

TABLE OF CONTENTS

Introduction	4
You, the Director	4
Dramatic Play	5
Music	5
Costumes and Scenery	6
Rehearsals and Performance	6
No Turkey for Perky	7
Musical Score	7
It's Turkey Time	7
Yumbo Song	9
I Don't Like Turkey	10
No Thanks Song	11
Don't Feed the Turkey to Perky	13
Choose Us Song	14
Chasing Song	15
No Turkey for Perky	16
Lyrics to Songs	17
Cast of Characters	18
Narration and Placement of Songs	19
Ideas for Costumes	21
Ideas for Set and Staging	22
Related Activities	23
Bob Humbug, the Christmas Grump	24
Musical Score	24
Santa's Shop	24
Happy Helpers Song	25
Bob Humbug, the Christmas Grump	27
Wouldn't You Be a Grump?	29
Boo Hoo Song	30
Great Idea!	31
We'd Walk a Mile	32
Lyrics to Songs	33
Cast of Characters	34
Narration and Placement of Songs	35
Ideas for Costumes	37
Ideas for Set and Staging	38
Related Activities	39



DRAMATIC PLAY

The members of your young group may have never been part of a play before. But they certainly have been “dramatic” in their imaginative, informal play. And they have heard good stories. A play involves drama and a story. This is your group’s chance to combine the two.

A good initial activity is to invite the group to “act out” a familiar story as you tell it. “The Three Bears” and “The Three Little Pigs” are easy to use for this purpose because they are repetitive. At first, the entire group can simultaneously act out all the parts. Then certain children can try specific roles. (A child who feels a bit shy in this activity may feel a lot bolder dramatizing with puppets.)

The children may enjoy “dressing up” for the different parts. They may use what is available in your dress-up corner, or they can create accessories from art materials.

Puppetry, pantomime games, and dramatizing stories will give your class experience in dramatic expression, as well as an understanding that putting on a play involves cooperation.

Introduce the narration of the holiday musical play. (You will need to supply part of the story where songs act as part of the plot, i.e., the “Choose Us Song” in the Thanksgiving play.)

Ask the children who the characters are. They can show you how each character might look or act.

Talk about the setting. Does the play take place on a farm? In a castle? In a home?

Next, informally dramatize the story. Explain to the children that when they listen carefully to the narration, they will know what to do. Be sure to read slowly!



MUSIC

Your class will grow to understand that a play is an “acted-out” story. When songs are added, it becomes a “musical play.” Songs are not only fun, but they can help tell the story.

The teaching CD, played informally, will help the children learn the songs. Play the CD during rest time, free time, and table time. The children will learn the songs through “osmosis.”

Practice singing the songs in a group. Do not worry about accompaniment when you are first practicing. It is important that your face be fully visible to the children so that they can watch you pronounce the words. The drama and spirit you add to the songs will serve as a model for the children.

Do not worry about your own capacity to carry a tune. The children will learn the tunes from the CD. Your enjoyment of singing, tune or no tune, is what is important for them to see.

Accompaniment can be added after the children are comfortable with the lyrics. You might use piano, guitar, autoharp, ukulele, or just rhythm instruments. The cassette provides piano accompaniment to help you.

After a while, you will be able to identify children with strong voices and the ability to easily memorize lyrics. These children might be good candidates for special parts.

If there are few strong voices in your group, you may opt to have the whole class sing all of the songs.



COSTUMES AND SCENERY

Utilize the children in decision-making about costumes and scenery. They may enjoy drawing pictures of how they envision the characters and setting. Group discussions help to stimulate ideas.

You may provide guidelines for what may be used for costumes and scenery, e.g., "We have to make things out of what we have in the room," or,

"We will make everything ourselves."

Specific costume ideas are suggested for each play. (See IDEAS FOR COSTUMES.) You may wish to use these ideas, but what is most important is utilizing the children's suggestions as much as possible.

REHEARSALS AND PERFORMANCE

Preparation time for each play should last about three weeks. Longer preparation time may result in a "burnout" feeling for all of you. Keep most practice low key and stress free. Most practices can take place in the classroom. You only need two dress rehearsals in the actual site of your performance. One may include an audience of other children.

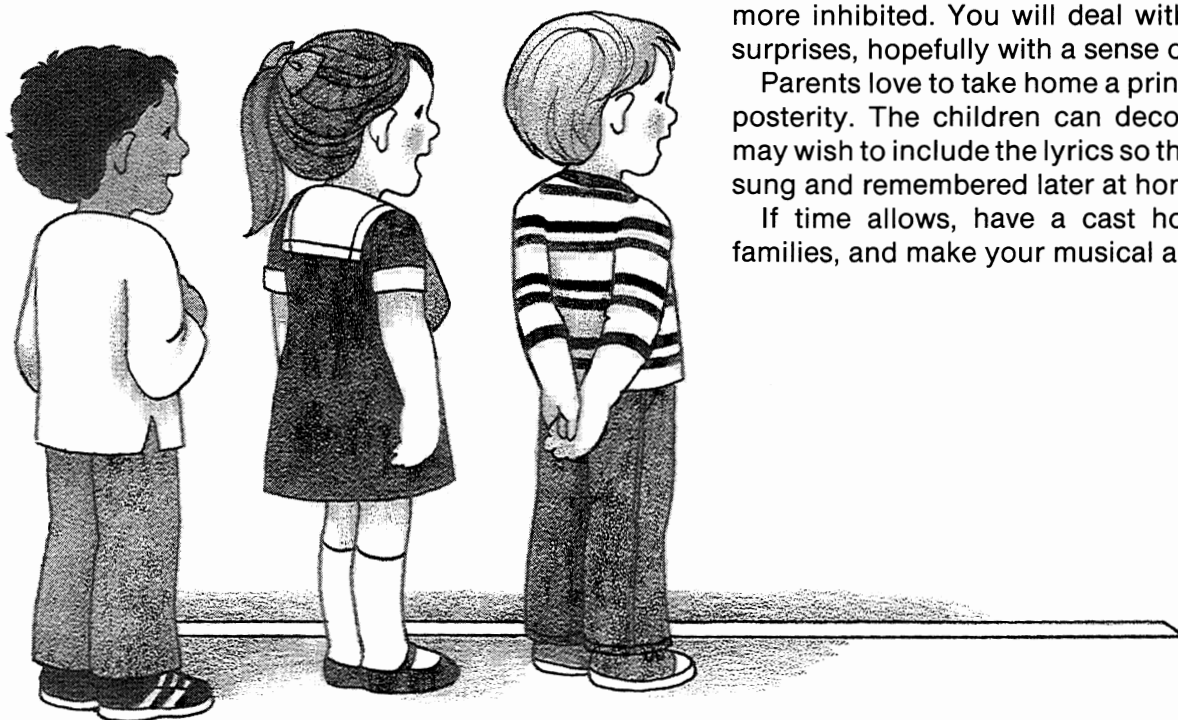
Apply masking tape on the floor of your performance area to designate positions. Use adults to assist the children in moving through their parts.

Stress the importance of volume. Establish a signal to indicate to the children the need for them to sing louder.

The quality of the performance often differs from that of rehearsals. Usually the children are more focused during the performance, but they may be more inhibited. You will deal with your share of surprises, hopefully with a sense of humor.

Parents love to take home a printed program for posterity. The children can decorate them. You may wish to include the lyrics so that songs can be sung and remembered later at home.

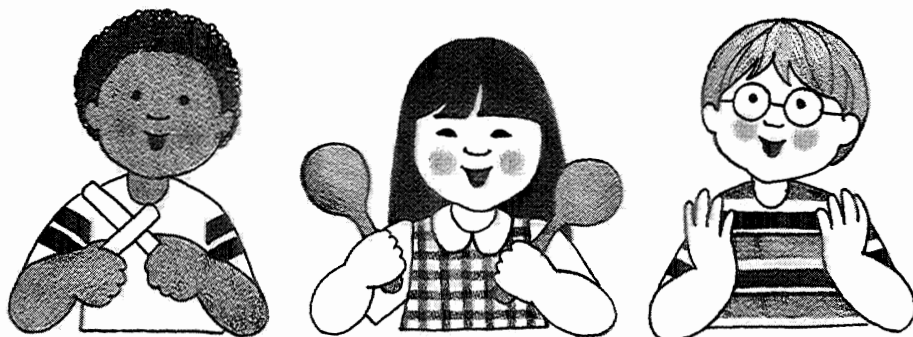
If time allows, have a cast holiday party for families, and make your musical a real "event"!





NO TURKEY FOR PERKY

MUSICAL SCORE



IT'S TURKEY TIME

Sung by Chorus
G⁷

Thanks-

C G

giv-ing time is com-ing, that spe-cial hol-i-day, with tur-key and yams and