

**ROSE
THEATRE**

Cinderella



CREATED BY MATT WINKWORTH - MUSICAL DIRECTOR

**CINDERELLA
EDUCATION RESOURCE**

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WELCOME

Welcome to this learning resource pack for *Cinderella*, a Rose Original production. The Rose Theatre has one of the largest participation departments in London. Through creative and curriculum based in-school and on-site opportunities, the Rose opens its doors to surrounding communities and enables participants to join in, and take part in, exciting opportunities led by world class practitioners.

If you would like to hear more about our activities please contact: **participate@rosetheatre.org** or visit our dedicated schools website here: <https://www.rosetheatre.org/schools-rhr7>

This pack is designed to support primary students and teachers.

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Views expressed in this pack are not necessarily those of Rose Theatre.

THE PRODUCTION

Snotterella
Grotterella
Lilith / Lady Dungeness
Ella
Prince Chadley
Richard / Lord Richard

Hannah Akhalu
Corrina Buchan
Kara Lily Hayworth
Maddy Hunter
Joaquin Pedro Valdes
Simon Yadoo

Associate Director
Voice and Dialect Coach
Puppetry Director
Music Production
Fight Director

Pippa Dykes
Josh Mathieson
Yvonne Stone
Oli Whitworth
Claire Llewellyn

And Rose Youth Theatre Cast.

Written by
Music, Orchestrations
and Musical Direction
Director
Choreographer
Set and Costume
Designer
Lighting Designer
Sound Designer
Casting Director

Chris Bush and Roni Neale
Matt Winkworth
Owen Horsley
Shay Barclay
Ryan Dawson Laight
Bretta Gerecke
Dan Balfour
Arthur Carrington

For Rose Theatre
Chief Executive
Artistic Director
Executive Producer

Robert O'Dowd
Christopher Haydon
David Sloan

Cinderella is a Rose Original Production.

WE'RE GONNA HAVE A BALL

Lesson plan and Resource Pack for KS1-2, written by Matt Winkworth

To celebrate our upcoming production of Cinderella we are delighted to share with you some resources that we hope you and your children will enjoy. This is a suggested lesson plan which ambitiously aims to take an hour, but would work well split across multiple lessons. The resources could also be used as standalone activities. The drama activities assume a space to move in (such as the hall or classroom with tables cleared). The rest would work in a classroom setting too.

Lesson overview

Through the song *We're Gonna Have a Ball* children will explore how different characters can be portrayed on stage, through drama exercises, costume design and song.

LEARNING OBJECTIVES

Drama

- Explore character status and how it affects movement
- Interpret characters' perspectives and motivations through movement
- Perform a song with elements of character-based storytelling

Music

- Active listening to identify characters in the song
- Participate in a vocal warm-up
- Learn a song and perform it with others

Cross-curricular

Art: create a costume design to reflect a character

English: use descriptive vocabulary to describe characters

Key skills developed

-**Physical Skills:** Movement, coordination, spatial awareness, body control

-**Musical Skills:** Pitch, rhythm, listening, singing technique, musical expression

-**Creative Skills:** Imagination, design, interpretation, character development

-**Social Skills:** Collaboration, confidence, communication, performing for others

LESSON DETAILS

Age Group: Primary school children (adaptable for ages 5-11)

Resources needed:

We're Gonna Have a Ball full vocal and backing tracks
(sheet music also available)

We're Gonna Have a Ball lyric sheet
(printed or on-screen)

Costume design worksheets and colouring pens/pencils

Optional: additional warm-ups and body percussion activity on YouTube

CONTEXT

Our *Cinderella* reimagines the classic story with a modern framing device. Ella, a teenage girl in present-day Kingston, wishes to escape her real-world problems and is transported by three magical fairies (BFFs - Best Fairy Friends) into a fantasy world where she becomes Cinderella. Some characters in the fantasy mirror her real-life relationships - her stepmother and stepsisters. The ball scene represents the height of the fantasy world as well as the finale of Act 1.

Structure

- 1. Introduction to the story** (5 minutes)
- 2. Physical warm-up** (5 minutes)
- 3. Moving at the ball** (10 minutes)
- 4. Costume design worksheet** (10 minutes)
- 5. Vocal warm-up** (5 minutes)
- 6. Learning the song** (15 minutes)
- 7. Final performance with movement** (10 minutes)

BONUS ACTIVITY: Body percussion

1. INTRODUCTION TO THE STORY

Start with the familiar:

Briefly recap the classic Cinderella story that students may already know - the step-family, the ball, the glass slipper, and midnight deadline.

Introduce what makes this version special:

Explain that this Ella is a child from the real world - just like them - who enters a magical fairy tale land. Everything is especially new and wondrous to her. There is also a Prince who rules the fairytale land, and the wicked Lady Dungeness (and her daughters) who wish they could rule the land instead.

Set up the ball scene: Explain that a ball is a huge royal dance party/celebration. The ball is the most magical moment in the fantasy world, where all the different characters come together. Different characters have very different feelings about being at the ball.



2. PHYSICAL WARM-UP: STOP/GO

A simple warm-up game to start the children moving safely around the space and practise good listening. This game should be done with no talking from the children.

When you call "**GO**" the children are to walk around the room, allowed to change direction freely, with the aim of filling the space.

When you call "**STOP**" they are to freeze. (However, this isn't an "out" game!)

While frozen, observe if they are well distributed through the room or bunched in groups. Challenge them to move into spaces so they are spread out evenly throughout the room at all times. Repeat until they achieve this each time you call "**STOP**".

Tell them you will now reverse the instructions; **STOP=GO, GO=STOP**. Have some fun trying to catch them out.

Extension: add new instruction pairs such as CLAP/JUMP, HIGH/LOW, etc. practising them first the correct way around, then reversing the instructions.



3. MOVING AT THE BALL

Explain to the children that they are going to listen to a song about the palace ball in Cinderella. They are each going to imagine to be a guest arriving at the ball!

You will need to download and play the track titled *"We're Gonna Have a Ball (full song with vocals)"*.

- Move around the room as you listen to the music, imagining you are arriving at a grand ball. What does the palace look like? Who else is there?
- Think about status: Are you someone important at this ball? Or someone nervous?
- If you're important, how would you walk? Stand? Move your arms?
- If you're nervous or unsure, how does that change your movement? Does your posture change?

Example prompts during the exercise:

- "Show me someone who thinks they're the most important person at the ball"
- "Now be someone who's never been to a ball before and feels amazed"
- "What if you're trying to impress everyone around you?"
- "Can you be as confident as the prince? Or nervous as a mouse?"





After the song finishes, invite the children to reflect on their experience.

Which kinds of people did they enjoy being? Who were they imagining?

They may have noticed, but explain to them that there are different characters singing in the song.

This time they will need to listen to who is singing, and to try and match the character to their movement! How might the characters move, and what might they be thinking?

Verse 1 = Prince Chadley

Verse 2 = Princess Cinderella

Bridge = Lady Dungeness and her daughters Snotterella and Grotterella



Some prompt ideas:

Prince Chadley: Confident, royal, commanding presence, graceful but powerful

Princess Cinderella: Filled with wonder, nervous but excited, looking around in amazement

Lady Dungeness and her daughters: Proud, scheming, deliberate, showing off, trying to impress

Invite further reflection on how it felt to act as those characters.

Extension: Repeat the exercise again, and this time encourage interaction between the different characters. How does a nervous character act when they see someone important? How does the important person feel if someone is in their way? (Remind the children there should be no physical contact.)

4. COSTUME DESIGN WORKSHEET

The children will need copies of the printable worksheets and some colouring pens/pencils/crayons.

Choose a character from the ball (Prince Chadley, Princess Cinderella, Lady Dungeness, Snotterella, Grotterella, or someone from their imagination)

Design their costume for the ball using one of the figure outlines

Colour in your design to match your character's personality

Write two mood words that describe how your character feels

Invite students to share their designs

Suggestions for mood words:

excited • nervous • proud • happy
• sneaky • confident • amazed •
jealous • bossy • kind • worried •
hopeful • determined • cunning •
elegant



5. VOCAL WARM-UP

Before singing it is always a good idea to warm up your voice. This isn't as intimidating as it sounds and will really help! We always warm-up our cast vocally before every rehearsal and every show.

Good posture: Stand up, feet shoulder-width apart, soft knees (not locked like a soldier!) and relaxed shoulders. Do some gentle stretches, miming a big yawn then rolling shoulders.

Breathing: Deep breath in through nose (count to 4), breathe out through mouth making "ssss" sound (count to 8). Repeat 3 times.

Lip trills: Blow air through loosely closed lips to make a "brrrr" sound. Start low and slide up, then back down. Have fun with this silly noise!

Sirens: Starting from a comfortable low note, slide up to a high note, then back down, on a "mmm" sound, then a "zzz" and finally a "ooo" like a siren. Repeat several times.

Tongue twisters: Teach the children a tongue twister to recite together to warm up lips and tongue. They may also know one to teach you!

Additional Resource: The Rose Young Company have enjoyed using Cheryl Porter's Vocal Warm-ups - there are several compilations on YouTube such as youtu.be/BLxwRhWMltM?si=uYH_O6IB_hiVz8rJ



6. LEARNING THE SONG

This resource pack includes materials to teach two different versions of the song - the full song as heard in the earlier exercise, and a shorter version which cuts out the bridge and final chorus.

This song may feel high for teachers but it is within a range that will be comfortable for most primary children. Of course, if it is too high for some they could sing it lower, or make their own variation on the tune!

The end of each chorus has the word "fairytale" and the syllable "tale" is sung by lots of different people in a harmony. If using the sheet music (and my apologies for the key signature) I give two suggested options, If learning from the track then you can choose to sing along with the main character or to join in with the chorus! Just have fun.

Likewise at the end of the bridge section there are a two options for when to sing the word "mine!" and you can choose which to join in with,

the chorus! Just have fun.

Likewise at the end of the bridge section there are a two options for when to sing the word "mine!" and you can choose which to join in with, or split into two groups!

There are PDF lyric pages for use on-screen and printable versions, for both the full and shorter song. There are also audio tracks for both with and without vocals.

Finally there is also a lyric video for the full version of the song: <https://youtu.be/PByQ7COBidg?si=IQ-j4tITHgb4wuxl>

Download whichever set of resources suits your children.

LET'S SING!

This song is fairly fast and wordy! Younger children may struggle with the full lyric, but should join in as much as they like, even if they “la-la-la” bits! The chorus is probably the easiest place to start.

Lyrical focus: Put words up on-screen or hand out printed lyrics. Read a line, then ask the children to copy it - spoken, not sung. Practise any tricky lines until confident.

Melody focus: Play the song and ask students to hum along gently when they can. Don't worry about words yet.

Repeat small sections, work on bits that are tricky: Consider skipping ahead to the chorus and building confidence on that first, then going back to work on verses. Repeat listening and joining in until confident. Practise sections in slow motion without the track if needed!

Encourage children to think about the character moods as they sing - it may help them to learn the words!

You could also add actions to help younger children.

Differentiation: If too tricky for younger children, focus just on the chorus and enjoy dancing along to the verses instead!



7. FINAL PERFORMANCE WITH MOVEMENT

Bring everything together with a performance that combines singing and movement!

Divide class into character groups (Cinderella , Prince , Lady Dungeness)

Each group performs their character's section of the song

Groups use the movement styles explored in the drama activity

Encourage students to really embody their character's emotions and status

...or just sing together for fun!

BONUS ACTIVITY:

Body percussion

Try joining in with our simple body percussion video! It will show students where to clap, click, stamp and pat in time with the music. Find it online here:

<https://drive.google.com/drive/folders/1Qcx3iRbrUU7wEDiV-uNlirL9xcXTeewX>

LINKS TO DIGITAL RESOURCES

Cheryl Porter's Vocal Warm-ups - there are several compilations on YouTube such as:

<https://www.youtube.com/watch?v=BLxwRhwmItM>.

Lyric Video - for the full song

<https://www.youtube.com/watch?v=PByQ7COBidg>

Body Percussion

<https://drive.google.com/drive/folders/1Qcx3iRbrUU7wEDiV-uNlirL9xcXTeewX>

Full Song Backing Track

<https://drive.google.com/drive/folders/1Qcx3iRbrUU7wEDiV-uNlirL9xcXTeewX>

Full Song with Vocals

<https://drive.google.com/drive/folders/1Qcx3iRbrUU7wEDiV-uNlirL9xcXTeewX>

PRINTABLES

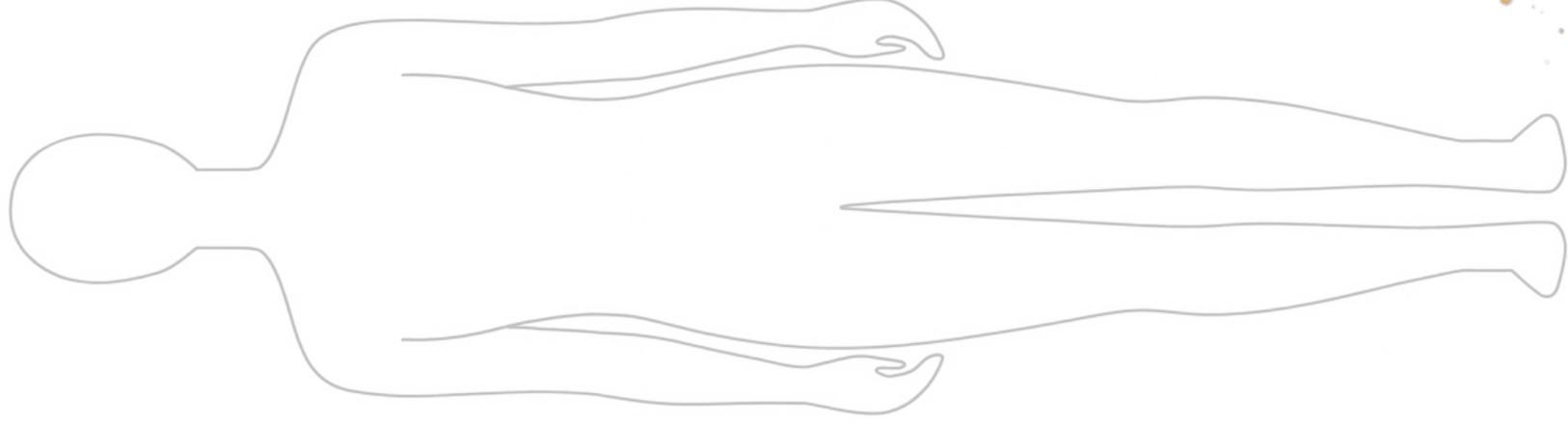
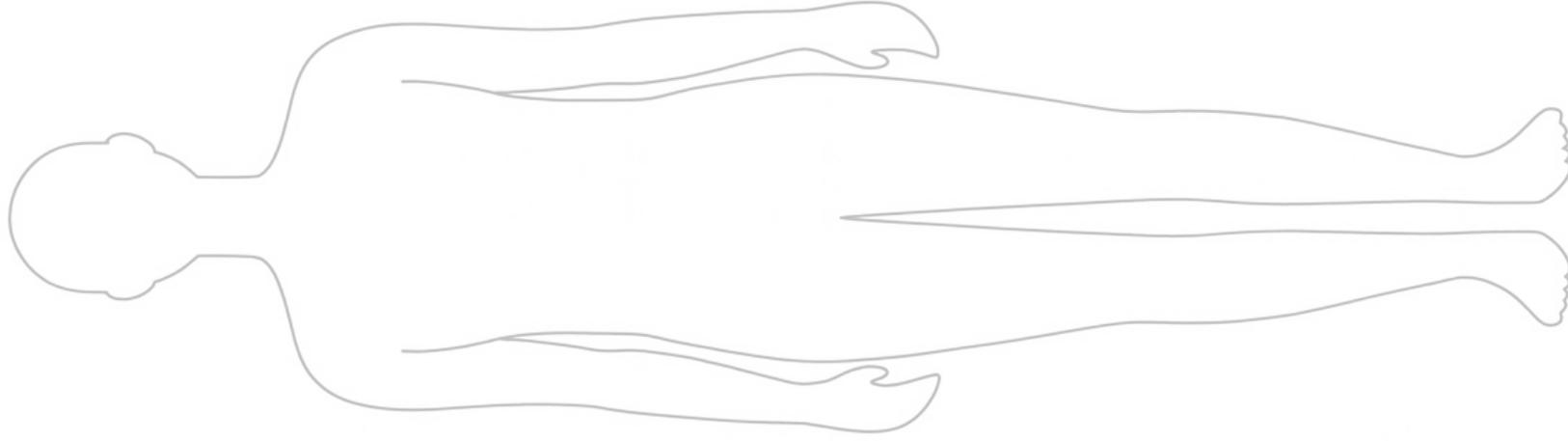


COSTUME WORKSHEET

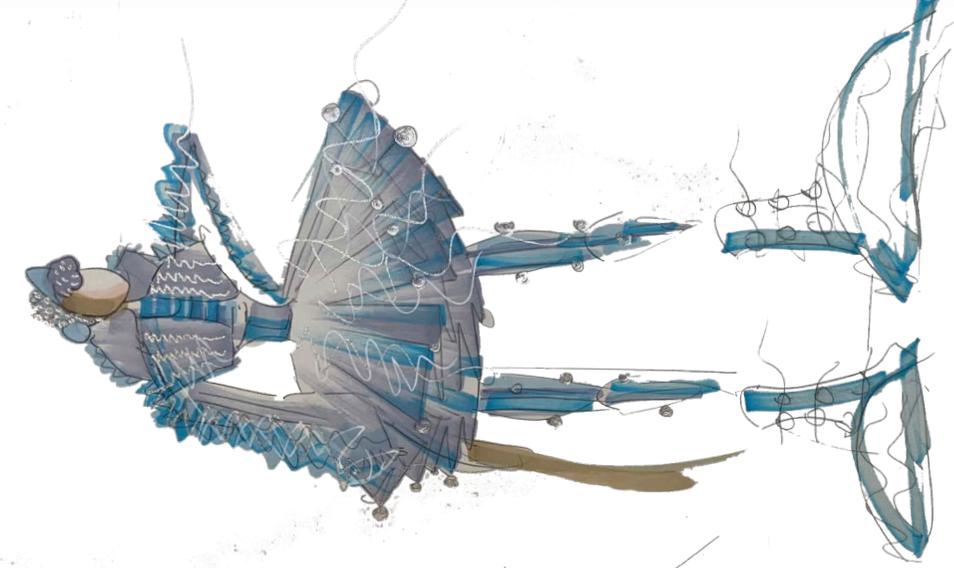
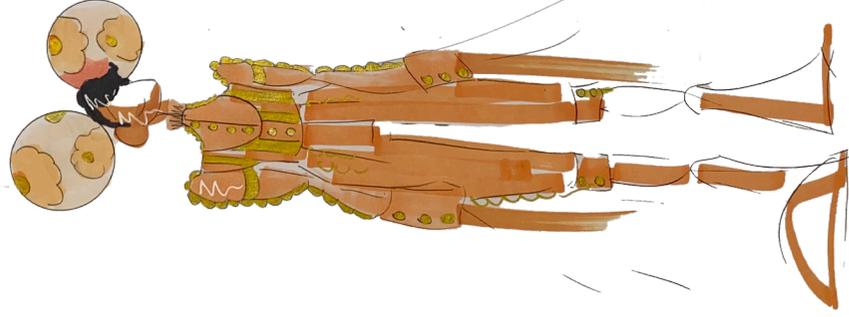
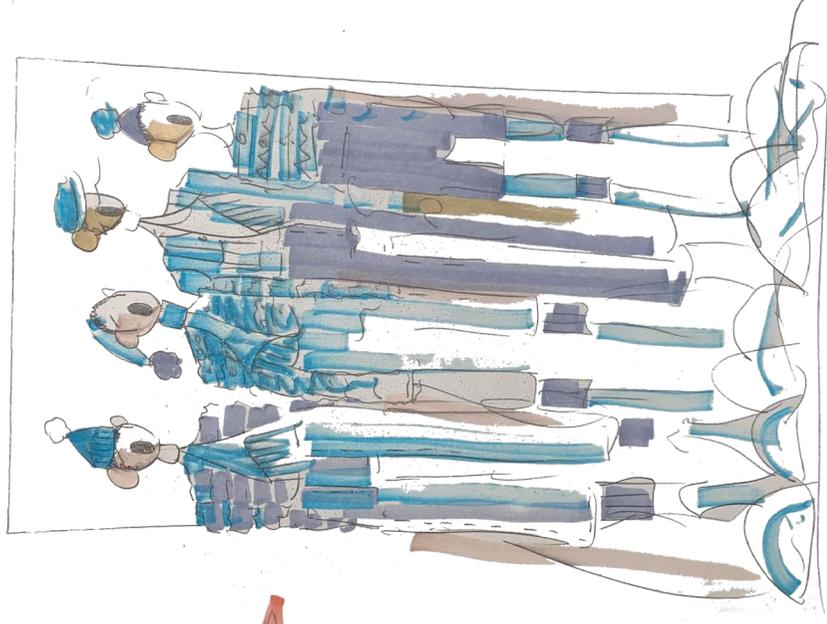
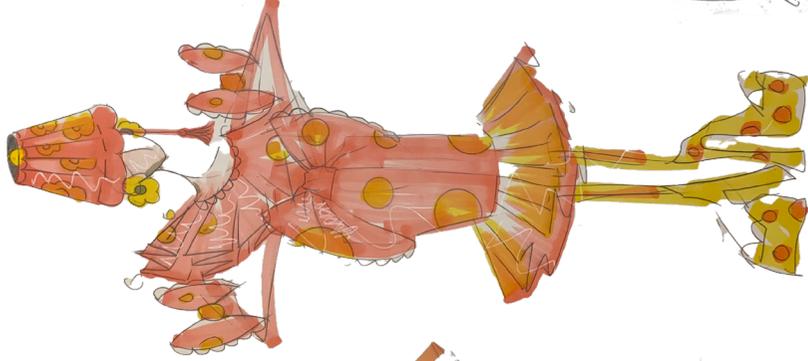
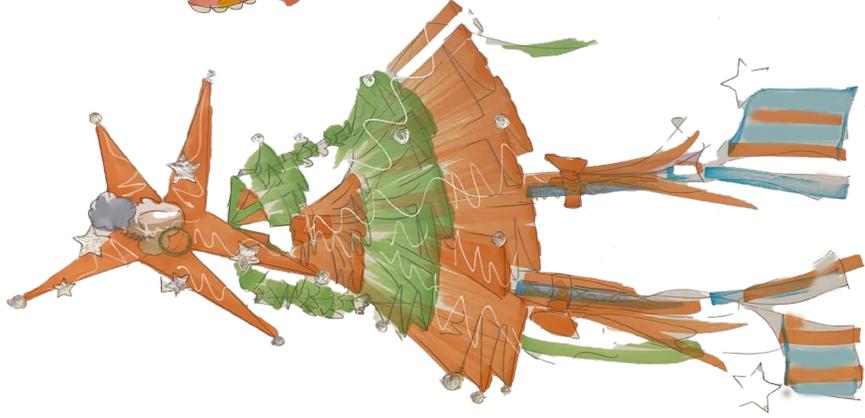
Choose a character from the ball (Prince Chadley, Princess Cinderella, Lady Dungeness, Snotterella, Grotterella, or someone from their imagination)

Examples found below on the next page.

Design their costume for the ball using one of the figure outlines based on the examples below. Colour in your design to match your character's personality. Write two mood words that describe how your character feels.



COSTUME EXAMPLES...



FULL SONG VERSION PRINTABLE LYRICS

WE'RE GONNA HAVE A BALL

words by [Chris Bush](#) and [Roni Neale](#) and music by [Matt Winkworth](#)

If you wished upon a star tonight
To be more than what you are tonight
Tonight's the night for you

If you're looking for the one tonight
Or just looking for some fun tonight
Those wishes might come true

All of the planets are aligned - why can't we take our chance?
Who knows what magic we might find? What are we waiting for - lets dance!

*We're gonna have a ball - the stars are shining bright
I've got a feeling that my happy ending starts tonight
We're gonna have it all - this party's off the scale
Can't shake the feeling that I'm living in a fairytale (...tale)*

If you're feeling far from home tonight
Still in here I'm not alone tonight
Tonight I've found my place
If they never made the time before
If you're small and easy to ignore

Tonight I'll take up place
All of the planets are aligned - Ella, tonight's your show
Forget about being left behind - what are you waiting for, let's go!

CHORUS

Tonight is not about dreams
Tonight is not about fun
Tonight is for evil schemes
And impressing our mum

Tonight we have to convince
Tonight it's all on the line
Tonight we'll bag us a prince
And the kingdom is mine!

CHORUS



SHORT SONG VERSION PRINTABLE LYRICS

WE'RE GONNA HAVE A BALL

words by Chris Bush and Roni Neale and music by Matt Winkworth

If you wished upon a star tonight
To be more than what you are tonight
Tonight's the night for you

If you're looking for the one tonight
Or just looking for some fun tonight
Those wishes might come true

All of the planets are aligned - why can't we take our chance?
Who knows what magic we might find? What are we waiting for - lets dance!

*We're gonna have a ball - the stars are shining bright
I've got a feeling that my happy ending starts tonight
We're gonna have it all - this party's off the scale
Can't shake the feeling that I'm living in a fairytale (...tale)*

If you're feeling far from home tonight
Still in here I'm not alone tonight

Tonight I've found my place
If they never made the time before
If you're small and easy to ignore

Tonight I'll take up place
All of the planets are aligned - Ella, tonight's your show
Forget about being left behind - what are you waiting for, let's go!

CHORUS

SHEET MUSIC

We're Gonna Have a Ball

Words by Chris Bush & Roni Neale

Music by Matt Winkworth

$\text{♩} = 130$
Bright and full of excitement!

First system of musical notation (measures 1-4). It features a vocal line and a piano accompaniment. The key signature is D major (two sharps) and the time signature is 4/4. The tempo is marked as 130. The first measure has a treble clef and a key signature of two sharps. The second measure has a bass clef and a key signature of two sharps. The lyrics are: "If you wished u - pon a star to - night". There are dynamic markings of *mp* and accents (>) over the piano accompaniment.

Second system of musical notation (measures 5-8). It features a vocal line and a piano accompaniment. The key signature is D major and the time signature is 4/4. The lyrics are: "To be more than what you are to - night To - night's the night for you". There are dynamic markings of *C \sharp m* and accents (>) over the piano accompaniment.

Third system of musical notation (measures 9-12). It features a vocal line and a piano accompaniment. The key signature is D major and the time signature is 4/4. The lyrics are: "If you're look - ing for the one to - night Or just look - ing for some". There are dynamic markings of *E* and *C \sharp m* and accents (>) over the piano accompaniment.

Fourth system of musical notation (measures 13-16). It features a vocal line and a piano accompaniment. The key signature is D major and the time signature is 4/4. The lyrics are: "fun to - night Those wish - es might come true —". There are dynamic markings of *E* and *A* and accents (>) over the piano accompaniment.

We're Gonna Have a Ball

15

All of the plan - ets are a - ligned Why can't we take our chance?

F#m G#/E Amaj7 Bsus4 B

mf

19

Who knows what ma - gic we might find? - What are we wait - ing for? Let's dance!

F#m G#/E Amaj7 Bsus4 B

23

We're gon - na have a ball The stars are shi - ning bright I've got a feel - ing that my

F# F#7/E D#m7 B

f

26

hap - py end - ing starts to - night We're gon - na have it all This par - ty's off the scale

Dmaj7 F# F#7/E

29

Can't shake the feel - ing that I'm liv - ing in a fai - ry...

D#m7 *Dmaj7* *F#maj7/A#* *B7sus4*

...tale! ...tale! ...tale!

32

...tale!

F#maj7/A# *B7sus4*

p sub. *f*

35

E If you're feel - ing far from home, to - night Still in here I'm not a -

C#m

mp

38

- lone, To - night I've found my place

A

We're Gonna Have a Ball

41

E If they ne - ver made the time be - fore If you're small and eas - y -

C#m C#m

44

— to ig - nore To - night I'll take up space All of the plan -

A F#m F#m

mf

48

- ets are a - ligned El - la, to - night's your show For - get a - bout be -

G#/E Amaj7 Bsus4 B F#m

52

- ing left be - hind What are you wait - ing for? Let's go!

G#/E Amaj7 Bsus4 B

We're Gonna Have a Ball

55

We're gon - na have a ball
The stars are shi - ning bright I've got a feel - ing that my

F# D#m7

58

hap - py end - ing starts to - night We're gon - na have it all This par - ty's off the scale

Dmaj7 F#7/E

61

Can't shake the feel - ing that I'm liv - ing in a fai - ry... ..tale!

D#m7 Dmaj7 F# F#maj7/A# B7sus4

64

...tale!

F#7 F#maj7/A# B7sus4

p sub. **f**

We're Gonna Have a Ball

67

to - night is not a - bout dreams To - night is not a - bout fun

D(omit3) E(omit3)/D D(omit3)

mf

71

To - night is for ev - il schemes And im - pres - ing our mum To - night we have to con - vince

E(omit3)/D Bm7

74

To - night it's all on the line To - night we'll bag us a prince And the king - dom is

C#m7 Dmaj7 Esus4

77

mine mine We're gon - na have a ball The stars are shi - ning bright

F# F#7/E

(claps)

81

I've got a feel - ing that my hap - py end - ing starts to - night We're gon - na have it all

D#m7 Dmaj7 F#

84

This par - ty's off the scale Can't shake the feel - ing that I'm liv - ing in a fai - ry -

F#7/E D#m7 Dmaj7

87

...tale! ...tale! ...tale! ...tale!

F# F#maj7/A# B7sus4

91

Li - ving in a fai - ry - tale! Li - ving in a fai - ry - tale!

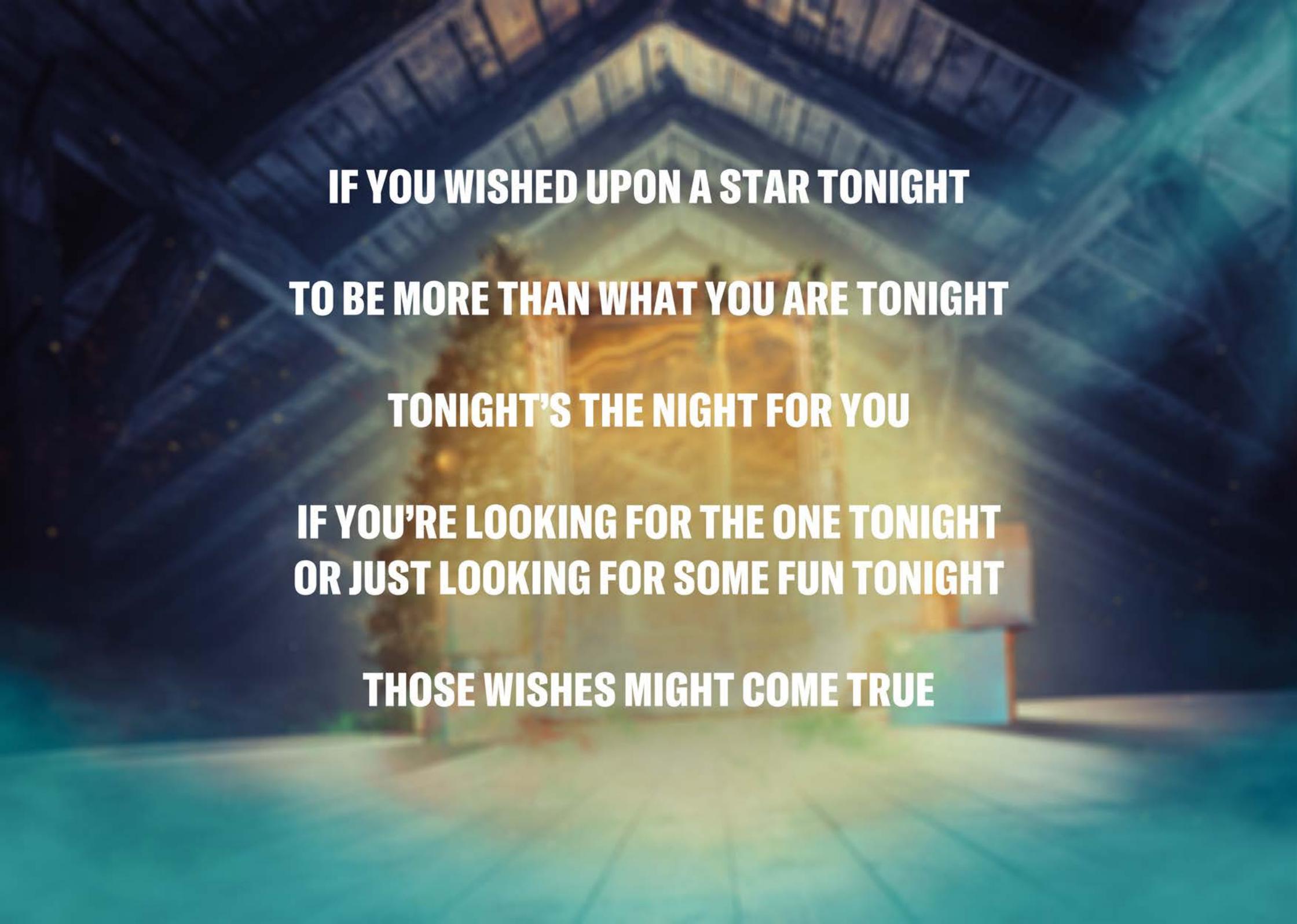
F# F#maj7/A# B7sus4 Dmaj7/C# F#(omit3)

ff

'WE'RE GONNA HAVE A BALL'



ON SCREEN LYRICS



**IF YOU WISHED UPON A STAR TONIGHT
TO BE MORE THAN WHAT YOU ARE TONIGHT
TONIGHT'S THE NIGHT FOR YOU
IF YOU'RE LOOKING FOR THE ONE TONIGHT
OR JUST LOOKING FOR SOME FUN TONIGHT
THOSE WISHES MIGHT COME TRUE**

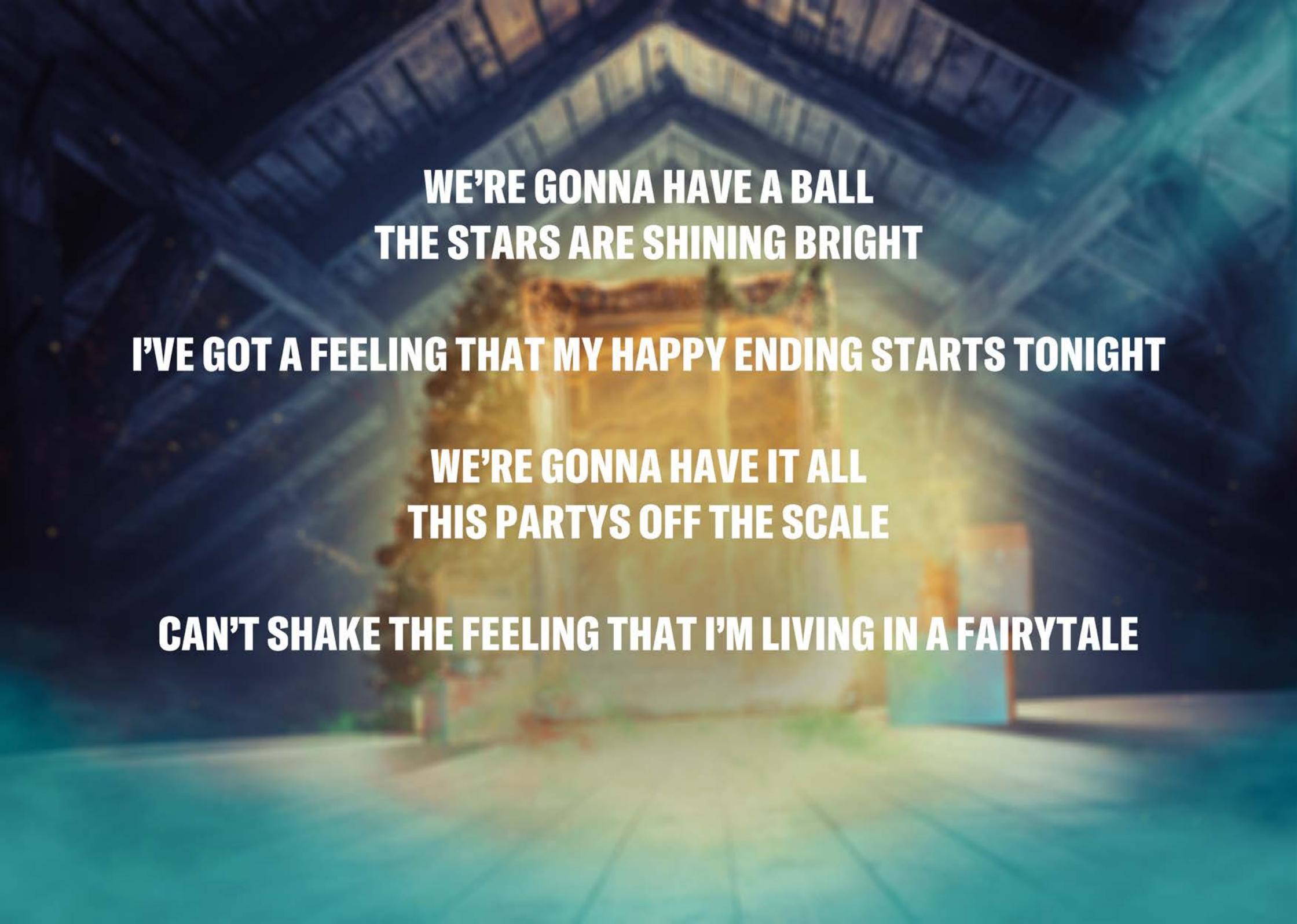


**ALL OF THE PLANETS ARE ALIGNED
WHY CAN'T WE TAKE OUR CHANCE?**

WHO KNOWS WHAT MAGIC WE MIGHT FIND?

WHAT ARE WE WAITING FOR?

LET'S DANCE!



**WE'RE GONNA HAVE A BALL
THE STARS ARE SHINING BRIGHT**

I'VE GOT A FEELING THAT MY HAPPY ENDING STARTS TONIGHT

**WE'RE GONNA HAVE IT ALL
THIS PARTY'S OFF THE SCALE**

CAN'T SHAKE THE FEELING THAT I'M LIVING IN A FAIRYTALE



IF YOU'RE FEELING FAR FROM HOME TONIGHT

STILL IN HERE I'M NOT ALONE TONIGHT

TONIGHT I'VE FOUND MY PLACE

**IF THEY NEVER MADE THE TIME BEFORE
IF YOU'RE SMALL AND EASY TO IGNORE**

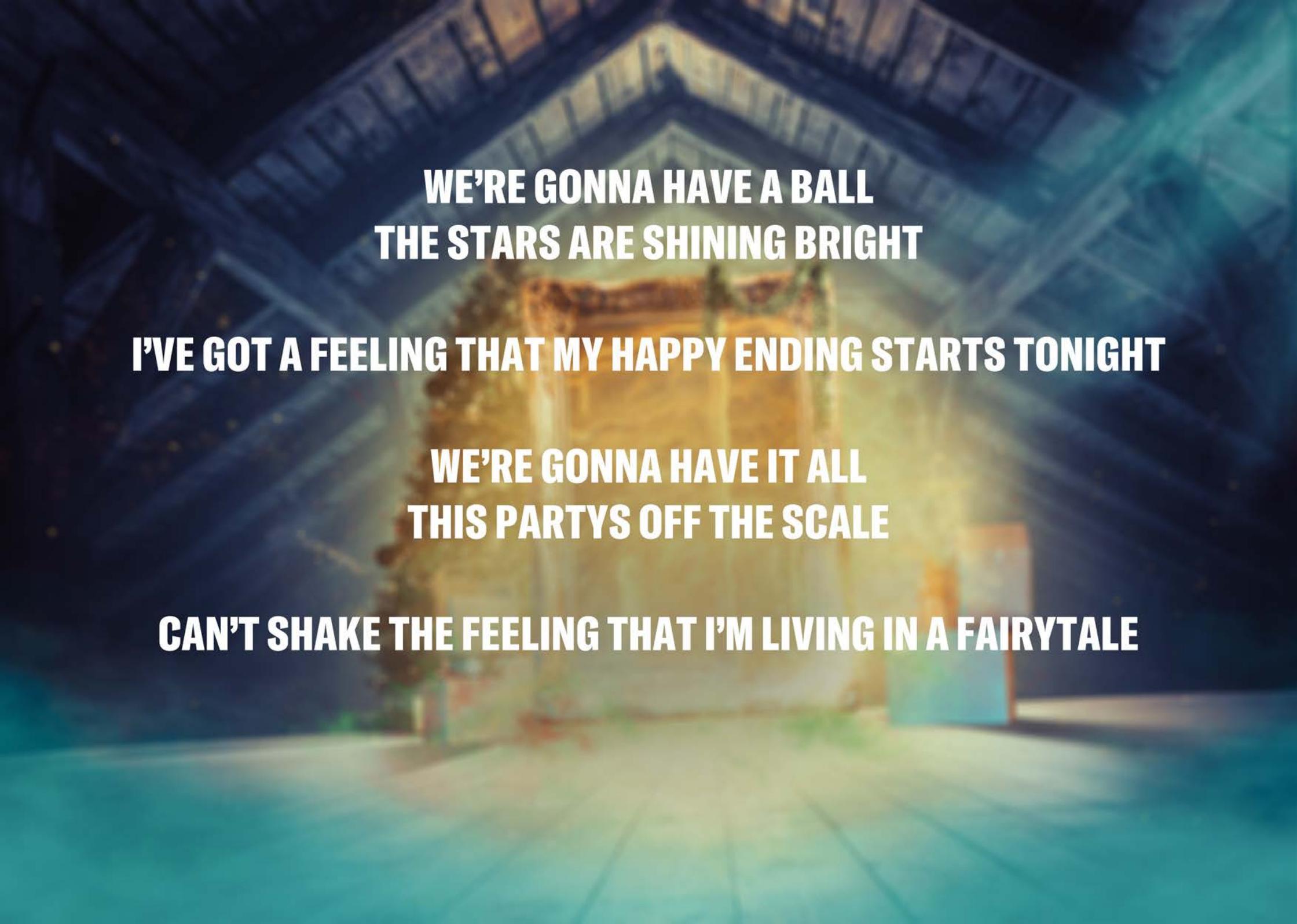
TONIGHT I'LL TAKE UP SPACE



**ALL OF THE PLANETS ARE ALIGNED
ELLA, TONIGHT'S YOUR SHOW**

**FORGET ABOUT BEING LEFT BEHIND
WHAT ARE YOU WAITING FOR?**

LET'S GO!



**WE'RE GONNA HAVE A BALL
THE STARS ARE SHINING BRIGHT**

I'VE GOT A FEELING THAT MY HAPPY ENDING STARTS TONIGHT

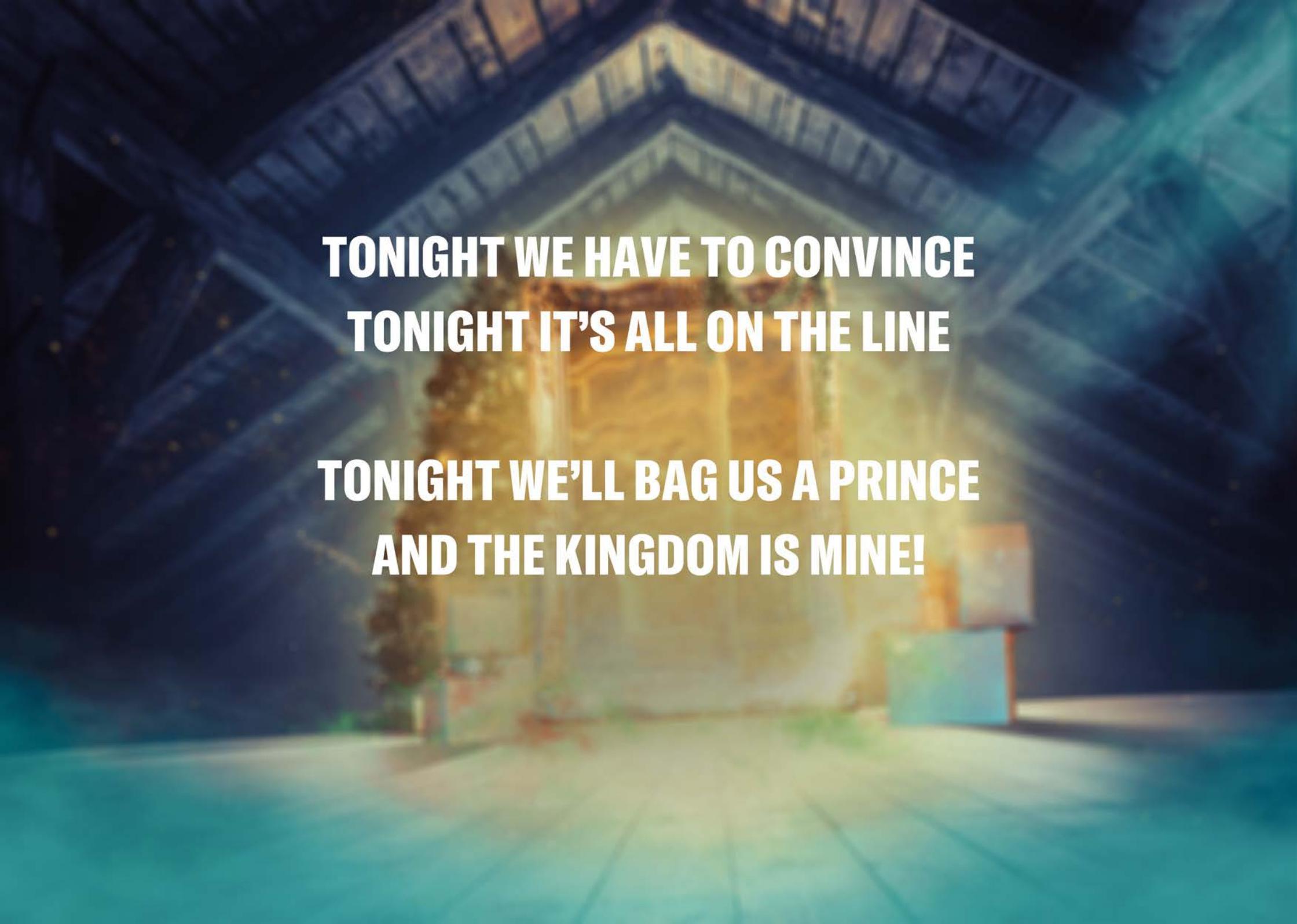
**WE'RE GONNA HAVE IT ALL
THIS PARTY'S OFF THE SCALE**

CAN'T SHAKE THE FEELING THAT I'M LIVING IN A FAIRYTALE

A stylized, colorful illustration of a house at night. The house has a dark blue roof and walls, with a glowing yellow window in the center. The sky is dark blue with white stars. The foreground is a light blue, textured surface. The overall style is reminiscent of a children's book illustration.

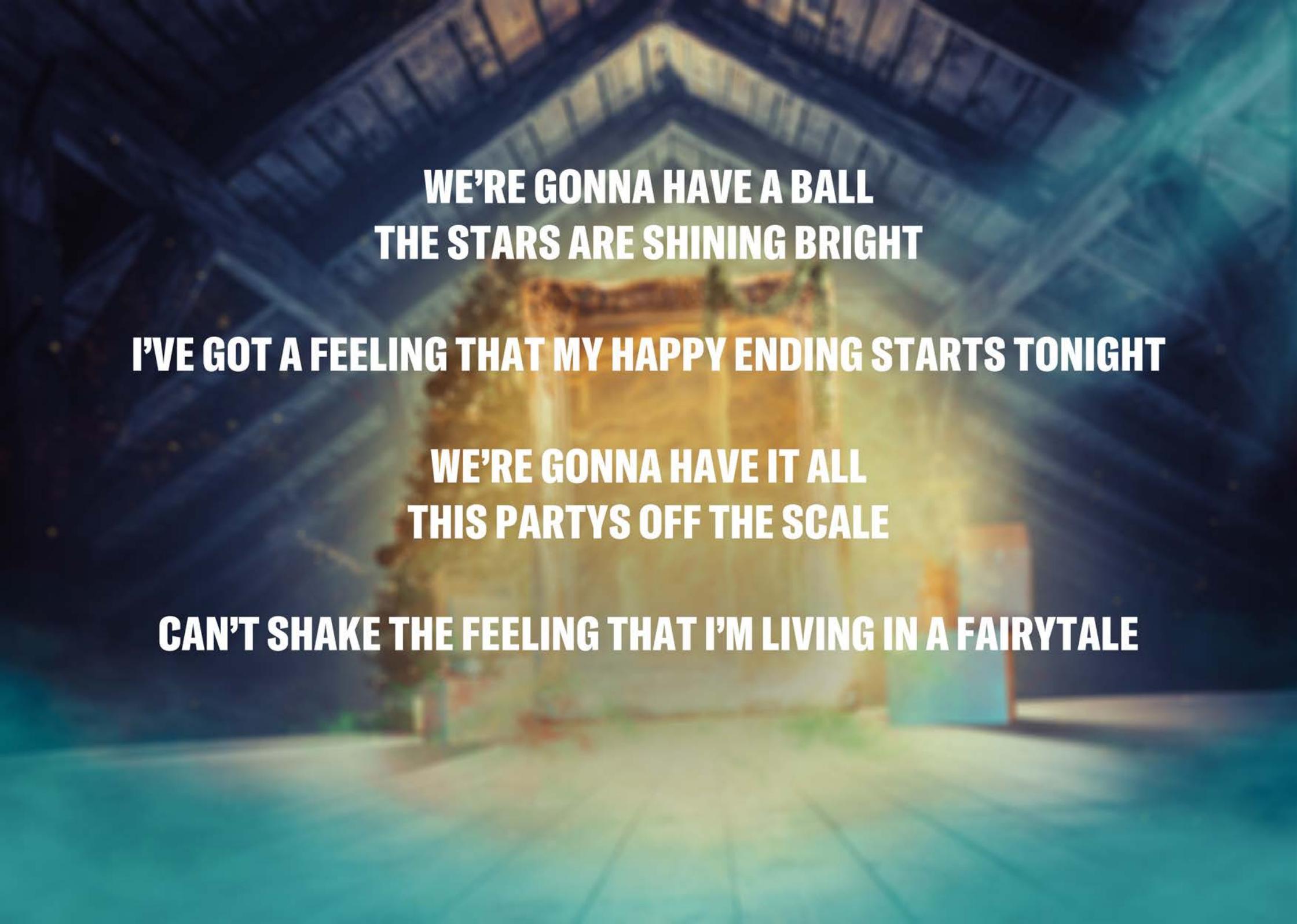
TONIGHT IS NOT ABOUT DREAMS

**TONIGHT IS NOT ABOUT FUN
TONIGHT IS FOR EVIL SCHEMES
AND IMPRESSING OUR MUM**



**TONIGHT WE HAVE TO CONVINC
TONIGHT IT'S ALL ON THE LINE**

**TONIGHT WE'LL BAG US A PRINCE
AND THE KINGDOM IS MINE!**



**WE'RE GONNA HAVE A BALL
THE STARS ARE SHINING BRIGHT**

I'VE GOT A FEELING THAT MY HAPPY ENDING STARTS TONIGHT

**WE'RE GONNA HAVE IT ALL
THIS PARTY'S OFF THE SCALE**

CAN'T SHAKE THE FEELING THAT I'M LIVING IN A FAIRYTALE



WE'RE GONNA HAVE A BALL

Feat. Joaquin Pedro Valdes, Maddy Hunter,
Corrina Buchan and Hannah Akhalu

Music by Matt Winkworth
Lyrics by Chris Bush and Roni Neale
Produced by Oli Whitworth
Recorded at Fairlight Studios

A Rose Theatre production

Cinderella

BY CHRIS BUSH & RONI NEALE

MUSIC BY MATT WINKWORTH

DIRECTED BY OWEN HORSLEY

Have a ball
with the whole
family this
Christmas!

