



# Kit list for picture book dramas

A full kit list for performing  
*Lullabyhullabaloo!* by Mick  
Inkpen

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Age 3-11

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CFE Levels 1 and 2

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Resource created by Pam  
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## About this resource

This kit list is part of a set of resources to support you creating and performing picture book dramas in school.

# Kit List

## ***Lullabyhullabaloo!* by Mick Inkpen**

This is a delightful story for a whole class to turn into a drama, with characters for everyone to play and opportunities for sound making, with instruments and voices.

The story concerns a little princess who is trying sleep inside her castle, while outside some extremely noisy characters have to be told to be quiet. Eventually they all stop still but unfortunately the princess awakens up when the noises she is used to hearing at bedtime cease.

She wails and the surprised creatures try singing a lullaby, which of course is so noisy it puts her back to sleep!

Before you start, it is worth discussing what a lullaby is, some quiet songs the children may know (for example *Twinkle Twinkle Little Star*), and what a hullabaloo would sound like.

## **Casting**

### **Narrator(s)**

With younger children you can narrate and involve the children in some of the repeated responses. For example:

Narrator: What shall we do?

Children: We'll tell them to shhh/shoosh!

With older children choose a narrator for each page to read aloud from the book. Give them their own special places to stand/sit where they can see the action.

### **Characters needed**

<b>Character(s)</b>	<b>Action</b>
<b>Little Princess</b>	Climbs up stairs to bed (circles bed as if going up a spiral staircase). Tries to sleep. Yells when it is too quiet. Falls asleep and snores loudly (a younger child might need you to help make both vocal sounds).
<b>Dragon</b>	Roars and galumphs around the castle. This can be one child or a line of children who form the dragon.
<b>Two Knights</b>	Clash swords and fight their way around the castle.
<b>Three Ghosts</b>	Float eerily together around the castle
<b>Giant</b>	Stomps heavily as he strides around the castle.

The next characters work in small groups that add up to the rest of the class or you can cast pairs and threesomes to represent the animals the children can see in the book.

<b>Wolves</b>	Kneel together. Lift up their heads to howl at the moon.
<b>Owls</b>	Glide silently around the castle, eyes wide on the look-out.
<b>Frogs</b>	Leap/spring out of the pond to croak.
<b>Mice</b>	Squeak as they scurry around the castle looking for food.
<b>Bats</b>	Flap their tiny wings as they swoop around the castle.
<b>Bears</b>	Beat their chests with their fists and roar.
<b>Trolls and Goblins</b>	Guzzle and gobble an imaginary feast and slurp and burp with gusto.

Everybody joins in the hullabaloo as they sing a lullaby to the princess.

## Setting

The whole cast sit in a large circle or a horseshoe shape around the castle which can be represented by a mat or an outline made with gaffer tape.

You can decide if the narrators are within this circle/horseshoe or standing at either side of the acting area.

In the middle of the circle are two chairs facing each other to make the Princess's bed.

There must be enough room around the chairs for each character to move easily around the castle.

## Costume

The most effective costume is impressionistic and easy for the children to move in.

Lengths of material for cloaks, headgear/hats and headbands with ears attached can be provided to denote characters.

You can explain to the children their costume is simply giving a clue to the audience about their character and that their character's actions will be the biggest clue of all!

<b>Character(s)</b>	<b>Costume</b>
<b>Little Princess</b>	Bed jacket/nightie/dressing gown. A paper crown to hang on the bed.

<b>Dragon</b>	One child: A hooded sports top with card triangles stuck in a line on top of the head to represent spikes/scales.  Alternatively, you can have a line of children under a cloth (red/green) with a box 'dragon head' on the leading child, or a line of children each with a decorated box on their head, moving together.
<b>Two Knights</b>	Balaclava style hoods decorated with silver strips for helmets.  Cloaks/material tied around the shoulders (plus prop/foam swords).
<b>Three Ghosts</b>	Pieces of net curtain material worn over the head and shoulders. They need to be able to see through this material.
<b>Giant</b>	Big wellington boots

The next characters work in small groups that add up to the rest of the class/pairs and threesomes to represent the pictures in the book. They can make a headband with appropriately shaped ears attached, or an eye mask decorated with ears and collage materials.

<b>Characters</b>	<b>Costume</b>
<b>Wolves</b>	Headband (like an Alice band) and twist pipe cleaners into pointed ears.
<b>Owls</b>	Eye mask with large round eyes cut out.
<b>Frogs</b>	Green short cloaks (flimsy patterned head scarves can be effective).
<b>Mice</b>	Paper mask with large round ears added.
<b>Bats</b>	Black short cloaks made with black net/netting which can be flapped.
<b>Bears</b>	Fur fabric waistcoats.
<b>Trolls and Goblins</b>	Paper plate masks decorated with collage materials.

## Props

Explain to the children what props are: the things characters carry and use in the story, which are kept as the special property of everyone taking part in the drama (originally: property of the theatre).

Examples in this story:

The princess's teddy

The knights' swords

Paper plates decorated with 'food' to represent the trolls feast

## Sound

With the children's help, choose the most appropriate sound/instrument to accompany the appearance of each character. Allow time for the instrument player to present the sound as the character moves around the acting area.

With this story there are lots of opportunities for some of the characters to make vocal sounds as they are acting.

If an older group are presenting this story to a younger audience they could ask the wee ones to make some of the sounds themselves.

<b>Sound</b>	<b>Instrument/Noise</b>
<b>The sun going down</b>	Zither strummed gently
<b>The sun going up</b>	Chimes glissando
<b>Dragon</b>	Vocal roar/Spring drum
<b>Two Knights</b>	Metallic beaters/cymbal clashing
<b>Three Ghosts</b>	Vocal oohs/Swanee whistles played gently
<b>Giant</b>	Loud drum beating
<b>Wolves</b>	Vocal howling
<b>Owls</b>	Vocal hooting or ocarinas played lightly
<b>Frogs</b>	Vocal croaking or clatterer.
<b>Mice</b>	Vocal squeaking or tambourine shaking.
<b>Bats</b>	Clapping or octophone.
<b>Beats</b>	Vocal growling.
<b>Trolls and Goblins</b>	Vocal guzzling and gobbling and slurping and burping.

The final burp can be a rude horn noise or a cymbal crash just to finish off the action.

Then the princess starts to cry and howl and wail!

With small self-conscious children this can be too embarrassing – the younger they are the less they like to cry, even if it is just pretend! I usually ask them to open their

mouths wide and I make the most horrendous sound, which of course makes everyone smile! You can find your own solution.

Lullaby and Hullabaloo: everyone sings an agreed song and/or plays an instrument to try to put the princess to sleep. Then they all stand up to see if she is asleep and tiptoe to bed as the narration suggests. The Princess (or you) starts to snore and they all freeze, look round at the audience and say together, "What shall we do?"