

6 Goldilocks and the Three Bears

A

3–5 years

As required

F

P

PD 1, 2, 3, 4

DA 2

CD 1, 2, 6, 7, 8

E

Movement

L

To listen and respond to stories and music

R

'Goldilocks and the Three Bears' story

CD player

CD B tracks 8 to 17

F 3: **Goldilocks**

F 4: **Facial expressions**

bears middle-sized

big porridge

Goldilocks tasted

jumped wander

little

1

Respond to rhythm, music and story by means of gesture and movement

Follows the story and makes appropriate actions and movement

2

Move freely with confidence and pleasure

Use movement to express feelings

Shows the feelings of the bears through gestures and facial expression

3

Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

Uses movements and actions to tell the story

4 (G)

Move with confidence, imagination and in safety

Enjoys using imagination to re-enact story



Facial



Happy face



Daddy bear is angry.



This porridge is too hot.



This porridge is too salty.



Mummy bear is upset.

Goldilocks is surprised.

R

Re-enacting a story to music or with props enables children to express feelings and to practise different emotional responses. The story of Goldilocks takes the children on an imaginary journey into the woods and around the three bears' house.

Always read the story first in its entirety so that the children have an overall picture. See **F** 3 for an illustration of the story.

'Goldilocks and the Three Bears' is a story set to music. The story is divided into 10 tracks. It is left to the teacher's discretion as to how many tracks are covered in each session. Movements practised in each session should be revisited before a final performance. Where there is a musical link the children should be encouraged to enact the story with clear body actions and wait for the music.

The movements in this story should be teacher-led, so that the children can copy to get ideas and build confidence. This activity can be extended for children at reception level by making good use of facial expression and using ideas from the children rather than just copying the teacher.

Building up movements to the story will take several sessions, which may need to be

repeated. Always begin each session with a warm-up period and finish with a cool-down.

The story finishes in a flourish with Goldilocks being discovered and running away from the bears' house.

Encourage the use of facial expression, for example, when the food is too salty or too hot, when Daddy Bear or Mummy Bear is angry, when Baby Bear is crying or when Goldilocks is surprised. (See **F** 4 for some examples.)

Encourage the children to move carefully to the music. Show them clear body actions when acting the story, for example, skipping in the woods, carefully climbing the stairs or sitting on a chair that breaks. Encourage the children to think carefully about the movements they make and not to bump into others as they move.

Work on the story at your class's own pace.

Once the children are happy with their acting, organise for them to perform in front of another class. Props can be included, but keep them simple.

A

Can the children follow the music?

Do they use a variety of different movements for travelling, climbing, sitting, etc?

Can they use different expressions effectively?

E