



Play: Beware the Taniwha - level 1 / 2

The step by step process and playscript have been designed in order for learners to work towards achieving the aims below.

Topic/theme of play: Relating to others

Identifying emotions and how we act affects other people.

Achievement aims: level 1 / level 2

DPK – Performance Elements: Role Action Tension Focus Space Time

DI – Contribute through; story & emotion/focus discussions, own ideas through interpretation and use of imagination for character development, imagining the scene and action.

CI – Share a live performance, story interpretation.

Specific Drama Skills: Basic level 1 / level 2

How to read a script.

How to use volume and clear speech to be heard.

Not turning back to audience. Trying to face audience.

Interpreting characters words with appropriate emotion to convey meaning/character.

Use some physical expression to show emotion and action of the story.

Use the imagined and real space to aid action and be seen.

Use expression to convey meaning of the text and focus on the main action.

Use variants of volume, pace and pitch to communicate meaning and enhance tension.

Uses actions/physical behaviour which enhance tension.

Sustain facial and physical expressions of character when not speaking.

Move through and across space with purpose and intent.

Explore and retain boundaries of space.

Staging possibilities & conventions:

Set – Create items found in a NZ forest.

Action – Conventions of time:

Create a slow or fast motion action routine for when the characters are playing in the mud together. Try the short sequence in rewind or fast forward!

Create three or four still images to represent the passing of time in the moments when the characters are concerned that they are lost, waiting in the dark.

Subject link suggestions:

Maori : Look into the legend stories of the taniwha.

Arts:

Visual - Create items of set for the forest. Trees, bushes, birds, bugs.

Music – Create a background track of sounds of the forest.



Assessment Tool.

At level 1, assessment looks for best attempts at the following only. Achieving the following some of the time.

At level 2, assessment looks for being able to achieve the following more consistently and sustained.

Vocal techniques	Audience	Role/ Character	Action	Space
Volume	Not turning back	Emotion vocally	Movement supports story	Moves across space
Clarity	Facing audience	Emotion physically	Movement enhances tension	Identifies set areas
Expression	Showing audience	Different Persona	Movement is focused	Moves in space with intention/purpose
Pitch		Sustaining role		Maintains spatial boundaries
Pace				



Step by Step Process.

This process is a suggestion of steps that will allow both teacher and learner to ensure they explore the elements outlined in the achievement objectives and basic drama skills. Educators can use them as a guide with their own knowledges of drama and their learners' levels/needs, over a period of lessons or term.

This process suggests that in most cases, learners should work to performing without scripts from level 1. **Level 2 advances in are purple.**

- 1) Read through the script
- 2) Discuss the plot/story of the play
- 3) Discuss the different characters in the play – who are they, where do they live?
- 4) Discuss the different emotions of the characters.
- 5) Split the play into manageable chunks for rehearsing and learning lines. Usually 2 or 3.
- 6) Read though the small chunk (If some players are not in the first section, they can either watch and learn or can work in a smaller group following the same steps.)
- 7) Using the scripts rehearse the short scene in their own way.
- 8) Mark out areas of space of the set as needed by the story/action.
- 9) Rehearse the scene for using **and exploring the space/spatial boundaries** and not turning back to the audience.
- 10) Rehearse the scene for using volume and clear speech to be heard.
- 11) Rehearse the scene for expression of the text, for emotions. **Demonstrate the tension in the text and in the story' s action. Use expression to focus on the main points of the story or lines, including the passing of time.**
- 12) Rehearse the scene for physical expression of the text/emotions/character/ **tension/ passing of time. Try to sustain the role by staying in character. Use action to enhance focus on the main points of the story or speech and the passing of time.**
- 13) *Learners should be given time to memorise the first chunk of the script they speak in or put into their best words.*
- 14) Rehearse the scene for all covered skills with as little use of script as possible.
- 15) Move onto the next scene and rehearse it as before, points 7 to 12. You may find that learners are already starting to put more than one skill together at a time, so respond by rehearsing to the aspects they most need to practice.
- 16) *Learners should be given time to memorise the second chunk of the script they speak in or put into their best words.*
- 17) Rehearse the first two scenes as one long action, with as little script as possible.
- 18) Rehearse the final scene as before, points 7 to 12, and then run all three together, if there are three chunks.

Teacher provocation questions : Are you facing the audience? Is your voice loud enough for us to hear? Are your words clear enough for us to hear? What is your character saying? How might your character be feeling? Can you show me with your face/body how your character feels? What space are you in? What does your space look like? Can you show me what your space looks like? **What causes the drama/tension in this scene? Show me how you can make your voice, face or body react to this drama? Over what time does the play take place? Can you show me how time is passing?**