



*Drama*



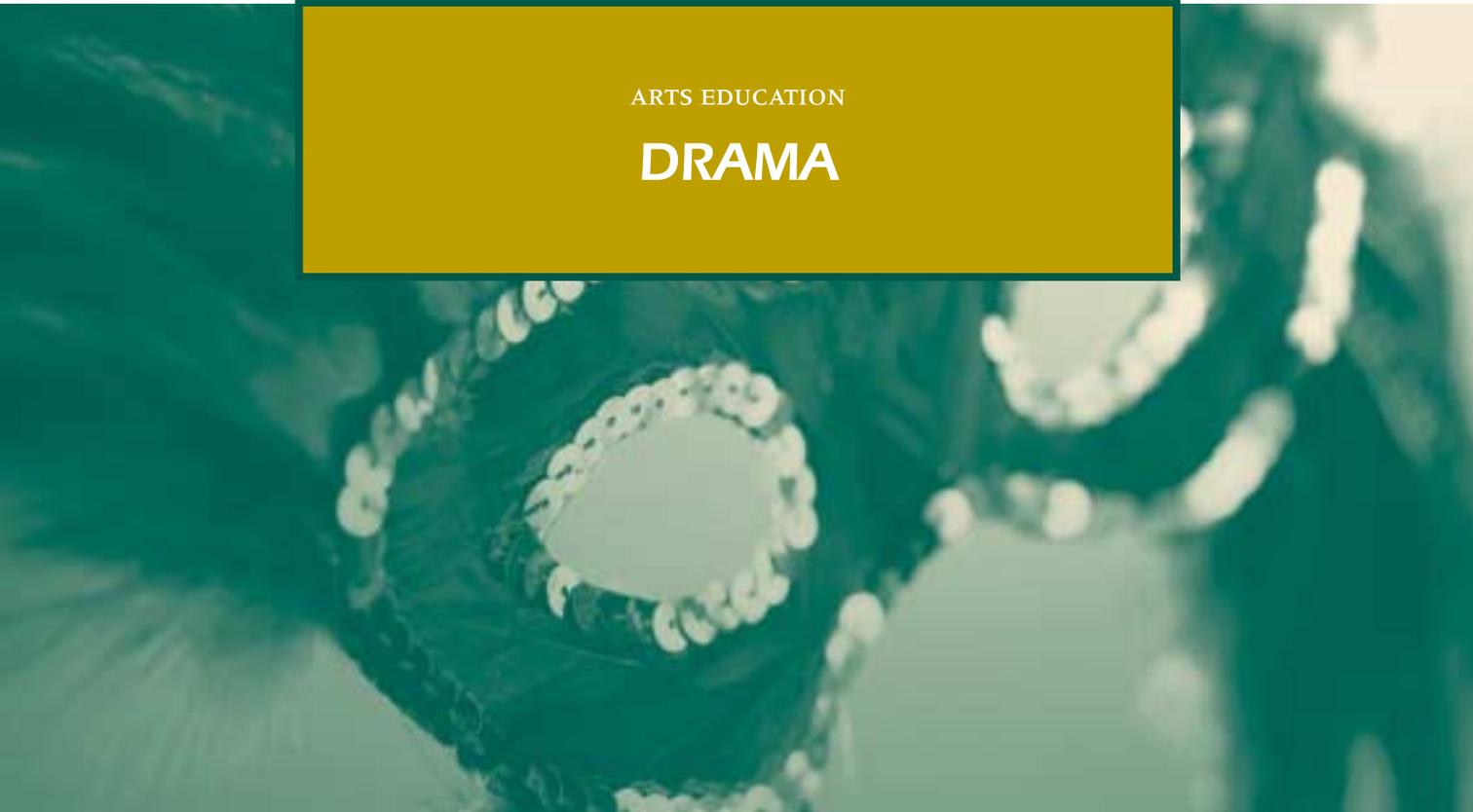
TOPICS IN COMMON

**ARTS - VISUAL-  
DRAMA-MUSIC  
& DANCE**

	Advertising	Built Environment	Career/Work Roles	Colours & Patterns	Computer Graphics	Cultural Diversity	Design	Environment	Games	Human Body	Interpersonal Skills	Listening Skills	Local Community	Materials	Media
<b>COURSE</b>															
Vocational Preparation & Guidance			■			■					■		■		
English & Communications	■										■	■			■
Mathematical Applications							■								
Social Education						■		■			■	■	■		■
Active Leisure Studies								■	■	■	■		■		
Agriculture/Horticulture								■							
Childcare/Community Care									■		■	■	■		
Graphics & Construction Studies		■					■							■	
Craft & Design	■			■			■								
Engineering					■		■								■
Hair & Beauty	■			■			■			■	■	■	■		
Hotel Catering & Tourism	■					■					■	■	■	■	
Information & Communication Technology	■			■	■		■								
Office Administration & Customer Care	■										■				
Technology		■			■		■	■							■
Gaeilge						■					■	■	■		■
Introduction to Information & Communications Technology					■										
Leisure & Recreation								■	■	■	■		■		
Modern Language						■					■	■			■
Religious Education						■							■		■
Science		■						■		■				■	
Sign Language											■				■

ARTS EDUCATION

# DRAMA



DRAMA

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## INTRODUCTION

### PURPOSE

This course aims to develop students' confidence, self-esteem and social skills through drama. By taking part in improvisation, role-play and other activities, the students will develop their ability to communicate in both interpersonal and work situations.

The students' experience and understanding of aspects of acting such as character development, plot and voice will be developed through their involvement in areas such as improvisation and performance.

The course also aims to promote enjoyment and appreciation of theatre through the experience of at least one live theatrical production in each module.

### PREREQUISITES

None

## AIMS

The modules aim to:

- promote teamwork
- develop students' social confidence
- improve students' communication skills in school and work situations
- promote the development of assertive communication skills
- give students some experience and understanding of the process of acting
- enable students to find out about different aspects of acting such as character development, plot, voice/speech, staging and text/subtext
- encourage students to explore improvisation
- facilitate the viewing by students of a live theatrical production and their reflection on the experience
- give students some understanding of the process involved in rehearsing and staging a theatrical production
- facilitate and support students in rehearsing, presenting (to their peers or to another audience) and appraising a drama piece of their own choosing.

**NUMBER AND SEQUENCE OF MODULES**

There are two modules offered as outlined in the table below.

To meet the Arts Education requirement of the Leaving Certificate Applied programme, a student who chooses to take a module in Drama must take; Drama Module 1 and one other module from any of the other Arts Education courses, i.e. Dance, Music or Visual Art

OR

Drama Module 1 and Drama Module 2.

UNIT	MODULE 1	MODULE 2
Unit 1	1(a) Team Building	(b) Media
Unit 2	<b>Communication Skills</b> All aspects are addressed in both modules with emphasis on Non-verbal Communication and Self-Expression in Module 1, and on Listening and Managing Different Types of Communication in Module 2.	
Unit 3	<b>Experiencing Acting</b> ALL aspects of this unit are touched upon in Module 1, with particular emphasis on <b>Improvisation, Plot, Character Development and Voice/Speech.</b> These should all be revisited in Module 2, with <b>Staging and Text/Subtext</b> covered in greater depth this time.	
Unit 4	<b>Experiencing a Live Drama Production</b> Students attend at least one live drama production in each module.	
Unit 5	5(a) Presentation Piece 1.	5(b) Presentation Piece 2

## DESCRIPTION OF MODULES

### **1(a) Teambuilding**

The development of teamwork and positive participation in the Drama course is fostered through exercises, games, co-operative activities and discussion.

### **1(b) Media**

Students use television drama programmes and film to develop understanding of character development and plot.

### **2 Communication Skills**

This module develops social and communication skills that will help the student to be more confident in their interpersonal relationships and in school and work situations. There are four main areas, all of which are addressed in each module, but in Module 1 the main emphasis should be on *Non-verbal Communication* and *Self-Expression*. In Module 2, the other two areas, *Listening* and *Management of Different Types of Communication* should receive more attention.

### **3. Experiencing Acting**

This is covered in both modules, with more emphasis on *Improvisation*, *Character Development*, *Plot* and *Voice/Speech* in Module 1 and on *Staging* and *Text/Subtext* in Module 2

### **4. Experiencing a Live Drama Production**

In each module, students attend at least one live drama production, with preparatory work in advance and review afterwards.

### **5(a) and 5(b) Presentation Pieces 1 and 2**

Students present, either individually or in group(s), a piece of their own choosing to their peers or another form of audience. The process includes the student drawing up and carrying out a rehearsal plan and appraising his/her presentation piece and performance. The performance may take place at any stage during the second half of the module. In Module 2, the students are encouraged to be more adventurous in their choice of piece, and should demonstrate progress in their standard of performance.

## GENERAL RECOMMENDATIONS

The teacher guidelines should only be seen as suggested ideas and activities. They are not meant to be prescriptive. They can be replaced, expanded or altered by the teacher to meet the needs of both the students and the environment in which they are working. It is an important aim of the course that the Learning Outcomes are achieved through drama activities, particularly performance activities. The course should never become a Lifeskills course only.

It is highly recommended, though not a requirement, that those teaching the Drama modules should have completed some experiential training in drama teaching.



Unit 1(a): Team Building (Continued)

LEARNING OUTCOMES

3. participate positively in class activities

TEACHER GUIDELINES

- what is likely to happen if only a small number of students are constantly involved in activities?
- what is needed if we are to trust one another?

By focusing on positive solutions to these issues students can be encouraged to formulate a class charter or set of ground rules.

The main points should include:

- no interrupting
- everybody participates
- no put downs
- fair play for all

or similar positive values.

- ▶ The ground rules should be displayed in the classroom and be written into copies. Circle Time as described by Jenny Mosley (see resources list) can also be used to facilitate discussion. Prepare work that assigns a role or job to every student e.g. freeze frame, statues, mime, imitation movements; reading texts with a large cast of characters may also help. Paired work promotes the participation of all individuals.
- ▶ Have a roster of participation. This encourages taking turns, relieves constant pressure to perform and leaves little room for 'opting out'.

Unit 1(a): Team Building (Continued)

LEARNING OUTCOMES

4. contribute to group decisions and goal setting.

TEACHER GUIDELINES

- ▶ Ask the students to self assess and/or evaluate their participation. This can be recorded in their diary.
- ▶ Set short term goals at first.
- ▶ Use working groups of four or five. Each group has the same task e.g. design a set. Each group completes the assignment and reports to the class. Next move on to co-operative groups (4 or 5 students). Each student has a separate but related task and decides how to achieve this. The group then combines the individual decisions and presents these to the class (e.g. designing or assembling costumes for a large cast).
- ▶ Record how decisions evolved. The teacher can help students explore how this benefits the whole team.

## Unit 1(b) Media

(This unit must be covered in Module 2)

### LEARNING OUTCOMES

The student will be able to:

1. identify and discuss the different types of television drama programmes (soap, comedy, etc.)
2. identify and discuss the theme of particular films/drama episodes
3. outline some aspects of character development in one or more films/television dramas
4. explore the development of plot in one or more films/television dramas.

### TEACHER GUIDELINES

- ▶ This unit affords many opportunities for linking with or building on work done in other courses e.g. English and Communications (Communications Media module in Session 3) and Social Education (Contemporary Issues 2, Session 3). As well as adding to the students' appreciation of what they view on television or cinema, this unit will also serve as a review/revision of learning from Module 1.
- ▶ Film videos or television programmes could be used in the classroom. The use of short clips, with students watching for certain aspects, followed by discussion and analysis, should work well. It is important to use short clips only, with work and discussion before and after viewing, rather than having students watch a video for a whole class period.
- ▶ Students could present reports on films they have seen in the cinema or on television and compare their interpretations of character development or plot.
- ▶ Watching and reporting on a television drama or soap could be a homework assignment. Ask students to report on a particular film or television drama, focusing on one particular aspect.
- ▶ Outline briefly what it is about and comment on the plot and character development. A worksheet might help this activity.

## Unit 2: Communication Skills - A. Non-verbal Communication

All four aspects of communication skills dealt with in this unit should be addressed both in Module 1 and in Module 2. However, in Module 1 there is greater emphasis on Non-verbal Communication and Self Expression and these need to be addressed early in Module 1. The other two aspects, Listening and Management of Different Types of Communication, will occur as natural aspects of all communication, but these should be dealt with in depth in Module 2.

### LEARNING OUTCOMES

The student will be able to:

1. identify, demonstrate and list different forms of non-verbal communication
2. develop awareness of non-verbal communication when watching T.V., drama, people in everyday life.

### TEACHER GUIDELINES

- ▶ Allow the students to explore different non-verbal communications skills:
  - body language
  - facial expression
  - eye contact
  - tone of voice

While developing their awareness of these various forms they should improve their own communications skills. Emphasise 'Meeting and Greeting'.

Unit 2: Communication Skills A. Non-verbal Communication

LEARNING OUTCOMES

TEACHER GUIDELINES

**Activity**

In pairs, A and B.

A sits on chair. B stands directly behind the chair. Both are facing the same direction. A must not turn around. B must not lean over.

They have a conversation about a topic. (e.g. the weekend)

This lasts ONE MINUTE

They change places.

This time A has a simple outline drawing, B has a pencil and blank paper.

A calls out instructions without naming the object while B draws the described object.

This lasts TWO MINUTES.

Show results!

**Discussion**

What are the difficulties in communicating in this way?

Students usually suggest things like,

- I couldn't see their face
- I couldn't see their eyes
- I couldn't use my hands or gesture
- I could not hear!

At this stage, students don't usually mention tone of voice; so you can direct students towards this idea by saying, 'What about communication by telephone?'

Unit 2: Communication Skills A. Non-verbal Communication

LEARNING OUTCOMES

TEACHER GUIDELINES

**Activity**

To demonstrate the links between body language, facial expression, the actual words, and tone, try this:

In groups of four, two students observe while the other two improvise pretending to use a mobile phone.

You tell them:

'You are on the phone to your best friend. You were out at the disco on Saturday night and you had a brilliant time. S/he was not allowed to go. You are telling him/her about the great time you had. Begin the conversation'.

This lasts TWO MINUTES.

'Now stop'. When you were out, you saw his/her girlfriend/boyfriend with somebody else and they left together. You decide to tell him/her about it. Continue conversation'.

This lasts TWO MINUTES.

**Discussion**

Ask about body language, voice tone, and facial expression. What changed as the person introduced the second dialogue?

The other half of the class now repeat the exercise.

**Other suggestions**

You receive a phone call telling you that you have won £1,000.

Your parents are away for the weekend. You have to phone them to tell them that you have crashed your mother's car. You had never driven before!!!'

Unit 2: Communication Skills A. Non-verbal Communication

LEARNING OUTCOMES

TEACHER GUIDELINES

**Tableau**

You can also use the idea of Tableau (also known as Freeze or Sculpture) to highlight non-verbal communication:

One volunteer strikes a 'pose' in the centre of the room (stand, sit, lie, whatever). A second person joins in and freezes. Continue until you have five students in the picture making a tableau.

**Discussion**

What does the 'picture' tell you? This exercise can be altered in hundreds of ways, e.g. make a happy picture, a sad picture, a picture of war, a picture of celebration.

**In all communication work, encourage students to shake hands and say 'Thank you' to each person they worked with.**

**Discourage SILLINESS!**

Unit 2: Communication Skills - B. Self Expression

LEARNING OUTCOMES

The student will be able to:

1. improve self-expression, particularly when
  - expressing her/his own opinion
  - answering questions
  - asking constructive questions
  - presenting themselves.

TEACHER GUIDELINES

- ▶ Place particular emphasis on students' needs with regard to the Leaving Certificate Applied
  - Work Experience
  - Task interviews
  - Teaching team
  - Classmates.
- ▶ In Year Two, this unit can be developed to prepare students for the workplace and future employment.
- ▶ Develop role-plays to give students confidence to deal with the new situations they will encounter in the Leaving Certificate Applied.

**Role-play activities**

**(A) Improvisations for Work Experience:**

You are meeting your work experience employer for the first time. Ask about what he/she wants you to do, ask about breaks, lunch times, signing diary etc. Ask how to deal with problems that might arise, e.g. not given lunchtime, blamed for breaking something, etc.

Unit 2: Communication Skills - B. Self Expression (Continued)

LEARNING OUTCOMES

TEACHER GUIDELINES

**(B) Improvisations for Task interviews.**

In 2's, A and B. Prepare 6 questions together that you might be asked at the task interview. A retains the sheet of questions and sits at a table with an extra chair. B goes out- side the door.

One at a time, B's come in to be interviewed by an A, but not by their original partner. Repeat varying interviewer and student.

**Discussion**

Discuss being well prepared and knowing about the task, the importance of eye contact, how to enter the room and sit down. Did you answer the questions clearly? Did you give all the information you wanted to? Did you ask any questions?

Did you show that you had reflected and evaluated what you had done?

**This is invaluable preparation for task interviews. Emphasise all aspects of communication.**

**(C) Communication skills for dealing with staff and peers**

Design role-plays that will help students to ask permission to use computers, ask to go out of a class, ask for help with a task, etc.

## Unit 2: Communication Skills - Listening Skills

### LEARNING OUTCOMES

The student will be able to:

1. recognise that communication is a two-way process
2. develop an ability to listen well
3. recognise that good drama is created by 'good listening'.

### TEACHER GUIDELINES

- ▶ The students should develop an ability to repeat clearly and distinctly what they have been told. Encourage the student to evaluate good telephone answering skills and to practice them. Examine how listening affects performance.

#### Activities

(i) Chinese Whispers

(ii) In 2's, A and B. A has a card with various sequences (10) on it. (Keep these simple!) e.g. flower, sun, sky, hat or 1,7,9,3,

B repeats sequence. A marks out of ten.

Change over and repeat with B using different sequences. You can make this more difficult by having a third person say a nursery rhyme or sing a song at the same time!

(iii) One person, B, goes outside the door. Another person, A, is put in the centre of the class and the class observe. The person in the centre, A, thinks of a word and tells the class e.g. rain.

Person B is brought into the centre. A talks about 'rain' but does not mention the actual word. B has to listen and try to work out what the actual word is.

Repeat as often as you wish. You can vary this exercise.

(iv) 4 Students sit around a desk. A and B have a conversation. C asks D simple addition or alphabet questions e.g. name 2 letters after 'g'.

**Unit 2: Communication Skills - Management of different types of Communication**

**LEARNING OUTCOMES**

The student will be able to:

1. differentiate between passive, assertive and aggressive communication
2. evaluate the appropriateness, or inappropriateness, of different forms of communication in different contexts
3. critically analyse forms of behaviour in performance, and examine alternative forms of communication that would change the outcome.

**TEACHER GUIDELINES**

**Students will have covered this in Social and Health Module 1 during Year One.**

- ▶ Students can experience a variety of these behaviours through improvising social issues of relevance to them.

▶ **Activity**

Organise the class into groups of four. Give each group one piece of paper and a marker. Ask each group to write down five social issues relevant to teenagers in their school/area.

Each group feeds-back to the teacher, who writes all the issues on a flip chart, recording how often each issue occurs. You will end up, usually, with four or five key issues - or you can choose one issue. (This section of work can be used again and again.)

Divide the class into pairs.

Ask the students to prepare a short improvisation to do with an incident involving one of the social issues e.g. daughter telling her mother that she is pregnant, son caught coming into house late and drunk.

**Discussion**

How did the two characters react?

Was their behaviour passive, aggressive, assertive?

It is important to discuss all of these and differentiate.

How could the outcome have changed?

## Unit 2: Communication Skills - Management of different types of Communication

### LEARNING OUTCOMES

### TEACHER GUIDELINES

#### ► Activity

This time, the students repeat the improvisation after you have given each of them a card, stating 'passive', 'aggressive' or 'assertive'. The character must behave throughout the improvisation according to the card. Discuss the difference and the outcome. Again this exercise can be changed in hundreds of ways, e.g. complaining in a restaurant etc.

- You can also make great use of video, where characters are in conflict (soaps, films) and then discuss what effect alternative forms of communication would have on the outcome.

- Show a short piece of video where there is conflict between two characters. Rewind, show until the conflict is introduced, freeze the frame. Students go into two's and continue the performance in their own way but instruct them that they have to reach a resolution in two minutes!

#### **Discussion**

Endless!!

### Unit 3: Experiencing Acting - Improvisation

This unit is not intended to be a crash course in drama and theatre studies but more to familiarise students with the world of acting and how associated products are created. Many of the skills and proficiencies that go into creating good drama are also useful life skills.

It is recommended that ALL aspects of this unit are touched upon in Module 1, with particular emphasis on **Improvisation, Plot, Character Development and Voice/Speech**. These should all be revisited in Module 2, with **Staging and Text/Subtext** covered in greater depth this time.

#### LEARNING OUTCOMES

##### Improvisation

The student will be able to:

1. use her/his imagination in a creative manner
2. perform or act without a script or preparation
3. react positively to the unexpected.

#### TEACHER GUIDELINES

- ▶ To build up confidence it is recommended that improvisations are rehearsed in groups before being viewed by peers.
- ▶ Encourage imagination by the use of the phrase "What if...", e.g. two friends discussing a forthcoming school trip to France by air. You then say to one of the actors, "What if...you are afraid of flying but don't want to admit it". Or "What if...you can't afford to go but are too embarrassed to say so".
- ▶ Don't be afraid of silences in improvisations. They are part of real conversations and often add dramatic tension.
- ▶ Develop versatility and the ability to see other points of view by getting students to swap roles at a given signal.

### Unit 3: Experiencing Acting - Improvisation (Continued)

#### LEARNING OUTCOMES

#### TEACHER GUIDELINES

- ▶ Develop single character, dual character and group improvisations, e.g. each student talks for one minute about their favourite pop star, sport star, personality from history.
- ▶ Students pair off and talk to each other in character e.g. Delilah meets Bono.
- ▶ All characters take part in a group improvisation e.g. a party where some money has gone missing.

### Unit 3: Experiencing Acting - Character Development

#### LEARNING OUTCOMES

The student will be able to:

1. explore notions of 'self' as character
  
2. create, understand and interpret a character
  
3. comprehend how a character is revealed in text
  
4. interpret a character in a text.

#### TEACHER GUIDELINES

- ▶ Use a basic 'personality chart' to highlight character differences and to help the student appreciate his/her unique character. Basic enneagram/multiple intelligence questionnaire is useful.
  
- ▶ Get students to make up a character. This can be done in pairs with character biography expanded upon by questions. Students can introduce their partners or characters or can be put in the hot seat with questions posed by the class. Characters could inter-act with each other in improvisation, prompting a better understanding of their characters' personalities. Students could discuss each other's characters and imagine where they'd be in ten years time.
  
- ▶ In groups pick a character from a text in progress and compose a biography. Compare and discuss. Find the key words in a text that reveals a character's personality. What difference would it make if these words were deleted or altered?
  
- ▶ Take a character from a work in progress and improvise scenes. Discuss and improvise how the character would; walk, laugh, eat, talk etc.

### Unit 3: Experiencing Acting - Plot

#### LEARNING OUTCOMES

The student will be able to:

1. understand the meaning and essential elements of plot.

#### TEACHER GUIDELINES

- ▶ Define the differences between plot and theme. Use plays and movies as examples.
- ▶ Discuss dramatic tension, conflict and suspense and the composition of a story.
- ▶ Identify these essential elements in the plays or movies you've selected.

### Unit 3: Experiencing Acting - Voice/Speech

#### LEARNING OUTCOMES

The student will be able to:

1. distinguish between the different 'voices' they use throughout the day
  
2. appreciate how tone and inflection affect what they say
  
3. study the way different characters in a play use language and how it reveals the nature of the characters.

#### TEACHER GUIDELINES

- ▶ Improvise the situation where students use different 'voices' e.g. with friends, parents, teachers, opposite sex. Also the different places e.g. nightclub, library, telephone, complaints department. Compare the differences.
  
- ▶ Get students to say, "All I wanted was some time to myself" in different tones e.g. angry, resigned, jokingly etc. and discuss how the meaning changes. For inflection use the same sentence with emphasis on a different word each time to show how the message or intention alters e.g. All *I* wanted was some time to myself e.g. All I wanted was *some* time to myself.
  
- ▶ Play around with the way scripted characters speak. Split the class into pairs with a short dialogue and compare tone, rate, inflection and accent. Identify how these affect both our portrayal and perception of the characters.

### Unit 3: Experiencing Acting - Staging

#### LEARNING OUTCOMES

The student will be able to:

1. develop an awareness of the performance space
  
2. recognise the influence of lighting, sound, costumes and props on a production.

#### TEACHER GUIDELINES

- ▶ A performance space doesn't have to be a stage. A chalked circle, a large mat or a raised area can represent the space where reality is suspended.
  
- ▶ Basic stage directions as upstage, downstage, stage-right, and stage-left can be used in games where the last one to reach that area on command is out of the game.
  
- ▶ This could be discussed in detail on your visits to a theatre. A well chosen movie could also give some fine examples.

### Unit 3: Experiencing Acting - Text/Subtext

#### LEARNING OUTCOMES

The student will be able to:

1. understand the difference between text and subtext.

#### TEACHER GUIDELINES

- ▶ Ask students to identify situations when they don't tell the truth e.g. a best friend asks their opinion of their bad haircut.
- ▶ Get students to write short scripts with a subtext in brackets. Get four people to act it out, two to speak the text and two the subtext.
- ▶ When working on a text get students to re-write the scenes in their own words.

## Unit 4: Experiencing a live theatrical production

### LEARNING OUTCOMES

After viewing a live performance students will be able to:

1. explain in one sentence what the performance was about
2. provide a brief summary of the plot
3. remark on set, costumes, lighting and sound and their effects
4. comment on the actors in terms of suitability of casting and their ability to interpret their roles
5. declare what they liked and didn't like, and why
6. state what changes they would make and why.

### TEACHER GUIDELINES

- ▶ Students must experience at least one live theatrical production during the course of Module 1 and again during Module 2.
- ▶ The theatrical production can take place at any venue including the school itself.
- ▶ At least two weeks before the visit the production process should be explained i.e. choosing the script, auditions, directing, rehearsals etc. Regardless of where the production has taken place, explain how a theatre works and give explanations of vocabulary and job titles associated with it i.e. wings, front of house, costume, props, lighting, stage manager etc.
- ▶ Most theatre companies, both amateur and professional, are only delighted to talk with the audience afterwards. All you have to do is ask! It might even be possible to get the director to come to your school and explain the play before the night of the performance.
- ▶ It is recommended that the teacher and students discuss the play or performance before the appraisal is written.
- ▶ Students should be encouraged to make comparisons with any theatrical productions they have experienced previously.

### Unit 5(a): Presentation Piece 1

Students will achieve the following learning outcomes by presenting a piece of their choice to their peers or another form of audience. It is not envisaged that this piece will take the form of a final performance. It may arise at any stage in the second half of the module.

#### LEARNING OUTCOMES

The student will be able to:

1. select what it is s/he wishes to present, and outline how s/he intends to present the piece
  
2. draw up a rehearsal plan suitable to the time allocated, and share work in progress with their peers

#### TEACHER GUIDELINES

- ▶ Encourage students to explore various methods of presentation e.g. non-verbal, verbal only (radio drama), with music etc. This should reflect work already done in class.
- ▶ Assist the student in choosing what s/he is to present and put forward some suggestions through brainstorming, discussion, group work.
- ▶ Always remember that this presentation (piece) can be completed individually or in a group of any size.
- ▶ Work with the students and help them to set a realistic rehearsal period.
- ▶ Give students a definite date to present their piece (goal setting).
- ▶ As most (if not all) of the rehearsals will take place during class time you should encourage the students by getting actively involved in their rehearsals.
- ▶ Get the class involved by asking the pupils to show the class their presentation at any stage.
- ▶ As every student will be of a different standard encourage each student to reach her/his best level.

Unit 5(a): Presentation Piece 1 (Continued)

LEARNING OUTCOMES

3. change and adapt in response to the experience of rehearsal
4. present a rehearsed piece stimulated by work in class (e.g. improvisation, text, non-verbal exercises) with a theme arising from these individually or in a group situation
5. appraise his/her own presentation piece, through self evaluation

TEACHER GUIDELINES

- ▶ Encourage students to experience various methods of presentation e.g. non-verbal, verbal only (radio drama), with music etc.
- ▶ Indicate
  - performance space
  - audience space
  - the standard expected of the student.
- ▶ Explain to the student that this is a presentation, and although it will be rehearsed it is not necessarily a performance.
- ▶ The presentation piece may be taken from improvisation work done in class, a theme explored in class, texts, original scripts, non-verbal exercises or a theatre visit. Although the teacher will decide when the presentation will be shown the students may draw on work done at any stage during the module.
- ▶ Assist the students in appraising their own work by devising criteria under which their presentation can be evaluated once finished e.g. character positioning, voice projection etc.
- ▶ Allow the students time to implement any changes they may want to make.
- ▶ If the students have been taught how to appraise their own work throughout the module then this will be successful. It cannot be implemented for the first time when the students present a finished piece.

Unit 5(a): Presentation Piece 1 (Continued)

LEARNING OUTCOMES

6. suggest appropriate use of props, costumes, and make-up
  
7. apply the skills previously learned in drama class to his/her performance piece, and identify these when asked.

TEACHER GUIDELINES

- ▶ Demonstrate to the students how effective a small costume change can be, e.g. apron, hat, Santa hat.
- ▶ Also show how the use of a well selected prop can add to the final piece, e.g. pipe, gun, tissue, telephone etc.
- ▶ Encourage students to explore the use of tableaux within the context of their piece. Suggest a skill/technique they *must* use.
- ▶ By setting some ground rules about the finished piece a certain standard will be encouraged.

## Unit 5(b): Presentation Piece 2

### LEARNING OUTCOMES

The student will be able to:

1. select what it is s/he wishes to present and outline how s/he intends to present the piece
2. draw up a rehearsal plan suitable to the time allocated, and share work in progress with her/his peers
3. present a rehearsed piece stimulated by work done in class, either individually or in a group situation
4. appraise his/her own presentation piece, through self-evaluation

### TEACHER GUIDELINES

- ▶ Encourage the student to be more adventurous in choosing what they wish to present and also in their method of presentation e.g. now work in a group, write a script etc.
- ▶ As a follow on from the last module encourage the students to show their work to their peers at various stages of rehearsal.
- ▶ Explain to the students what the rehearsal process is like for professional actors. This could be an opportunity to bring in an actor to talk to the students.
- ▶ Explain to the students that once again this is a presentation. Offer them the opportunity to invite an audience of their choice.
- ▶ The presentation piece could be stimulated through work done in class e.g. teacher-in-role, a story, a piece of video, text, tableaux etc.
- ▶ For this module the criteria for assembling the student's own presentation should include character positioning, voice modulation, appropriate use of costume and make-up.
- ▶ Once again the students may draw on work done previously for their presentation piece.

Unit 5(b): Presentation Piece 2 (Continued)

LEARNING OUTCOMES

5. use appropriate costumes, make-up and props in their presentation piece
  
6. apply the skills previously learned in drama class to his/her performance piece, and identify these when asked.

TEACHER GUIDELINES

- ▶ Encourage the students to dress for their parts. This will have to be brought into the rehearsal process.
- ▶ Show them how stage make-up is used. Some simple make-up techniques could be explored i.e. black eye, wrinkles etc.
- ▶ The students should be encouraged to apply the skills they have learned to date to their presentation.
- ▶ Some of these skills might be eye contact, crisis, character conflict, character positioning, levels, tableaux, status in a group.
- ▶ The students should be able to identify these dramatic techniques when asked. The student should also be able to use these to improve their presentation piece.
- ▶ There should be a definite improvement between the presentation piece(s) of Module 1 and Module 2.
- ▶ If the students can assess the performance pieces of their peers without criticising, then they should be encouraged to comment constructively on the final presentation of their peers. For this to work successfully, this process will need practice on a smaller scale throughout the earlier part of the module.

**RESOURCES**

*Playing the Game* by Christine Poulter, Macmillan

*Games for Actors and Non Actors* by A. Boal, Routledge, New York

*Games for Social and Lifeskills* by Tim Bond, Stanley Thornes pub.

*Groups in Schools* by Peter Kutnick & Colin Rogers,  
Continuum Publishing,

*Turn your School around* by Jenny Mosley, Cambridge LDA

*100+ Ideas for Drama* by Anna Scher & Charles Verrall,  
Heinemann Educational Books

*Improvisation Starters* by Philip Bernardi, Betterway Books,  
Cincinnati Ohio

*Creative Drama in Groupwork* by Sue Jennings, Winslow Press

*Creative Drama in the Classroom* by Nellie Mc Caslin  
(5th Edition) Longman

*Drama Structures: A Practical Handbook for Teachers*  
by Cecily O'Neill & Alan Lambert, Hutchinson

*Acting and Theatre*, Usborne Publications

*Stagecraft: The Complete Guide to Theatrical Practice*  
by Trevor R. Griffiths, Phaidon Press

*Stage Design and Properties* by Michael Holt, Phaidon Theatre Manual

*Directing A Play* by Michael Mc Caffery, Phaidon Theatre Manual  
See whole series on the theatre: Phaidon Theatre Manuals

*Designing for the Theatre* by Francis Reid, A & C Black, London

*How Plays are made* by Stuart Griffiths, Heinemann Educational Books

*From Page to Performance, A Study book for Drama*  
by Don Shiach, Cambridge University Press

# KEY ASSIGNMENTS

## MODULE 1: DRAMA

### CHECKLIST

I have completed a review of a live theatrical performance that I have attended.

I have chosen, rehearsed, presented and appraised a drama piece.

I have kept a record of what I have learned during this module.

I described two group activities which we did in Drama class, and outlined my contribution to the activities.

## MODULE 2: DRAMA

I have completed a review of a live theatrical performance that I have attended.

I have chosen, rehearsed, presented and appraised a drama piece.

I have kept a record of what I have learned during this module.

I described two group activities which we did in Drama class, and outlined my contribution to the activities.



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