
- Jack selling their cow for five beans
- Jack's mother throwing the beans into the compost
- The beanstalk growing outside Jack's window
- Jack climbing the beanstalk
- The Giant smelling Jack
- Jack running away with the bags of money/Hen/Harp
- The Giant chasing Jack
- Jack cutting the beanstalk down
- Jack and his mother celebrating



CHANGING DIRECTION (CONTINUED)

Now choose only SIX of these points; those you think may be the most important elements of the story from beginning to end. Write each of these moments in a different box on the storyboard template in chronological order. Draw above the caption a picture that best represents that part of the story.

1	2	3
4	5	6

You are now the director of your chosen arts piece and are responsible for changing the story outlined above so that it has a completely different ending!

You will need to use the storyboard template on the next page to outline the new story, changing boxes 4, 5 and 6 entirely, and perhaps adding new characters or locations to boxes 1, 2 and 3 so that the story still makes sense. You are free to take the action in any direction you want now- it's completely up to you and your imagination!



CHANGING DIRECTION (CONTINUED)

STORYBOARD TEMPLATE

1	2	3
4	5	6

/10



CHARACTER PROFILES

In order to discover more information about a particular character, especially those we read about or see in films and on TV, we use something called a Character Profile to learn more about their appearance, personality, and personal lives.

Using your chosen arts piece, think about the characters involved- this could be one of the lead roles, a supporting actor/actress, or someone else you would like to find out more about. You may not know all the answers to the questions. Therefore, you will need to do some research to find out more about them. If you are still struggling, maybe use the information you do know to be true in order to guess the remaining answers.

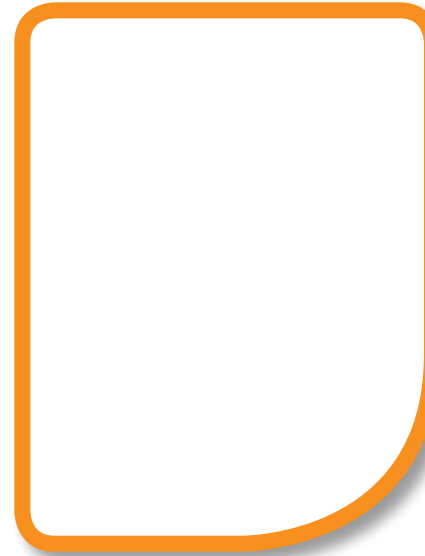
Name:

.....
Age:

.....
Physical Appearance: (hair & eye colour)

.....
Characteristics: (kind/mean/happy/shy/angry/)

.....



Family: (mother/father/brothers/sisters/husband/wife)

.....
Friend/Foe: (a character you have met)

.....
Likes: (food/people/jobs)

.....
Dislikes: (food/people/jobs)

.....
Hobbies: (sports/music/jobs)

.....

SCALED DOWN



Many shows and productions we see will involve a set, costume or prop designer at some stage in order to help create the desired atmosphere for the piece.

Think about the arts piece you have chosen and imagine you are either the set or costume designer. Now choose one scene or character that, given the chance, you would like to design for and write what you have chosen in the space on the right:

The set I am going to design is:

OR

The costume I am going to design is:

In the space below begin to sketch some ideas for possible set or costume designs based on what you have chosen:



MAKING IT SEEN

Publicist: a person whose job is to generate and manage publicity for a public figure, especially a celebrity, a business, or for a work such as a book, film or album.

A publicist's main job is to make sure people know about particular shows, events and performances before they happen. Imagine you are the publicist for your chosen arts piece and have been asked to create a poster in the space on the right by the director/ producer.

You will need to think about:

- **Who the poster is aimed at**
- **The picture you would use to let people know what it is about**
- **What written information you may need to include**
- **What colours you should use to create an eye catching poster**

A yellow starburst graphic with a jagged, sun-like border, containing the text '/10' in a bold, blue, sans-serif font.

/10

A. CRITIC

Reviews are a really good way for us to learn about what others think of our own work as well as the work of others. Critics play an important role in reviewing a variety of creative art work, whether it's a popular TV show, book, theatre production or art installation, so that we can all learn about the successes and failures of projects before or after seeing it for ourselves.

Using your chosen art piece, write a critical review in the form of a newspaper article about what you enjoyed and didn't enjoy. You will need to make it as interesting as possible in order to encourage others to see, or not see, this piece of art in future. Therefore, you should think about including the following within your review and make notes in the space on the right:

- What is the art work called?
- Who is the creator (writer, artist, director, producer)
- What is the art work about?
- Did you enjoy it?
- Why/why not?
- What could be improved?
- Why should other people see it?
- Overall verdict/rating



A. CRITIC (CONTINUED)

Article written by:

“ ”

“ ”

Picture of:



ABOUT CHILDREN'S UNIVERSITY

The Children's University (CU) Trust offers 7 to 14 year olds (and 5 to 6 year olds with their families) exciting and innovative learning activities and experiences outside normal school hours. If you are a child, parent/carer, school or potential partner organisation this is the place to start...

The Children's University (CU) Trust is managed through a network of over 80 local children's universities in England, including the Service Children's Education Schools CU. Each one is distinctive in character, responding to the needs of the local community within the quality assurance framework of the CU Trust. In addition to a growing CU presence in the Isle of Man, Scotland, Wales and Northern Ireland, international CU Trust development is in progress in the Netherlands, Malaysia and Australia.

An important principle of the Children's University is that participation is voluntary. It is intentionally something other than school - with a different feel, different activities and often a different location, staff and peer group. So the ultimate testament to the effectiveness of the Children's University is that young people give up their time to attend and that they begin to realise that learning can be *"...a satellite navigation system to better places in life..."*.

The Passport To Learning

A *Passport To Learning* has been created, in which children collect 'stamps' and hours of accredited learning. This contributes to the award of a certificate, encouraging them to access Children's University provision and a wide range of other worthwhile out-of-school-hours learning opportunities. *Passport To Learning* can be purchased from the local CU Manager. Each *Passport To Learning* is individually numbered which makes each child, as passport holder, an individual member of the Children's University.

What is a Learning Destination?

Learning Destinations are places and organisations to which children can 'travel' with their *Passport To Learning*. They provide high quality learning activities and experiences with a 'wow' factor and have passed the Children's University's own quality assurance process (Planning for Learning). A Learning Destination can range from a museum to a farm or from an airport to a university as long as the learning activity connects with Children's University learning which is linked to actual university course provision.



Learning partners

In addition to the strategic partnerships supporting the Children's University Trust, they work with a wide range of learning partners to broaden the range of learning opportunities on offer to young people. National learning partners share their mission to create an excitement about learning, encouraging inquisitiveness, exploring subjects in breadth and depth through a variety of learning styles and contexts - creating learning with a 'WOW!' factor. Public Learning Destinations are forming an increasing part of partnership working, with information about all public Learning Destinations published on the CU website.

Community engagement at local levels is promoted through partnerships with schools, further and higher education and through public, private sector and voluntary organisations.

Bigfoot, as a national organisation, has been a recognised national public Learning Destination since September 2012.

ABOUT BIGFOOT



Bigfoot, founded in 2000, is a nationwide arts education company and Social Enterprise. Our mission is to raise standards in education through a creative approach to learning. We dedicate ourselves to providing schools and organisations with unique programmes and projects that creatively enrich and extend the national curriculum. We believe that children, young people and teachers become more inspired and motivated through creative expression, which consequently helps to raise standards of learning and teaching within schools.

Our programmes are designed to help children, young people and teachers learn in a fun and expressive way. We aim to develop speaking and listening skills, teamwork, cooperation and communication whilst giving young people confidence in their own ideas and abilities. We have developed schemes of work for most areas of the key stage one and two curriculum, from history to literacy, healthy schools to science, and anti bullying to transition!!! Similarly, our broad range of secondary programmes help raise standards in GCSE & A Level Drama, as well as key skills development and enrichment opportunities for schools PSHE programmes. Equally important is our ability to listen to each school and organisations specific needs in order to tailor-make bespoke programmes.

In addition to work within schools, Bigfoot boasts exciting performing arts summer schools, part time performing arts courses and specialist programmes. These projects help children realise their full potential as individuals by developing key life and performance skills. Students contribute their own creative ideas and experiences to their work in order to give them ownership and help them to focus on team work and problem solving.

Bigfoot's core programmes

- Creative Residencies; creative professionals working long term in your school
- Creative Days-Buzz and Go Mantle; one day creative workshops
- Bigfoot Youth Theatre; drama, dance, art or music courses
- Curriculum Enrichment Programmes; PSHE, Literacy, Multi cultural, Healthy schools
- Holiday Projects; one day to week long courses
- Creative Approach; in school INSETs and consultancy projects for teachers
- Bigfoot Training Academy; training for excellence in facilitating drama

Our facilitators; Bigfooters'

Bigfoot trains professional theatre practitioners as 'educators' who work with young people in a variety of different settings. We work with actors, directors, designers, dancers, choreographers, musicians, circus specialists, physical theatre practitioners, designers, and poets! Before becoming a 'Bigfooter' each drama facilitator will undergo an intensive recruitment and selection process before attending a three day induction course.

This course covers; lesson planning methods, behaviour management skills, health and safety, child protection and facilitation technique. Each Bigfooter is monitored once per term to ensure the very highest standards of delivery are met. Bigfoot also prides itself on its extensive professional development programme which allows its staff to continually update their professional skills and knowledge of current good practice. All Bigfooters are in possession of a current, enhanced CRB and have public liability insurance up to the amount of £5,000,000.

Bigfoot Partners

Kidscape
Refugee Week
PSHE Association

Hello Campaign
Change 4 Life
Action for Children's Arts

Anti Bullying Alliance
Children's University
Saatchi Gallery

Bigfoot's Awards

- Learning Outside of the Classroom Quality Badge (LOTC)
- Quality in Study Support, Quality in Study Support and Extended Services, Canterbury Christ Church University (QISS)



For more information about how we can help young people work with Children's University, please contact:



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