

MYP 3 and 4 Drama - World Theatre - Masks

Statement of Inquiry: *A mask has the power to transform.*

Global Context: *Orientation in space and time*

Key Concept: *Change*

Related Concepts: *Structure, Narrative, Genre*

Inquiry Questions: *How can we define 'a Mask'? How have Masks been used in different times and places? Do Masks hold any special powers to 'transform'?*

Summative Assessments

Summative Task One - Research Presentation (Ai, Aii, Aiii)

Create a research presentation exploring one of these forms of Masked drama:

- Talchum (Korea)
- Kolam (Sri Lanka)
- Topeng (Indonesia)
- Lakhon Khol (Cambodia)
- Kohn (Thailand)

The presentations can be live or pre-recorded (e.g. you can film yourself speaking, or record a voiceover that accompanies a powerpoint/prezi or images/text, or combine the two together creatively)

Your presentation should last between 2-3 minutes. Include images and quotes, but ensure you cite all sources and add a bibliography.

You may work individually or in pairs. If working with a partner you must submit evidence of individual contributions to the final product.

Use these questions as starting points.

Introduction and Context

What is the Artform? Where and when did it originate? Is there a story/legend about its origin? What was happening at the time that it was developed? Does it have a purpose, e.g. to educate, tell religious stories, comment on politics/religion? Was it for all of society? Did men or/and women act? What kinds of characters does it feature? Is music used? Is there singing? Is there a chorus and/or narrator?

Masks/Make up

Are colours/shapes symbolic? Do they use full face or half face masks? Do the masks represent anything? Why do the actors use masks/make up? Are there special rituals about the application of the masks/make up? What are some of the special features of the masks?

Costume

What kinds of costumes are worn? Do the colours/materials/patterns represent anything? Are there particular costumes for particular characters?

Staging

Where did performances take place? Was there special staging? Did they use any special effects? Were props used?

Connections and Transfers

Can you make any connections between this and other forms of Drama? Does it remind you of anything? How could you use this research in your own work? How has your study inspired you? How will you use some of these ideas in your own work? Is this Mask form still performed today? Has it changed for a modern audience?

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| Ai | Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology. <i>Demonstrate your understanding of the Masked drama tradition you have chosen, including its big ideas, key features and special terms used.</i> |
| Aii | Demonstrate understanding of the role of the art form in original or displaced contexts <i>Demonstrate that you understand the origins of the Masked drama tradition and that you can explain its roles/function in its original society/culture or in other times and places.</i> |
| Aiii | Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. <i>Explain how your research has inspired you and how you could use it to develop your own performance work.</i> |

Summative Task Two: Process and Performance Work (Bi, Bii, Cii, Ciii, Dii)

You will devise your own Masked performance, and keep a record of the ways in which you acquired, developed and applied new performance skills.

Your performance can be in the style of one of the genres you have explored e.g. Commedia/Chinese Opera, or you can fuse elements from different genres, e.g. Greek Chorus using neutral Mask and physical theatre. You could explore a new genre, e.g. children's theatre/storytelling using Masks. You can make your own masks, or paint/cut/adapt your neutral Mask (for example to create a Kabuki design). Your scene can be narrative based or movement based.

For the process work you need to explain the milestones in devising and rehearsing your performance, and also the process of learning and developing new performance skills related to Masks. Your work can be audio/video/written (max 4 sides A4, 3 mins audio/video) and should consist of between four and five journal entries spanning the creative process. Focus primarily on your work as an individual rather than that of your group.

Starter questions for Process Work. You do not need to answer all of these, they are just suggestions.

What was the group starting point e.g. a concept, a photo, a piece of music, a Mask style?

Why and how did you/your group choose the style of Masks you are using?

How did your group begin to explore the starting point? What was your contribution to this exploration? What were your individual ideas and responses?

Which new performance skills did you have to develop as an individual?

How did you develop these performance skills?

How did your group begin to structure the performance?

What decisions were made for music, for projections etc and why?

What were three of your most creative ideas?

How did you explore alternative approaches and ideas?

How did you problem solve? (as an individual)

What inspired you, and how did you incorporate it into your performance?

How did you use research to help you?

What feedback did you receive from others and how did you use it to improve your work?

What was your artistic intention, as a group and as an individual?

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| Bi | <p>Demonstrate the acquisition and development of the skills and techniques of the art form studied.</p> <p><i>Explain how you have gained new skills and developed them - video blogs</i></p> |
| Bii | <p>Demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p><i>Video blogs and performance</i></p> |
| Ci | <p>Outline a clear and feasible artistic intention</p> <p><i>Showing that you have thought about the purpose of your performance/art work (the impact will it have on the audience) and communicating this clearly using art form specific vocabulary.</i></p> |
| Cii | <p>Demonstrate a range and depth of creative-thinking behaviours</p> <p><i>Video blogs, photographs and mind-maps</i></p> |
| Ciii | <p>Demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> <p><i>Video blogs, mind maps, photographs and final performance</i></p> |
| Dii | <p>Create an artistic response inspired by the world around you</p> <p><i>Explaining how the ideas you had have been influenced by people, places, ideas and things. Showing how your research has influenced your work. Creating performance for a purpose.</i></p> |

Lesson Overview (subject to change) All timings are approximate. Your teacher will decide whether formative journal tasks/summative written tasks are completed in class or for homework.

Lessons 1-3: Greek Chorus

Your teacher will introduce you to Greek Theatre and the role of the Chorus. You will explore ways of synchronising movement and voice before preparing a short extract from Medea for performance.

<https://www.youtube.com/watch?v=aSRLK7SogvE>

<https://www.youtube.com/watch?v=MIXi8LfKv-0>

<https://www.youtube.com/watch?v=dSr6mP-zxUc>

<https://www.youtube.com/watch?v=quLkoolxsO4>

Formative Journal Task: *Find two contrasting images of a Greek Chorus taken from stage productions and write a paragraph for each, explaining your choice, why the images are interesting for you, and how you could use/are using them as inspiration for performance work.*



<https://therationalcolonel.org/tag/drama/>

Lessons 4 - 6: Creating your own Neutral Mask performance

Working in groups you will create your own neutral mask performance, based on ritual and synchronised movement, with some choral speaking.



(Image: <http://strangefacemasks.com/product/neutral-mask-white/>)

Use this track for your performance.

<https://www.youtube.com/watch?v=dcxsheROd3E>

These videos might help give you some ideas:

https://www.youtube.com/watch?v=P0leUlr9H_M

<https://www.youtube.com/watch?v=mKd9ERhV5SI&t=251s>

https://www.youtube.com/watch?v=y6anj5T_I5k

<https://www.youtube.com/watch?v=uZr59xK-P-M>

<https://www.youtube.com/watch?v=na6SuxT1uY>

<https://www.youtube.com/watch?v=pq7kvHrqqrQ&feature=youtu.be>

<https://www.youtube.com/watch?v=-ITjeCgTOhU>

https://www.youtube.com/watch?v=01Foj0Af_zY

https://www.youtube.com/watch?v=kqcW3rTOELM&index=33&list=PLynuNVVw5IA9V_MMAX4sCp_v0c1nRB_-9S

Formative Journal Task - Write a reflection on the process of devising your neutral mask piece. What were some of the challenges? How did you approach the task? Did you use research to help you, if so how? What were some of your inspirations? Did your group work well as an ensemble? What were your individual contributions to the project? How did you use creative thinking skills? Use screenshots from a film of a rehearsal to illustrate your points.

Lessons 7-9: Kabuki, Noh and Chinese Opera



(Image links: <http://theatreri.blogspot.de/> <https://nohmask21.com/eu/akahannya.html>,
<http://www.pearlomagik.com/bayareacantoneseopera/aboutopera.htm>)

Make-up can also be a Mask. In these lessons you will learn about these three art forms (two of which use face paint), and complete a mini-research presentation. Groups of 3 maximum. Follow the suggested outline below.

Slide One - Introduce the artform

Slide Two - Explain the origins of the artform. When, where, why, how?

Slide Three - Explain some key features of the artform e.g. staging, type of masks

Slide Four - Inspirations - what ideas does this artform give you for your own performance work?

Here are some starter links for you. Your teacher will show you some of these in class, the others you can watch at home.

<https://www.youtube.com/watch?v=67-bgSFJiKc> (Kabuki)

<https://www.youtube.com/watch?v=FP47NyeG4wk> (Kabuki)

<https://www.youtube.com/watch?v=oidE2SSDczw> (Kabuki)

<https://www.youtube.com/watch?v=blOzH842IYg> (Noh)

<https://www.youtube.com/watch?v=C2Oi3C4G1Wl> (Noh)

<https://www.youtube.com/watch?v=ckVen5eM7to> (Cantonese Opera - Yue Ju)

<https://www.youtube.com/watch?v=je-rRrcGqtQ> (Cantonese Opera)

<http://www.ebeijing.gov.cn/BeijingInformation/BeijingsHistory/t1247164.htm> (Peking Opera)

<http://r.visitbeijing.com.cn/html/english/BeijingLocalProducts/s32.shtml> (Peking Opera)

Formative Journal Task - *Respond to the artform you researched. What is interesting about it? How does it inspire you? Is there anything 'boring' about it and why? How could you use elements of this tradition to inspire your own work?*

Design Task (Optional extension) *Design your own Kabuki or Chinese Opera makeup that could then be painted onto a neutral mask. Remember that colours and designs are symbolic. Here are some links and images to get you started...*

Kabuki(Kumadori)

<http://peopleof.oureverydaylife.com/meaning-kabuki-mask-features-9320.html>

<https://www.youtube.com/watch?v=DEwU72-i0HM> (section on Kabuki make up at 2.50)

https://www.pbslearningmedia.org/resource/jacult.arts.drama.makeup/japanese-culture-kabuki-makeup/#.WY_j4VEjHDc

<http://goinjapanesque.com/10660/>

Lessons 10-13 -Commedia dell'Arte

Your teacher will introduce you to Commedia dell'Arte; a form of Italian Masked comedy.

https://www.youtube.com/watch?v=h_OTAXWt8hY&list=PLFB7C0BBCDCE9B8A9



(Image <http://mask-maker.com/commedia.php?name=Capitano%20Spaveto>)

You will work towards creating your own Lazzo based on one (or more) of the following themes:

- Arlecchino tries unsuccessfully to swat an annoying fly: knocking things over, breaking things, and injuring himself in the process.
- Il Capitano threatens to beat someone up but has a long list of excuses why he can't actually do it right now.
- Arlecchino is so hungry he starts to eat his own shoes.
- Pantalone keeps scooting close to Columbina, who manages to slip out of his grasp until he finally falls on his face.
- A pair of servants enter carrying a tall ladder, knocking into everyone as they try to set it up.
- A servant carries a message between the lovers but mangles the words, causing confusion.
- Pantalone has a comic "heart attack" reacting to bad news. His servants must revive him. Il Dottore comes along and gives a medical exam to another character by mistake instead.

Formative Journal Task - *Research the Commedia character that you are playing. Focus on the Mask, physicality, movement and voice. Present your research and include two photos of you rehearsing as this character, explaining how you developed these new voice and movement skills by applying research.*

Lesson 14

Preparation for Summative Assessment: Research Presentation

Lessons 15-17 - Contemporary Masked Drama

During these lessons you will explore the work of some modern Mask companies. These include:

Vamos: <https://www.youtube.com/watch?v=ys5UGlvx3d8>
<https://www.vamostheatre.co.uk/>

The Krumple: <http://thekrumple.com/>
<https://www.youtube.com/watch?v=RaknpOSITzw>

Wonderheads: <https://www.youtube.com/watch?v=bDeiKWEe9-8>
<http://www.wonderheads.com/>

Trestle: <http://www.trestle.org.uk/>
<https://www.youtube.com/watch?v=349CvQdX5B4>
https://www.youtube.com/watch?v=x0v0zwV7_Xg&list=FL3D_o2nbWHaF3EU415ij4w&index=3

You will work with the Trestle Mask set that we have in school, completing a variety of exercises.



(image: <http://www.trestle.org.uk/mask-shop/basic-masks/>)

Summative Assessment Task One Due

Formative Journal Task: *Explain which Mask form you like the most and why. Which inspires you the most/gives you the most ideas? Which is the 'easiest' or most accessible for you? Which seems most 'boring' to you and why? Can you make any connections between the different Mask forms?*

Design Task (extension activity): Create your own character mask using paper mache or mod roc. Here are some images and links to get you started.

<http://www.things-to-make-and-do.co.uk/other-stuff/mask-making/mask-making-project-1.html>

<https://www.youtube.com/watch?v=ugHksd8sKqU> (mod roc)

https://www.youtube.com/watch?v=FCiYNE_hmNg

https://www.youtube.com/watch?v=W_9teVzt0ek (paper mache)



(Images: <https://www.pinterest.de/ahytch/mod-roc-projects/>,
<http://www.shrewsbury.org.uk/news/covering-crime-magic-masks-medea>,
https://www.youtube.com/watch?v=CEN_awzowTA
<http://stagenstudio.com/2015/06/wonderheads-at-coho/>)

Lessons 17-20: Devised Mask Performance (Summative)

Now you will begin to work on your own group devised Mask performance. This can be in the style of one of the genres you have explored e.g. Commedia/Chinese Opera, or you can fuse elements from different genres, e.g. Greek Chorus using neutral Mask and physical theatre. You could explore a new genre, e.g. children's theatre/storytelling using Masks. You can make your own masks, or paint/cut/adapt your neutral Mask (for example to create a Kabuki design). Your scene can be narrative based or movement based. Keep a record of your ideas (see Summative Assessment Task Two).

Formative Journal Task: Write a statement of group Artistic Intent for your final devised Mask performances. The Artistic Intention should focus on what you want to achieve through your performance and why, and the impact that you would like your play to have on the audience. Guiding questions are on the Drama website.

Lessons 21-22 : Performances. Summative process work due.

Formative Journal Task (or discussion): Reflect on your final Mask performance based on feedback from the audience as well as your own opinion. You will need to find a way to record this audience feedback, e.g. questionnaire , discussion, email.

Starter questions:

- What impact did your performance have on the audience?
- Did your audience understand the 'message' of your play?
- Which moment did they enjoy the most and why?
- What are you most proud of in this project?
- Was your final performance as good as you wanted it to be?
- What was a strength of the performance?
- What could have been improved?
- Did you meet your artistic intention?