

## **International Arts Consortium 2004-5**

Hamilton International Middle School Artist Residency  
with Shawn Belyea

*February and March 2005*

### Schedule

#### *Advanced Drama*

75 Minute Class (12:00 pm – 1:15am)

Dates: February 4<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>

March 1<sup>st</sup>, 3<sup>rd</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>

School Performance March 9, 2005

### Activity Breakdown with Educational Goals

Course taught in two sections, first building a series of basic theatrical skills and then using those skills to create an original performance. Each class is organized from the same basic structure.

### Daily Lesson Organization

1. Warm-ups (5-10minutes)
  - Basic voice and body warm-up
1. Activity Description and Demonstration (10-15 minutes)
  - With each exercise introduced it is demonstrated with the entire class and practiced before students work on their own. This allows for clear setting of objectives, goals and rules for each exercise.
2. Ensemble Work (20-30 minutes) (small groups- 4 or 5 students)
  - Students work on activities with smaller groups allowing for creative input and collaboration. During this section artist and teacher work with each group to help with organization and motivation.
3. Presentation and Observation (30-45 minutes)
  - After each ensemble session each individual group presents their work to the rest of the class. Student feedback is focused on clarity of communication. The basic question is “What did you see?” rather than what was “good or bad”.

## Lesson by Lesson

### 1. Warm-ups

- Concepts/Terms to focus on-
  - Body- Neutral/Centered- a basic stance achieved through physical warm-up with body focused and alert
  - Voice- Resonance and Articulation
    - Resonance- the creation of sound
    - Articulation- the muscles used in forming words

### 1. Basic Tools of an Actor

- Concepts/Terms to focus on- Voice/Body
- Name Game- students state name with simple gesture, whole group repeats.
- This Is A Pen- Exercise with simple text and movement, must be done in proper rhythm to achieve success.
- Ensemble Counting- Group focus and listening exercise.
- Clapping Motion- Students clap simultaneously and pass around circle.
- Stage Directions- Explain the basic stage positions, upstage, downstage, right and left.

### 2. First Concept- Specific Detail

- Clear communication has to do with being specific and finding details that communicate to the audience.
- What are you doing? - Simple activities done in mime, swimming, digging, running, etc.
- What am I cooking? – Students mime basic food preparations, with the goal to communicate to the audience what type of food is being prepared. Students do this individually with group feedback.

### 3. Second Concept- Dynamics

- What are performance dynamics? Volume, Loud and soft, slow and fast movements or rhythmic sounds, close or far from audience, high and low levels, etc.
- Machines- one actor begins a rhythmic movement with accompanying sound; actors are added to create large intricate abstract machines. The goal is to change some dynamic when you add a movement and sound to the machine.

### 4. Third Concept- Basic Dramatic Storytelling

- A basic dramatic story has a clear beginning, middle, and end. It also has some conflict that is resolved and in the better dramatic stories the conflict is resolved with one or more characters being significantly changed by the resolution.
- Snapshots- Working in small groups students tell basic “known” stories from movies, books, or fairy-tales. To tell the story they must create a series of still photos using only their bodies. The series of poses

should tell the basic story. Feedback is focused what was seen in terms of beginning, middle, end, conflict, and resolution, and what is the “known” story.

5. Fourth Concept- Narrator

- Add the voice of a storyteller to the Basic Dramatic Story from above. This is connected to the material of Sundiata through the character of the Griot. The Griot was the storyteller who kept the oral tradition and used story-telling to teach the history of the tribe.
- Performance Study- using a Narrator along with a chorus students dramatize stories from their own life. The Narrator character uses words to tell the story while the chorus physicalizes the details of the story.

6. Advanced Drama

- Create performance using techniques from above telling the basic Sundiata story and then using the character of the Griot to tell other personal stories from students own lives and the history of their families and school.