

L'APPRENDIMENTO
DELLA LINGUA STRANIERA
MEDIANTE ESPERIENZE TEATRALI

Jane Read

27 settembre 2000

DRAMA TECHNIQUES FOR PRIMARY SCHOOL TEACHERS

AIMS:

1. to learn how to integrate dramatisation as a natural part of every English lesson. We will practise all the techniques together so their use become absolutely clear. These sessions are practical.
 - ❖ all exercises practised will be clearly transferable or adaptable to large groups of children.
 - ❖ classroom management will be emphasised, in particular the innovative "circle" exercises.
 - ❖ suggestions about cross-curricula themes.
 - ❖ there will be exercises involving the adaptation of text book materials.
 - ❖ the materials utilised will be as nearly as possible cost-free.
 - ❖ hints on how to prepare a show for the public but NOT as the "be-all and end-all" of a course in theatrical techniques!
2. to improve English skills in general (the course will be entirely in English).
3. to help us as individuals in relaxation, self-expression, self confidence and communication both verbal and non-verbal. To lose inhibitions (an inhibited teacher won't be a good example for her kids!) To become more creative, less restricted by set schemes, behaviour patterns ...

- ❖ What are we enhancing through the use of dramatisation?

concentration // imagination // class unity // equality // self expression // self confidence // non verbal communication *what else ?*

- ❖ A ROUGH TIMETABLE FOR OUR 8 SESSIONS:

1. Introduction, organisation, games, working from whole class to pairs to small groups
2. Games & exercises, circle stories, a Halloween story
3. Games & exercises. Group mimes and sketches. Transforming the Halloween story
4. Games & exercises. Writing a script with the class
5. Games & exercises. A TV chat show with music, costumes, set and props
6. Games & exercises. Christmas plays: Rudolf, Scrooge
7. Planning plays suitable for end of year performance: Cinderella, Little Red Riding Hood
8. Practice teaching: everyone chooses one exercise to present to the class, either one we've done together or an original one. + EASTER STORY

Note: if you have any problems or questions you can phone me on 059 220768 (best after 8pm) or e-mail me at readint@pianeta.it ... it's a pleasure for me to help you.

Jane

Session one

Aim: to loosen up, free the imagination, and ready the mind for the drama experience

MINUTES	ACTIVITY	MATERIALS	COMMENTS
10	Introduction: overview of this course, circle technique, specific questions and requests. How can drama be a natural part of everyday activities? First steps in preparing equipment etc.		
5	Concentration. Listening and thinking. Break from the everyday world. Creation of calm atmosphere	<i>cassette</i>	
5	Breathing		
10	Personal introductions "Brag session"		
2	<u>Classroom technique:</u> whole group → individual → pair → small group		
10	<u>Use of the voice:</u> volume, pitch, speed • whole group	<i>poster</i>	
10	<u>Imagining</u> - things are not what they seem! • Individual	<i>Cone, tube, or any ordinary object</i>	
5	Break		
5	Concentration : quietening the class		
10	<u>use of the voice:</u> intonation	<i>poster</i>	
15	<u>Imagining</u> - things are not what they seem! Pair	<i>chair</i>	
10	<u>use of the voice:</u> expressing emotions <i>yes!</i> (verbal expression)	<i>Face poster</i>	
10	<u>"The magic circle"</u> technique: IN!		
15	For next week: <u>Imagining</u> - things are not what they seem Group	<i>Bring several ordinary objects</i>	

Session two

MINUTES	ACTIVITY	MATERIALS	COMMENTS
10	<u>Warm-up</u> : Relaxation - breathing - stretching - English gym	Cassette	
5	Fast introductions	Microphone	
10	<u>Body work</u> : co-ordination in pairs: slow motion mirrors - hands only, then whole body	Music	
10	<u>Use of the voice</u> : repeat last week's activities Volume: Circle IN! OUT!	Posters	
10	<u>Circle work</u> - criss-cross walks (walk across to a friend who then walks to another in a different way)		
5	Expression: faces + emotions	Poster	
5	BREAK		
5	Breathing & gym		
10	<u>Use of the imagination</u> : ordinary objects: take one from a bag and use it in extraordinary ways	Ordinary objects brought from home	
10	<u>Halloween Circle story</u> : ghost	Tissue ghost Witch hat	
10	<u>Forming groups</u> : numbering. Each number = an animal, a feeling, a colour etc. Animals in the dark		
10	<u>Voice + walk + expression</u> : "It's nine o'clock!"		

Session three

<u>Minutes</u>	<u>Activity</u>	<u>Materials</u>	<u>comments</u>
5	Concentration, breathing	Soft music	Cool down
5/6	English gym: vocabulary of numbers, body, prepositions and verbs through activity.		Warm up
5	Repeating interjections	Poster	
5	Mirrors: increasing co-operation and awareness of others	SLOW MUSIC	
10	Imagination + mime: what's in the box?	Empty box	
5	Forming groups of four: 1-2-3-4 feelings		
10	Vocal exercises: rhythm, agility. Choral reading	poem "Animal Fair"	
5	Emotions: voice, body and face: "come on!" circle copycat		
5	SMOKO!		
5	Walking - different surfaces, different weights, problems, personalities		
5	Group sketch: presentation. Any text book dialogue, or invent one, like "Come on!"	Scripts	
5	Costumes: hats, jewellery, scarves, etc.	Old clothes from home	
10	Use of the stage, props, set, movement, Interpretation of contrasting characters		
10	Rehearsals		
20	Presentation of performances + comments on each		
5	General reflections		

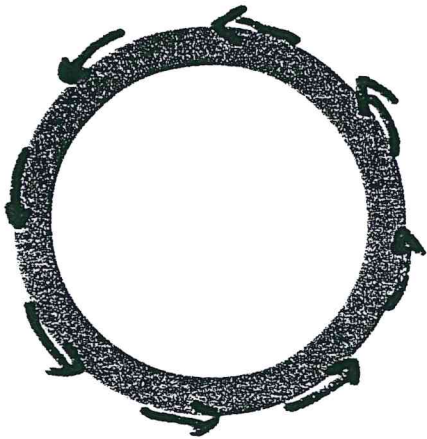
THE ANIMAL FAIR

I WENT TO THE ANIMAL FAIR/THE ANIMALS ALL WERE THERE
 THE GREAT BABOON /BY THE LIGHT OF THE MOON / WAS COMBING HIS AUBURN HAIR
 THE MONKEY, HE GOT DRUNK (*hic*) /AND SAT ON THE ELEPHANT'S TRUNK
 THE ELEPHANT SNEEZED (*ah ... ah ... tishooa*) /AND FELL TO HIS KNEES..... (*ker boom*)
 AND THAT WAS THE END OF THE MONK
 THE MONK THE MONK the monk/ AND THAT WAS THE END OF THE MONK !!

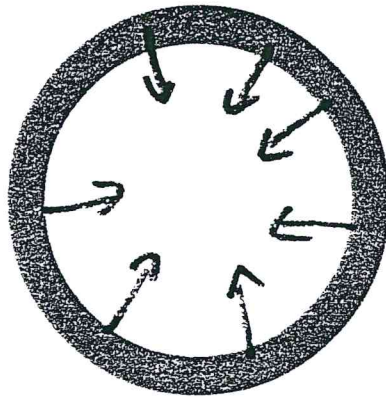
Session four

<u>Minutes</u>	<u>Activity</u>	<u>Materials</u>	<u>Comments</u>
5	Relaxation	Soft music	
5 /10	Breathing / gymnastics		
5	Walking: carrying objects (12 bottles of water; a precious vase ...)		
15	Mime game: what story is this?		
5	Vocal exercises: vowel sounds, volume, speed		
10	Choral reading and mime: poem	Poem	
5/10	Planning a drama course: order of events Different types of intelligence		discussion
5	BREAK		
10	Presentation of group sketch: Superstar	Props, costumes, music, set	
5	Discussion of above. Script writing.		
5	personality types		
5	division into groups according to level of pupils		
15	Group work: writing scripts	Pens, paper, creative ideas	
10	Checking scripts, rehearsals, learning by heart		
(15)	Performances if time	Props, costumes, music, set	

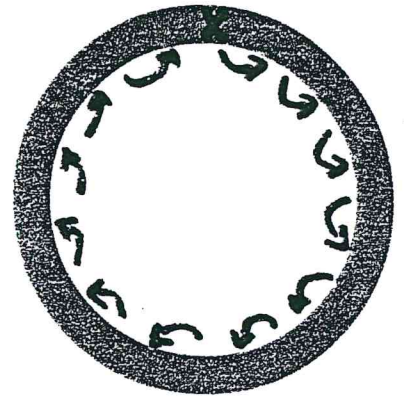
circle power



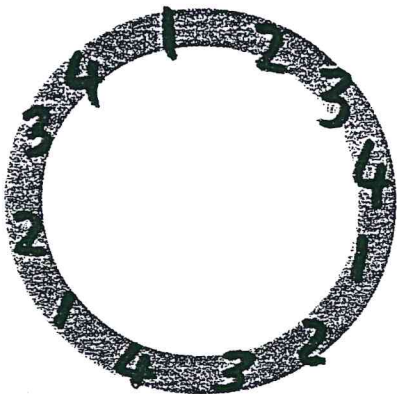
around!



in!!!



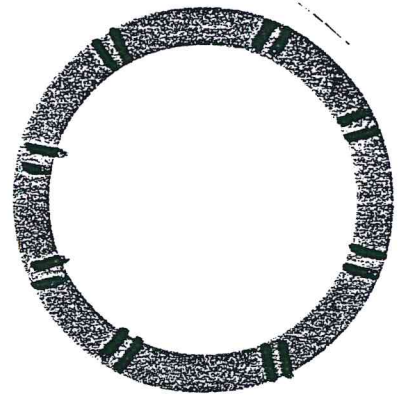
copycat



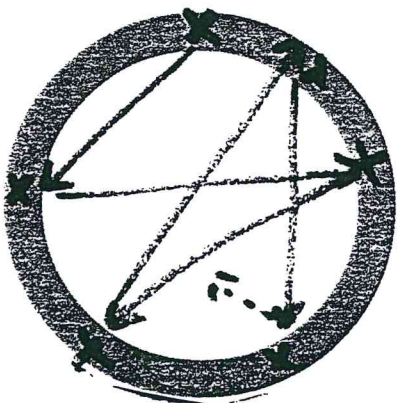
groups



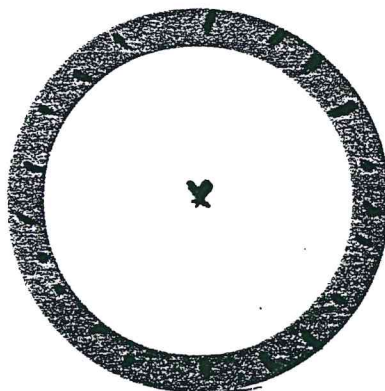
stage



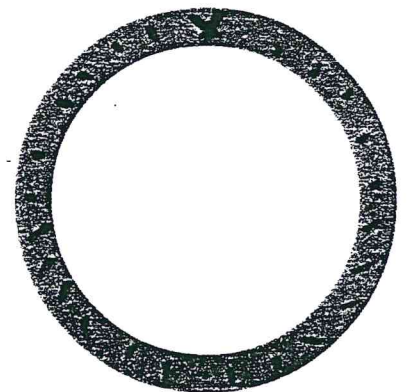
pairs



walk+copy



**centre
stage**



=equality

CRIMINALS

COWBOYS

OPERA
SINGERS

ROCK
STARS

RAP

DRUNK

CLOWNS

PRIESTS

ROBOTS

SCARED

SHY

AGGRESSIVE

EXCITED

SAD

TIRED

LITTLE
CHILDREN

POLITE

FRIENDLY

THE INSTRUMENTS OF THE ACTOR

THE ACTOR

- VOICE
 - TONE
 - SPEED
 - INTONATION
 - PITCH
 - VOLUME
- FACE
- BODY
- GESTURES
- MOVEMENT
 - RHYTHM
 - COORDINATION
 - SPECIAL TRICKS
- MEMORY
 - VISUAL
 - AURAL
 - AFFECTIVE
 - INTELLECTUAL
- TEAM WORK
 - EMOTIONAL
 - PHYSICAL
 - ACTOR - DIRECTOR
- THE AUDIENCE

OTHER TOOLS

- PROPS
- SET
- MUSIC
- LIGHTS
- COSTUMES
- SPECIAL EFFECTS
- MAKE UP

Il presente documento è tratto dal sito web “Documentaria” del Comune di Modena: <https://documentaria.comune.modena.it>

Titolo: Cinderella

Sottotitolo: Progetto di animazione teatrale in lingua inglese

Collocazione: LS 84



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