

ART FORM

Drama

LEARNING AREA

The Arts

SUBJECT

English

TARGET GROUP

Key Stage 1 & 2

MATERIALS

SPACE

A space large enough to move freely in - warm, ventilated and well lit.

DURATION

From 40 minutes up to 2 x 1.5 hour sessions

ARTIST'S INTRODUCTION

After the children have seen a performance there are many types of activities which can be done to enhance the educational richness of the encounter and to develop cognitive, creative and analytical skill. The workshop is designed so that you can use it all or select activities from it, adapting it by moving up and down the vocabulary level with different age groups.

LEARNING OUTCOMES

Pupils will have the opportunity to develop:

- Working with others – work cooperatively with group
- Communication skills – working with a focus, talking and listening to instructions.
- Problem solving and decision making – making simple predictions, seeing possibilities and asking different types of questions. Giving opinions with ideas.
- Expressing and justifying thoughts, feelings and ideas.
- Creative skills – exploring and responding to different stimuli.

INSTRUCTIONS

Activity 1: Walk the Space 2

Skills: listening, focus, observation, group work

- a) Instruct the students to walk around the space. Encourage them to use every part of the room and remind them to WALK. No running, skipping, jumping, etc., is permitted. Reassure the students that they can walk in whatever direction they please (students tend to walk clockwise in a uniform fashion until given permission to do whatever they please). The goal is just to relax and explore the space.
- b) Call out a variety of environments and ask the students to imagine that they are walking through them. Ask them to pay attention to how the environment affects their body .

Are they walking faster or slower? Is it easier to move or harder to move? Do they feel lighter or heavier? Suggested environments:

- * The room is full of water
- * They are walking through a thorny bush
- * They are trying to cross quicksand
- * The floor is covered in sticky tar
- * The air is as thick as jelly
- * They are walking in a wind storm
- * It's started raining

Activity 2: A Timeline

Skills: memory, analysis, sequencing

Keywords: playwright, structure, plot, theme

Explain that the word 'playwright' means a maker of plays, just as a shipwright makes ships and a cartwright makes carts. Let's look at how plays are made. This can be done by the teacher with the whole class or by the class in small groups each with a timeline.

Put a large sheet of paper on the board with a line on it and marks giving the beginning and end of the play. What happened at the beginning, middle, end? Where did it happen? What was the most important moment in the performance?

Why? Where did it go? Where was each performer introduced?

Option: Were there different themes in the play? At what point were they introduced?

Activity 3: Let's look for Character Clues

Skills: emotional literacy, analysis, visualisation

Keywords: character, drama words, the world of the character, the society of the play

Use a large blank outline of a body. Nominate a central character from the performance. Concentrate on the emotions that character felt at various points in the play. Use stickies to place these emotions within the body outline. If a character was viewed differently by self and others you might put how the character's self felt on the inside of the outline and how others felt about him / her on the outside.

Option: You could go into role as one of the characters and allow him / herself to be hot-seated by the class. Out of role you could then analyse what has been found out. Discuss.

Activity 4: Actors

Skills: listening, observation, awareness of physicality, criticism

Keywords: actor, voice, body, space, presentation, belief, movement, style

This activity and the previous one are good for gaining an understanding of how an actor needs physical awareness to present a character and how a particular character can be a focus of energy - or not - within a play.

- a) How did the actor play that character? Did you notice anything special about him / her? Remember the changed details you noticed about your partner's statue in the last workshop? What details did you notice about the actor? Did you believe in the actor?
- b) 'In the manner of....' Students walk around the space or simply sit down

and stand up 'in the manner of' one of the characters, paying great attention to physical details, how they're carrying their heads, arms, shoulders, back, etc.

Feedback on how it felt.

Activity 5: More Visual Clues

Skills: observation, aesthetic, judgement, analysis of creative judgement, selection analysis

Keywords: set / settings, atmosphere, set design, set mode, props, costumes

This activity emphasises the placing of significant details within a performance and how important that is.

- a) What do you remember about the set? What colours were in it? How did it add to or take from the atmosphere of the performance?
- b) In small groups create your own set design (or set model if you have the time) for the performance. Why did you decide to use that colour? that door? tree? etc.

Option: Ask students to bring in something that reminds them of something or someone in the play. Put all of them on a table. You pick the first one and ask the pupil who brought it in to stand up and say why. When s/he is finished that pupil picks up another object and asks the person who brought it in what its significance is.

Activity 6: More Listening Skills

Skills: building on drama skills, listening, observation analysis, shaping

Keywords: dialogue, style, pattern, soundscape

With older pupils here there is a lot of opportunity to develop senses of style. See how the lines could be delivered in a gangster movie, soap opera, an opera, in a serious way, funny way, etc.

Option: If you could get some lines from the play you could make them into AB Dialogues as in

Workshop 1 and see how they could be performed and why.

How did the characters speak? Was the language like ours? Was it like a movie? Was it funny? Did it rhyme? What did it tell you about the characters?

Option: You could make a soundscape (aural or written) of lines pupils remember from the play.

Activity 7: Final Frame

Skills: pulling together memory and response in an active presentation

Keywords: performance

Build a large picture in the 'performance' area which will be x class's record of their visit to the performance. Allow pupils to present their own memory (so it could be on the bus rather than a dramatic moment!).

If possible let them choose where they go in the large picture, bearing in mind all the things they've learned about making things clear to the audience. If you are permitted to photograph, take a picture of the group and display for a record or for future work.

LINKS TO OTHER LEARNING AREAS

- Personal Development – developing self esteem through performances and working with others; discussing a range of social problems and finding resolutions
- Language and Literacy – listening and responding to others' points of view, make judgements and draw conclusions using appropriate vocabulary
- The Arts - non-verbal modes of expression e.g mime

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Toolbox

THE CLUES WE FOUND

EMELIE FITZGIBBON

**Don't forget to send feedback to
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www.youngart.co.uk/toolbox