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| Planning brief by | Caitlin Beresford-Ord |
| Date | 17th April 2015 |

*Teaching Artists are referred to the Briefing for the information to be included in these briefs.*

***Context***

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| Arts subject | * **Drama** |
| Context | B Ed Primary August to October 2015 **Arts Challenge 1 for Drama**  This is planning for an introductory activity for Drama that can be completed by a student on her/his own in about an hour. |
| Title of activity/brief | \* Priming the Imagination | Personal Story Drama Starter | Teacher in Role |
| Overview | * Warming up the body and the imagination * Choose 1 item from your home that has a personal story related to it. This will be used to create a new story for performance with other people from your group. * Watch “We’re Going On A Bear Hunt” (Link attached) * Read Arts Pop article in Teacher in Role (Link attached) |
| The big picture/ Enduring questions/understandings | * How does Drama illuminate life, shedding light on human experience? Drama tells the story of people and places. The tensions that arise in the interaction within and between people and places create stories and ideas that can delight and engage audiences and by which we construct meaning. Participatory, rather than Observational teaching, invites students to take Drama more seriously. |
| Resources  *Resources include any PowerPoint presentations/videos /etc.* | * Video of Warm-Up Demonstration. Video of my example for the Personal Story Generator with added photo examples. |

**The TA Activity outlined:**

Remember that it is possible to set out this same information in other formats. See the example provided for more detail. If another format is used please attach as an appendix to this document.

Remember there are some givens: e.g. warm up/cool down; space for reflection

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| **Activity** | **Learning** | **Links** | **Extensions** |
| The activity step by step | Explicit statement of the intended learning in terms of the Australian Curriculum: The Arts |  |  |
| **Warm-Up Exercise 15 Minutes**  Stand in front of a mirror. Have your phone or a camera ready. You are going to take a photo of the following 8 expressions. But first, breathe in and then exhale, slowly.  **1:** As you inhale again, raise your eyebrows as high as you can at the same time as opening your mouth widely. Take a photo (“selfie”). Notice what your expression is telling you and what emotion is being triggered. Release.  **2:** Now, widen your eyes and lift the apples of your cheeks (smile).  Release.  **3:** Pull your brows together and stick out your bottom lip.  Release.  **4:** Pull up your top lip to meet the sides of your nose. How does this expression read?  Release.  **5**: Close your lips and making an exaggerated chewing movement. Engage your imagination – what could you be chewing? Imagine it’s really difficult!  Release.  **6:** Draw your brows together again but this time, wobble your chin at the same time. Do this for at least 20 seconds. What is triggered by this facial expression and movement?  Release.  **7:** Imagine you are being offered a huge plate of your favourite food and you have only 30 seconds to eat it! Open your eyes and mouth as wide as you can!  **8**: Imagine that someone is trying to force you to eat your least favourite food and you’re trying to refuse it - decide what it is and imagine it’s disgusting! Screw your face up as tight as a prune.  **Please reflect on your experience of this exercise in your Learning Journal – 5 Minutes**  Add these 8 photos to your learning journal. Jot down a couple of sentences under each reflecting on your expression and the feelings you observed. Take the time to think about the experience of how an outward facial expression can create an inward emotional reaction. How did you experience this physically, creatively and imaginatively? As you observed yourself in the mirror, did you see other sides of yourself – a happier or more disdainful face? Did you begin to feel sadness as your chin wobbled? Did you feel joy as you imagined your favourite food? | The exercise is intended to help discover the connection between breath and thought whilst warming up the facial muscles in a way that engages the mind to respond both technically and creatively. Movement, including the use of facial expression, is a key element in Drama as our bodies and minds are instruments with which we tell stories.  This can be used to explore Role, Character and Relationships, using the facial expressions and their resulting emotional connection to begin to identify values, intentions and attitudes.  Tension and conflict are explored through shock (surprise), anger (frowning), sadness (chin wobbling) and disdain (sneering). | There is a link to Dance. The face is not separate to the rest of the body – stories are told in both Drama and Dance using the body and facial expressions are crucial in both art forms. | This exercise is intended as a very basic introduction to a physical warm-up and would be included in the beginning of a vocal warm-up but can be used on it’s own to generate discussions about character, role, improvisation and play building, for example. |
| **Personal Story Drama Generator Activity - 35 minutes**  Choose **1** item or object of significance from your home. It could be a piece of music that from the era your story takes place in or your favourite song of the time. It could be a photo or painting (of family, places or events). You might choose an old hat or a favourite item of clothing or a piece of jewellery. You might also choose to create a diary entry or a sound effect – anything. In your journal, write down the background, the “story”, behind it. This can be in bullet points, sticking to the main points of “action”. Identifying the **Who,** **What, When,** **Where,** **Why** might help.  **Who** gave it to you?  **What** is it?  **When** did you get it or was it made?  **Where** is it from?  **Why** do you have it, do you love it, etc?  These are just examples!  Is there any conflict or tension associated with this item and its background? Try to identify moments of tension or conflict. Imagine where conflict *might* have occurred, even if it didn’t. When writing your background on the item, please reflect on the tension or at least the potential for tension within it.  **NB: Everyone will need to bring their item to the Practical Session.** | In choosing a story from one’s own life, we explore the idea that Drama tells the story of people and places. We use this as a platform for generating ideas that can then be transferred into the classroom and put into Action. It explores Role, Character and Relationship through the story, Time and Situation through the circumstances of the story and presents the opportunity to identify Focus and Tension within the story.  In writing the story in their own words, Language and Ideas are being used to create the potential for Drama and the development of Skills such as devising, scriptwriting, and applying design elements are all being explored. | There are potential links to Media Arts, Music, Dance and Visual Arts in this exercise, depending on the story and what objects are chosen to represent it. | This exercise can be used when studying/teaching History, Society and Environment.  Using the elements of Drama, Dance, Music etc is a wonderful way to explore events and their impact on people and places. |
| **Reading – 10 Mins:** Please read the article below which is featured on the Arts Pop Website. [**http://www.artspop.org.au/drama-teacher\_in\_role\_guide/**](http://www.artspop.org.au/drama-teacher_in_role_guide/)  **Please reflect on your response to the article in your journal. Make your responses personal. Do you agree with the points made about Teaching in Role? What are your questions, thoughts, fears, concerns?** | This is an excellent article outlining the advantages of *participatory* teaching over *observational* teaching in Drama. |  |  |
| **Watching – 6 Mins:** Please watch the youtube clip of We’re Going on a Bear Hunt. <https://www.youtube.com/watch?v=ytc0U2WAz4s> | This story will be used in our Practical Session as a way of exploring the use of Teacher in Role in the classroom. I’ve deliberately chosen a clip that doesn’t show the picture book images. The book will be used in your practical session and explored in greater depth. |  |  |
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*The MU pedagogy focus activity will be outlined in response to the information from the TAs.*