



Using Devised Theatre Methods In The Classroom

Flight Connections

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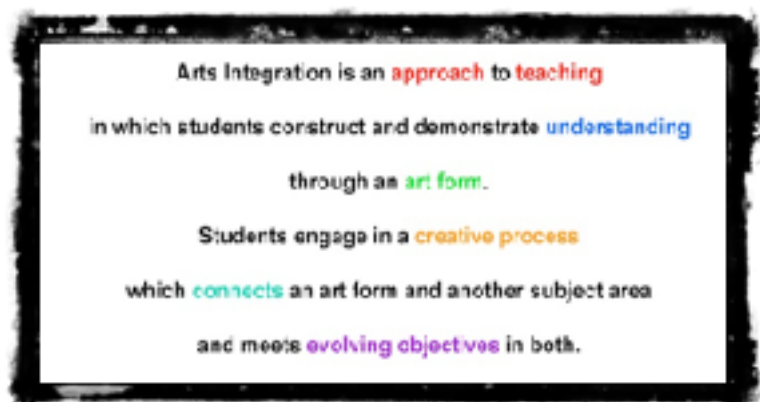
Objective: To use Arts Integration for the purpose of arousing curiosity in students.

This workshop has been designed to illustrate how devised theatre creators work. It also offers a method for exciting curiosity and making connections between Theatre Arts and core curricula.

Curiosity is a driving force in pursuing knowledge. Arranging lessons and materials to inspire students' curiosity is a powerful educational tool. Students employ Twenty-First Century Skills to investigate materials. The result is an interactive lesson which creates empathy and validates student contributions to the learning process.

Philosophy

It is important to ask questions about our world and pursue our curiosity. As guides, we must empower students to ask difficult questions and to think deeply about



the answers. Our young people's ideas must be honored. Their point-of-view is valuable. Allowing participation and validation in the devised theatre lesson plan encourages students to take ownership of the curriculum. Enhancing intuitive skills and exciting curiosity builds the tools, the knowledge, the vision and the voice students need to question and find answers to our global issues and concerns.

Definition: Devised Theatre

Devised theatre (also called collaborative creation) is a form of theatre where the script originates not from a writer or writers, but from collaborative, usually improvisational, work by a group of people (usually the performers). By the time a devised piece presents itself to the public, it usually has a fixed form: the improvisation is confined to the creation process, and either a writer, a director, or the performers themselves, will have decided exactly what is to be included and the running sequence.

Goals

The goals of this workshop are

- 1) To prepare teachers to use Arts Integration in the classroom.
- 2) To demonstrate how devised theatre is created.
- 3) To model effective teaching practices integrating Theatre Arts and Core Curriculum.
- 4) To use teaching strategies that help students develop imagination, creativity, critical thinking skills to be perceptive, solve problems and take constructive action — Twenty-First Century Skills.

Materials

After choosing the subject matter, collect the following related materials...

- Props (Optional) - You may wish to use 1 to 3 simple, symbolic props. I.e.: chair, table, signs.
- Music or Sound (may be recorded speeches or interviews). Choose music from the time period that has lyrics which reflect the emotions or facts of the event. Consider radio or television news reports, commercials, recorded interviews and speeches.

- Images and Fine Art. Choose images from the event that evoke conflict, emotion, and action. There may be fine art from the period or later that represents the event.
- Quotes, Facts, and Text. Choose quotes that reflect multiple points of view. Text can be from news stories, or interviews. Consider fragments and interjections to help suggest the tone and mood of the event.

The search for related materials is fun and engaging. Try to provide more than needed. This allows students to use Twenty-First Century Skills as they edit the materials. Allow students to make their own choices about the materials they choose; and how they wish to juxtapose and combine the materials in order to create the drama.

Sources for materials may include: iTunes, YouTube, Flickr, WikiMedia Commons, the public or school library, digital libraries, newspapers, magazines, books, etc. Please follow copyright laws for educational use.

Procedures

1. Starting with a clean space, add up to 3 simple, symbolic Props.
2. Add Music and Sound. Invite students into the space without revealing the lesson. Allow them to just “be” in the environment with no instruction. Allow students to create meaning from their personal experience of the environment.
3. Now add Images and Fine Art. Distribute printed images around the space, you may also use a powerpoint presentation to project images. If students do not take the initiative to walk around and explore the images, instruct them to do so.
4. Layer in Quotes and Text. Distribute printed quotes and news articles around the space. You may also use a powerpoint presentation to project the quotes and news articles. If students do not take the initiative to walk around and explore the texts, give them instruction to do so.
5. While students look at the Images, Quotes and Text, instruct the students to answer silently to themselves or to write the answers to the following questions...
 - What do you see?

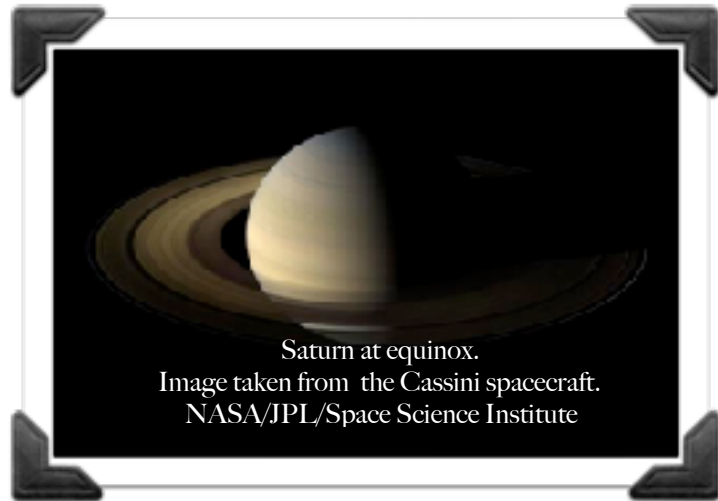
- What do you hear?
 - How do you feel?
 - What's going on?
 - What's the time period?
 - What led to it?
 - Who cares?
 - What difference does it make?
 - Does anything in this event remind you of something from your own life or today's current events? If so, what was the event?
- How is it similar?



What connects the events?

- Why did you wait for the instructor to tell you what to do?
 - Why did you do it?
 - (Add your own, here.)
6. Ask students to carefully look at each image and choose one or more that they are drawn to.
 7. Ask students to carefully read each quote/text and choose one or more that they are drawn to.
 8. Ask students to arrange and consider the relationship between the image(s) and text(s) they have chosen.
 9. Ask students to write a brief reflection on the sounds, images and texts they have experienced so far in this lesson.
 10. Ask students to create a performance from their image, text, and reflection, using their breath, body, eyes, face, and voice to express the meaning they have created from this experience.

- “We are going to create a brief performance with the choices you've made.”
- “Please place the image and text back-to-back.”
- “Hold the image facing me, and the text facing you, so that you may read from your script, while displaying the image to the audience.”
- “Use your breath, body, eyes, face and voice in any way you wish to fully represent the meaning of your script.”
- “Choose your position on the stage. Consider creating a relationship to another person or prop.”
- “We will order the speakers by working from Stage Right to Stage Left as we perform.”



11. Allow students time to rehearse their choices. Instruct them to try different styles before settling on a final choice.

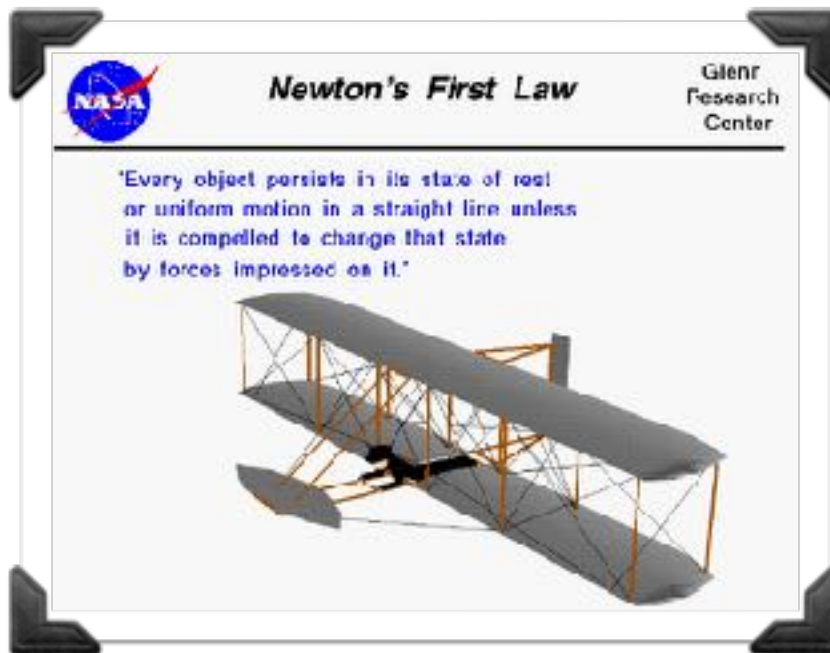
12. Perform the drama.

13. Classroom Discussion

- Reveal the lesson. Fill in any information not gathered by students intuition based on their personal experience.

This particular lesson is about the Wright Brothers. Invite Questions and provoke thoughtful discussion among the students based on the images and quotes used as resource material.

- Why did you choose the image you chose?
- Why did you choose the text you chose?
- What is going on in the pictures?



- How do you think the people feel?
- Apply the lesson to current events and students' personal experiences.
- Are the events similar to something in your modern day experiments? What do the events, people, things have in common? How are they different?
- Think of a time when you tried to do something new.

What have you experienced? How have you interacted with something similar recently?

14. Extend The Lesson

- Mix the images and text and order to create another performance.
- Compare and contrast the performances.
- Did you notice new meaning in the images and quotes now that you know more about the event? What did you notice? How did it affect your understanding of the material? What kind of emotional connection did you make?

Sample Standards

Common Core State Standards

Potential Applications and Connections

English Language Arts - Reading, Writing, Listening and Speaking. Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; Range of Reading and Level of Text,

Complexity.

Science - Forces and Motion; Earth in the Universe; Earth Systems, Structures and Processes

Social Studies - History, Geography and Environmental Literacy, North Carolina

Theatre Arts - Communication, Analysis, Aesthetics, Culture

Resources

- Maxine Greene – *Variations On a Blue Guitar: the Lincoln Center Institute Lectures on Aesthetic Education* (2001).
- History Channel – Inventions: The Wright Brothers – <http://www.history.com/topics/inventions/wright-brothers>
- The Kennedy Center ArtsEdge - <https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration>
- Kathie Kratochvil – “Interdisciplinary Arts for Teaching” – <http://www.sjsu.edu/people/kathie.kratochvil/courses/CA177/>
- Learn NC – North Carolina Digital History: The Road to the First Flight – <http://www.learnnc.org/lp/editions/nchist-newcentury/5089>
- Richard Maurer – *The Wright Sister: Katharine Wright and her Famous Brothers* (2003).
- NASA – Newton’s Laws of Motion – <https://www.grc.nasa.gov/www/Wright/airplane/shortw.html>
- Wright Brothers Aeroplane Company - A Virtual Museum of Pioneer Aviation <http://www.wright-brothers.org/default.htm>
- The Wright Brothers at the Smithsonian — <https://airandspace.si.edu/exhibitions/wright-brothers/online/>