RELAZIONE FINALE SULL’ESPERIENZA ERASMUS KA2 SOUTHAMPTON

1 WEEK COURSE FOR EUROPEAN TEACHERS OF DRAMA

SUNDAY 24 SEPTEMBER 01 OCTOBER 2017

Tuition Centre: The Third Age Centre- 11 Cranbury Terrace- Southampton (UK)

Weekly program: 25th September

1. Welcome and introduction with local organizer Ela Wisniewska
2. Walking tour of historic Southampton
3. Workshop on Teaching Shakespeare and introduction to the Shakespeare play at the Globe Theatre – King Lear. Eileen Fitzgerald, University of Winchester.

26th September

1. Day visit to a secondary school: Cantell Comprehensive School

Observe lessons including drama/art and theatre studies and discussion with staff.

1. Pub evening at Duke of Wellington

27th September

1. Drama workshop with Sam Miller- Youth theatre director, Nuffield Theatre Southampton
2. Mayflower theatre: Musical “Beautiful” Carol King

28th September

1. Day visit to London- Tate Modern, Globe Theatre: King Lear

29th September

1. Day visit to a secondary school: Bitterne Park School, Southampton

30th September

1. Day visit to Winchester: Guided tour
2. Add pictures
3. Add pictures
4. Use notes to explain the lesson
5. Explain the activity and comment on the experience
6. Add pictures
7. Use notes and explain the experience, add pictures and video
8. Add pictures
9. Add pictures
10. Explain the activity and experience, add pictures
11. Add pictures

3. Workshop on Shakespeare- Aims for this session

* Prepare students
* accustom your class to Shakespearean drama
* discover political context in Shakespeare’s lifetime
* deepen layers of significance in the play
* give some sense of ownership of the text

Key words: Catholics- religion- Mary Arden, Shakespeare’s mother- medieval times- King Lear (1250) – daughters- pagan background- Christian morality- Elizabeth I (1533-1603)- Queen’s biography- Mary I- Philip of Spain- Catholics before Shakespeare’s time- 1570 Pope Pius V’s excommunication of the Queen- Mary Queen of Scots, Elizabeth’s dark double, a catholic but her son was brought up as a protestant- Iranicism: from the Greek word for Peace- Arundel Castle where both religions live together- James 6th of Scotland, the son of Mary Queen of Scotland and Henry Stuart- Lord Barnley (born 1545 assassinated 1567)- king of England under the name of James 1st in 1603.

Random Information

Shakespeare wrote King Lear shortly after his coronation in 1603

Shakespeare’s work publication was seven years after his death, in 1623 the First Folio – “A Catalogue”- appeared.

The Poem Venus and Adonis was dedicated to the 3rd Earl of Southampton, his patron, with a dedication.

5th November in occasion of Guy Fawkes- bonfire night

Sonnet 18: “Shall I Compare Thee to a summer Day?” to a beautiful young man (see picture of the Earl of Southampton)

Performing and publishing of Sh’s works- King Lear: drafted in 1605 first performed on St. Stephen’s day in 1606.

Sh. Retires in 1614 and dies in 1616.

Local connection to Sh. Titchfield Abbey 1580s, Wriothesley Tomb at St. Peter’s Church, Titchfield -Hampshire

Emma Rice at the Globe in 2016

KING LEAR – Things you should never do when you are king – or just old-

* Divide a unite kingdom: Gloucester refers to the recent division of the kingdom at the beginning of the Quarto version of the play
* Retire
* Banish your loyal subjects
* Behave in a petulant manner
* Reject your legitimate daughter casting her off without a dowry
* Overrule the laws of inheritance and succession

See Leonard Tennenhouse, 1986

IMAGERY: blindness and madness- (nature takes part with winds blowing)

 Gloucester on the edge of the cliffs of Dover (I stumbled when I

 saw)

 King Lear is stupid and abandons humility.

 St.Stephen’s day 26th December, 12 days after there is a tradition

 in England: Misrule a sort of Carnival in which bastards and

 women take advantage and servants rebel, on stage you get rid

 of the mistery and authority is undermined the end is a king of

 hollow and superficial kind. (see notes on handout)

4. Cantell School- Drama Course on “Commedia Dell’Arte” - 7th form-

11-years-old students

Students sit on the floor and take clipboards to note down the activities the teacher tells them to do.

They search for information on some papers on the floor and work in group or pair to scribble down some notes on clip boards, they are wearing a uniform and are bare foot.

Class activities: Start to skim and scan the information scattered around the room on handouts and answer the questions:

* What is Commedia dell’Arte and when was it popular?
* Why was it so popular?
* How has it influenced modern theatre and comedy? E.g. Mr. Bean, Clowns, etc.

Students look at a slide on the projector and repeat some Italian words with gestures: “Parli Italiano?” Pizza, Leonardo Da Vinci, Commedia, spaghetti, etc.

Students move around exaggerating movements in imitation of their teacher and repeat words aloud in a circle and then two by two to experience movement.

Slide 2: Pantalone- A stock character, he is old, has got a high social status, he loves money, he’s miser and greedy, protective of his daughter Isabella

Slide 3: Arlecchino- A stock character, the teacher shows the gestures, the walking, the movement associated to a cat, his typical features are: cunningness, hunger, swiftness.

Slide 4: Stage direction on a dialogue (Black writing in brackets)

Mr. Crabs script:

Pantalone: “a lokka to the lefta, a lokka to the righta…ahhh nobody there…(He starts counting money)

Arlecchino: “why are you looking at me like that!!”

Pantalone: “Because…because…I’ve been robbed…!!” etc.

While the students practice in groups (3 minutes) the teacher monitors, when she says stop, she holds her arm up and everybody stops and is silent and sits down again. When she says “up we go for me now” a couple stands up and preforms in front of the others who are supposed to pay attention and give opinions and judgements, they swop then again, shut up and have a few minutes reflection and comment on what is ok and what has to be improved.

At 9:30 Drama course – 11th form- 14- years old (15/16 years old prepare a script for the exam in October and had the text in July).

* Rehearsal schedule
* Timetable preparing for the exam
* Group objectives
* Montage
* Car wash on computer
* Groups of 2/4 with a stage director and props
* Target to focus upon, midway target and filling up a form with a personal target (did you achieve the target?)

What do you need to do to reach/achieve the target next week to upgrade?

You must justify everything you do or you have done

At the end of the lesson everybody is silent and takes off the props and put them in a transparent box or plastic bags, they reorder the room and take away the tables which have removable legs. (Add videos and pictures)

11:00 - Class 7 same lesson on Commedia dell’Arte, different teaching techniques and different approach to behavior. A student is sent to baddy classroom because overexcited.

Ways of improving: some suggestions are given on a paper and others have to evaluate and say or suggest some improvements about:

VOICE-PITCH-VOLUME-GESTURES-ACCENT

12:00 – Class 8 Drama Course- Lesson on “The Woman in Black”

Slide 1: Literacy objective- lights- camera- Action

Focus on the character of Kipps discussing on the following points:

* How do we show Kipps’ state of mind and how it affects the scene?
* What am I looking for?
* How to create tension and atmosphere when telling a story?
* How do we build tension in the scene and show Kipps’ state of mind?

Create a scene where Kipps reveals his experience of the Woman in Black to the other characters in the pub. Use the skills and knowledge from previous lessons to create atmosphere, tension and suspense, consider the following:

* How does Kipps enter the pub?
* How do the other people inside respond to him?
* What prompts Kipps to tell his story?
* What happens in the scene before Kipps reveals what happened to him?
* The audience can’t be distracted by a drunkyard, so, when Kipps enters, how do they react?
* What music and sound would you choose? (Sound technician use PC)

You tube video from which the students take ideas to reproduce noises, sounds, wind howling, tone of voice so that you feel hooked in also by the use of adjectives and effects of sound. The pace of speech is really slow and puts emphasis on certain words. (students perform the scene using props like hats, robes, mantels, bottles, tables, lanterns, glasses and work in groups).

At the end of the activity the teacher gives consignement for next lesson to perform and finish script, (they write their own scene).

6- Workshop with Sam Miller

Introduction and background- Coach director of theatre and methodology.

Activity:

* Exercises on Breathing in different timing seconds
* Breathing without and with emission of sound
* Mimic expression of face
* Walking in the room at different speed and projection of voice with consonant sound (pa-ga-da-ga)
* Voice projection
* Mouth movement, stage craft
* Deceive, building confidence
* Devising and bridging, small bits of action to be put together to create a story, encouraging and applauding.
* Useful tools for job interviews, mental disorders, life savers for autism, Asperg syndrome but in these case you must approach differently as they are more sensitive
* Group work on the theme of REVENGE (Pictures and videos)
* Group activity: Starting from the center- clear the area- center- fallen- favorite place- hug next/close to person
* More activities: improvisation-freeze- substitution and change scene and dialogue- always look for a conflict- touch one couple and take exactly his/her position
* In circle you act first others imitate or change
* Create your situation
* Overlap all together

Working with Texts

Stanislawsky (some biography before and after workshop is teacher’s time)

Naturalistic- realistic-less dramatic-more role play

Physical Theatre: Samurai Game (in circle groups of 3, 1 in the middle 2 on the side and shout and blow, one by one is eliminated until just two are left in the end. They stay back to back and walk at any single word of a story told by the coach, when they hear the word Samurai, they must turn and blow. The quickest wins. Objectives of any game are: Concentration, focus, tension, memory and a lot of fun!

See also “Frantic Assembly Book”

Bella Marlin- Stanislawsky-Gemac.

9. Day Visit to Bitterne Park School

Drama Course- 8th form – 12 years old students

3 weeks school year

Call the roll: Yes Sir!

Mime Work: first highlight the words Clarity and Communication

Class Discussion: What does suspension of disbelief mean?

 What must you do to make mime successful?

e.g.: if you put something down don’t walk through it!

Your expression must show exactly what you are thinking or feeling

Your body language must be clear

You must always consider what your audience can see, the audience know it’s not real.

Activity: The students work in pairs on a bench

 They find a work place in the room, select, choose roles among them, develop a preparation and a presentation in 5 minutes.

They have 60 seconds to find gestures and face expression

Performance in front of the class

Two groups come together and show each other’s piece

Focus and work in silence for few minutes talking and performing

In the end the students wave if they have changed and improved the piece of Drama after showing to others- peers feedback-

Drama Course- 9th form - 14/15 years old

5-6 Tasks as they work more quickly. Group of 4

Scenario: You are Bouncers outside a club. It’s late, it’s dark and cold but you are a tough guy/girl. Create 3 still images of your Bouncers outside the club.

Levels of evaluation: Good (posture-gesture- facial expression)

 Better (some of the above plus levels of space)

 The best (use all of the above)

Devicing: still working within limits, slow motion, frantic scene repeated.