

Dandy Teaching Resources 9

Becoming Dandy

Start by telling this story (the class need to already know about Dandy - if not see link to resource sheet at the bottom).

The Gigantic Shaggy Black Dog

It was late at night when Peter left his Mum's in Chipping to walk home. A storm was brewing. As he entered the forest the rain came crashing through the trees. The wind in the branches whipped and cracked. He found himself thinking about Dandy.

He came to a bridge over the river and wondered whether he should turn back, but he'd come too far. He lowered his head against the storm and began to run. Suddenly he heard padding footsteps running alongside him and a great howl ripped through the air. Peter froze, rain pouring down his neck. The sound stopped but he knew it was there even before he turned his head: Dandy; pitch black, as big as he was, with long, long legs, eyes blazing fire and its teeth bared into a snarl.

Peter slowly walked forward. Dandy walked forward. He stopped. Dandy stopped. He could hear him growling now. He broke into a run, as fast as he could, over the river, but Dandy kept pace only a few steps behind. He ran until he reached the front door of his house, pushed open the door, slammed it behind him and collapsed on the floor. After a few moments he heard the creature slowly pad away.

ACTIVITIES:

1.

Dandy Freeze-Frames

Arrange chairs in two equal rows facing each other with about 3 meters between them. Ask the children to sit on the chairs, each opposite a partner. Label one row of chairs 'A' and the other row 'B'.

Explain that:

You will count to three and then say “Freeze”. Everyone on row ‘A’ must stand and ‘freeze’ a pose, pretending that they are Dandy the dog.

They hold the pose while you count to three a second time and say “Freeze” again, at which point everyone in row ‘B’ will copy the person opposite them, creating a mirror image of their pose, and ‘freeze’ it as well.

Then you will count to three a third time and then say “Go” and everyone will move one chair clockwise (those at the end of the rows will move across to the opposite row).

This is repeated until everyone is back on their original chair, giving all the children a chance to create poses when in the ‘A’ chairs and copy poses when they’re on the ‘B’ chairs.

The counting can be speeded up or slowed down depending on the group.

2.

Play “Dandy’s Footsteps” (a variation on Grandmother’s Footsteps)

One person faces the wall. The others stand at the other end of the room and freeze in poses as the Shaggy Black Dog. They then try to creep up to the person facing the wall, moving as if they are Skriker and tap the person on the shoulder. However, at any moment, the person facing the wall can turn around suddenly. If anyone is moving, they point at them and that person must return to the start.

3.

Story Mime

Remind them of the ‘The Gigantic Shaggy Black Dog’ story.

In pairs they mime the story, from Peter leaving his mother’s house to the creature padding away, one playing Peter and one the Shaggy Black Dog.

Half the class watch the other half’s mimes at the same time and then they swap over. (To begin you could count to three and freeze them all at the beginning of their mimes and then say “One, two three, go”)

NOTE: *Unless told otherwise, the children will probably try and play Dandy by moving on all fours. Explain at the start that although Dandy is a dog, we are interested in his character and that as we don’t naturally walk on all fours, doing so will limit how well we can show how he moves. Creating a list of descriptive words about how he moves first could also help: e.g. stealthily, strongly, creepily, fluidly, threateningly, etc.*

4.

Sound Collage

The children sit or stand in a circle. In turn, they all make a barking, growling or howling sound. It has to be short and repeatable, and they have to remember it.

Tell them that when you point to them individually, they must do their sound once loudly and then keep repeating it quietly until you tell them to stop by making a 'cut' move with your hands. Show them how you will do this. (It could be one hand on top of the other in front of you and then pull them out to the sides). Remind them they will need to keep watching you to see when you do this.

You can then bring each child in turn until they have all had a chance to do theirs loudly, against the increasing noises in the background and are now all repeating theirs slowly as a sound collage. Cut the sound.

Introduce two more 'commands': i.e. one hand rising means they must get louder, a falling hand means they must get quieter.

From here you can 'orchestrate' the sound collage by pointing at individuals to start (loud once then repeat quietly) to build up the collage, then cut to stop, raise or lower hand for volume.

Variations: By putting the children in groups you can bring in, cut, change volume, bring back in different groups at different times

SUBJECTS: P.E. / Drama

LINK TO:

"Drama Techniques"