

World Theatre Scripts

What is a stereotype?

Global Context- Identities and relationships

Statement of Inquiry- Play scripts present the stereotypes of their context and inform our perception of identity. Those stereotypes and perceptions transcend space and time.

Character Exercise

1. The Bully
2. The practical Joker
3. The Victim
4. The pessimist (negative person)
5. The Enthusiast (positive person)

- A) Each student will be given a number 1 to 5; walk around the space as if you are the character you have been given at age 5, at age 11, at age 16.
- B) In groups of 5, each person assuming a different character, create a still image as if you are a group of friends in the following situations; in the school canteen, Out at a restaurant, in an office at work

What does your character wear?

Which of the following five items of clothing will your character wear?



Why have you chosen this outfit? What do clothes tell us about the character? Why?

Stereotypes...



What do you make of this video? Is there truth in the stereotype? What is a stereotype?

stereotype Dictionary result for stereotype

/ˈstɛrɪə(ʊ)tʌɪp, ˈstiəriə(ʊ)tʌɪp/ Submit

noun

plural noun: stereotypes

1.

a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

"the stereotype of the woman as the carer"

synonyms: standard/conventional image, received idea, cliché, hackneyed idea, formula

"the stereotype of the alcoholic as a down-and-out vagrant"

MYP 4 UNIT 2: World Theatre Scripts

Global Context: Identities and Relationships

Statement of Inquiry: Play scripts present the stereotypes of their context and inform our perception of identity. Those stereotypes and perceptions transcend space and time.

Discuss (GC and SOI)

The focus of our lessons will not only be on the variety of characters we are exploring but also on the work of theatre practitioners and how their techniques can help us to explore characters

A Moment of Happiness

1. Find a space in the room
2. Think of a moment in time when you have been extremely happy
3. What was that moment?
4. Ball of wax; slowly and silently assume the position you were standing/sitting in, when you received the news of what made you extremely happy
5. Think of a word that sums up that moment
6. Speak the word out loud
7. Using those same emotions and staying in that moment in groups of 4 explore the following scripted text. You have 10 minutes to work on a performance of it

The TEXT

Anna: (ecstatically) I cannot believe it! I thought I was going to fail, I was sure I'd fail, but I didn't I passed and so did you guys!

Dylan: I know right! I got four 8's, history, English, Math and Drama all 8's!

Hannah: It's like all of our lives until this point, all of our lives we were waiting for this moment, preparing, studying, and now its finally here

Ryan: Yeah, our whole lives leading up to this and I'm thinking now what?

Anna: what do you mean Ry?

Ryan: I mean, what do we do now?

Dylan: what do you want to do?

Ryan: Have a frecken party!

Emotional Recall

Discuss: How did you use emotional memory in order to portray your happy character?

Spend the next 10 minutes writing notes in your journals.

Konstantin Stanislavsky

Emotional recall is a method taken from the theatre practitioner Konstantin Stanislavsky and his system/ method acting practices.

How do you think we can use this method to portray scripted characters in the future?

Watch this extract and make notes:

<https://www.youtube.com/watch?v=iB1fPZX5Zgk>

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What are the seven levels of tension

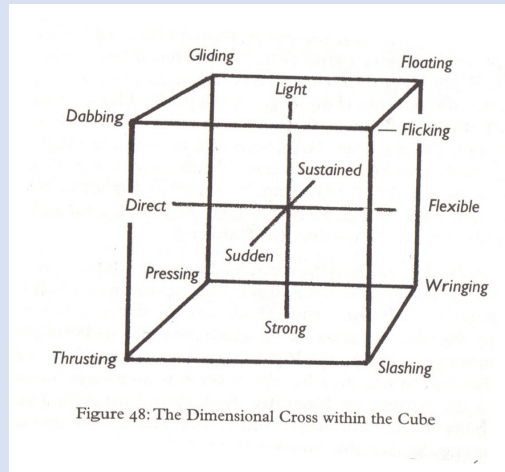
what is the American Dream?

What is a dust bowl?

What impact did the great depression have on people at the time? what does this tell us about the world of the play?

Warm Up

Pace
Laban Efforts



Seven Levels of Tension: Exhausted, Laid Back, Neutral, Alert or Curious, Suspense or the reactive, Passionate, and Tragic. How can we use the seven levels of tension for the characters we portray?

When performing the next activity think about the level of tension for each character- Play the game 'park Bench' let's assign characters and levels of tension for each character- let scenes run in pairs.

The world of 1937



Read the information sheets provided about the great depression, answer the questions on the sheet and then complete one of the following tasks:

1. Create a tableaux of 4 frames that summarise one of the three moments/concepts of your choice; the great depression, the dust bowl, the American Dream
2. Create a short scene depicting either a desire to pursue the American dream, the great depression or the dust bowl.

The world of the play; Of Mice and Men

In summary how would you describe the world of the play, or the plays social and historical context? what do you think were the roles of men and women at the time from what you have read and the clips you have seen?

Let's look at the text: Of Mice and Men

Extract 1: p1-4 George preps Lenny

Extract 2: p5-11 The American Dream

Extract 3: p25-29 Curleys wife*

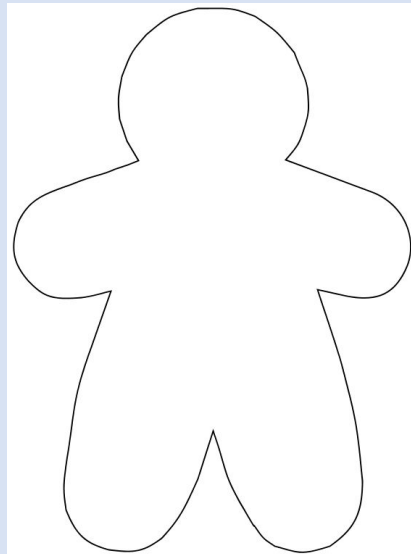
Extract 4: p68-78 Curleys wife*

Task 1: Working in groups of 2-3 work on performing one text extract per group. We will be performing these extracts to each other, think about the level of tension you would give to the character you are playing and why.

Task 2: what are some of the problems you see arising for the characters from the extracts explored? Are there any stereotypes emerging?

Plenary

Create a Role on the wall; for the character you were playing



What does this tell us about the characters? How can we use the seven levels of tension as well as using gesture, voice, pitch, tone, diction, pace, movement, to present the characters we are performing? How do our actions adhere to the stereotypes presented? How are Lecoq's seven levels useful to us? Why is **movement** so important in Drama?

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What stereotypes of women are presented in this play? Are there any similarities between the representation of women in this play and in ***of Mice and Men.***

How can we use stanislavski's emotional recall, Lecoq's seven levels of tension or Laban efforts to help portray the characters? Is it possible to change the intention of the characters by changing the way you deliver the lines, set the scene and/or the gestures/posture of your character?

Warm Up

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East is East

The play we are going to be exploring today is a play called *East is East* written by Ayub Khan Din. The play is set in the 1970s and is semi autobiographical as it follows the life of a biracial, British Indian family, and their struggles with identity, very much the same family life and struggles the writer Ayub Khan Din faced himself when growing up.

Here is a video clip that will give us some insight in to the play:



What emotion/feeling should we focus on for this play extract?

Read extract 1 pages 3-15 and extract 2 pages 60-73

What are the key emotions in each extract. Half of the class will perform extract 1 and the other extract 2, before you work on performing it I want you to try and do three things;

1. Try to pick out the key emotion in your extract
2. Think about a time when you experienced that emotion in real life
3. Use your own emotion to convey a real/ true depiction of the character you are playing in the extract you are performing

Watch eachothers performances

As you watch each groups performance, think about the authenticity of their performance and how believable it is and the role of the women in the story.

PEER/SELF ASSESSMENT

Look at these clips from the film

1.



2.



Plenary: Record answers to the following questions in your new process journal for this unit.

What stereotypes of women are presented in this play? Are there any similarities between the representation of women in this play and in ***of Mice and Men.***

How can we use Stanislavski's emotional recall, Lecoq's seven levels of tension or Laban efforts to help portray the characters? Is it possible to change the intention of the characters by changing the way you deliver the lines, set the scene and/or the gestures/posture of your character? Are there any stereotypes that transcend both scripts and are even prevalent in more contemporary plays?^A

Summative Assessment 1: Response Essay SET

Lesson 4: A Doll's House