



PLAY: Kei te pēhea koe? How do you feel?

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 the way we feel affects each other. Teamwork and togetherness.

Achievement aims: level 1

DPK – Performance Elements: Role Action Space **Possible Conventions:** Chorus Mask

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

CI – Share a live performance, story interpretation.

Specific Drama Skills: Basic level 1

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.

Staging possibilities & conventions:

Costume – Convention of mask; The use of masks for bird characters. The use of face paints for bird characters.

Set - Creation of separate bird habitats. Create animal props such as food.

Movement – Convention of Chorus; Create a specific animal dance or movement sequence to represent their animal group.

Sound – Convention of Chorus; Create specific animal sounds with use of instruments to represent their animal group.

Action - Create a specific team game which they all play in the snow, at the end.

Subject link suggestions:

Maori – Use the script to practice speaking feelings and asking how someone feels in te reo. Put appropriate emotion to the language and phrase for meaning. Practice two-way communication.

Arts:

Visual - Create bird masks / drawings / costumes /bird habitats/ snowflakes / bird foods

Music – Create bird sounds, specific bird chant or song with or without percussion instruments, made or actual.

Dance - Create a specific animal dance or movement sequence to represent their animal group.

Health – personal growth and development; Use the story and specific lines in the play to discuss the feelings of the various characters, their own character. Feelings and behaviour associated to being included and excluded from a group. Can they come up with various solutions to exclusion and other ways of the characters reacting.



Assessment Tool.

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

Vocal techniques	Audience	Role/ Character	Action	Space
Volume	Not turning back	Emotion vocally	Movement supports story	Moves across space
Clarity	Facing audience	Emotion physically		Identifies set areas
Expression		Different Persona		



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.

- 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 through 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 the space 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.
- 12) Rehearse the scene for physical expression of the text/emotions/character.
- 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?