|  |  |
| --- | --- |
| Planning brief by | Caitlin Beresford-Ord |
| Date | 24th April 2015 |

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

***Context***

|  |  |
| --- | --- |
| Arts subject | * **Drama** |
| Context | B Ed Primary August to October 2015 **Arts Challenge 2 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 | We’re Going on a Bear Hunt – Let’s Hear from the Bear! |
| Overview |  |
| The big picture/ Enduring questions/understandings | * By putting ourselves into someone else’s shoes and using our personal experience to help understand their point of view, we discover more about ourselves than we previously knew. |
| Resources  *Resources include any PowerPoint presentations/videos /etc.* | Here is the link to the animated version of We’re Going on a Bear Hunt. NB: The final image is not included.  <https://www.youtube.com/watch?v=pKGCFxJLqbQ> |

**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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 – 15 Minutes**  **Priming the Imagination - “Walk as if you are…”**  Find a space somewhere in or your home, preferably with some room around you so that you can walk around fairly freely, (backyard perhaps). Once you have established your space, I want you to walk around as if you are:  **On hot sand.** Try to recall that sensation and recreate it. Notice how your breath changes.  **In space.** Imagine what that might be like. Recall footage you might have seen of people in space.  **On a tightrope.** Again, pay attention to how your imagination is exercised.  **In deep in cool, clear water on a hot day.** Do you smile? Is there relief?  **Trying not to be heard or discovered.** Has your breath changed? How?  **Very, very hungry.**  **Extremely cold.** How much do you move, if at all?  Reflect on this exercise in your Learning Journal. How did you respond physically to the exercise? Emotionally? What are the circumstances under which these things might happen? Is there the potential for story? Can you see yourself participating in this exercise with a class?  **Come up with 3 other examples you might use – be as creative as you can. Write them down in your journal and try them yourself.** | Warming up and priming the imagination for Drama is of the utmost importance. This exercise touches lightly on exploring **situation,** **time** and **space** – the places used are very different and will conjure up different images. (Beach, the moon, circus, rock pool). The **Mood** and **Atmosphere** changes with the physical changes; they create changing emotional responses – pleasant, unpleasant, fearful, exciting…  **Movement** is explored as this exercise is experienced physically – with an emphasis on the physical experience dictating the emotional response.  **Voice** may come into it, sharp intakes of breath and exclamations when walking over hot sand, for example.  **Improvisation** involves responding quickly to changes in circumstance, time and place and giving it focus and tension. This exercise builds on those skills. | All the elements of **Dance** are explored to some degree in this exercise. **Space, -** different levels and dimensions are used to create the various “walks’. **Time –** tempo and momentum are varied between each circumstance (fast walking on hot sand, slow wading through water)  **Dynamics –** weight, force and energy play a huge part in how we create these different scenarios.  **Relationships –** the relationship between our body parts (arms to body, feet to floor) is different again, depending on circumstance. | This is an exercise which can be used for any age. It is a terrific one to engage younger students imagination and to ask older students to use their powers of observation to “recreate experienced realities, reproduce observed behavior; and to extrapolate imaginary situations.” (Lynne Redwick & Bill Killen – Drama Starter)  This is a good introduction to Teacher in Role. By participating in the exercise, students focus and individual interpretation will be intensified when modeled by the teacher. |
| **Main Activity – 45 Mins We’re Going On A Bear Hunt – Let’s hear from the Bear!**  Begin by watching the animated version of the picture book “We’re Going on a Bear Hunt”. The youtube link is above. If you own a copy or have access to one from a library, then by all means use that.  I’d like you to write a short passage / monologue from the Bear’s perspective. Write it as if you ARE the Bear. What had you/the Bear been doing that day? Why did you chase the family? What did you want? Who are you? How did you feel at the end? Do you have family? What happened next? What would you like the family to know about you?  There is no right or wrong, this is an exercise in perspective and point of view.  **200-300 Words Max.** | This is intended as an exploration of **Role** and **Character.**  By placing yourself into the shoes of the antagonist or perceived “enemy” you are beginning to explore more fully the “values, attitudes, intentions and actions” that makes up a story.  **Situation and Tension** are both explored by writing from the perspective of the Bear.  **Language –** the choice of linguistic expression is being developed by using your own experiences to create a voice for someone else.  **Scriptwriting –** developing and experimenting with language to create a story to be performed. Practicing the use of language to convey meaning, thought and feeling. |  | When looking at any story, narrative, historical event or even scientific proposition, the ability to look at it from multiple perspectives is invaluable. This is what The Arts can teach us – curiosity and questioning. |

*The MU pedagogy focus activity will be outlined in response to the information from the TAs.*