



IDEA Europe Meeting
Amsterdam 25th-27th October 2018

Practical Drama Resources

Name Games

Late arrival

Group stands in a circle and closes their eyes. One person is selected by the leader with a firm push in the small of their back into the centre of the circle. They leap forward to say their name which everyone repeats back. The person in the centre then makes up the most elaborate excuse for their late arrival they can.

Tactical chairs +

Group position themselves around the room on their chairs anywhere they like. Make sure there are no spare chairs without a person sitting on them

The object of the game is to prevent the person who is standing up sitting down on an empty chair. It is the job of the group to prevent this happening. The obvious thing to do is to move to the empty chair but that leaves another empty chair. In this version the defenders of the chairs can be returned to their seats if their name is called by the person trying to sit down. The person who is standing can only move by hopping or walking with their knees together and subsequently known as the penguin.

The game ends when everybody is sitting down.

Identity swap

The group divides into pairs and finds out their name and 2 other pieces of information about each other. The information is repeated back as each partner takes on each others identity. The pairs change over and introduce themselves as their partner, swapping the information and exchanging their identity and repeat about 4/5 times and then bring everybody back to a central circle and find out who everyone is now!

Workshop led by the students of the Academy of Dance and Theatre, Amsterdam.

1. Using mobile phones, in pairs, you have 20 minutes to collect photos of the most interesting patterns you can find. Dont take snaps or selfies – the patterns are important.
2. On return to base, pick your two favourite images and email to central point.
3. Project all the images on the wall. Experiment with rotation and shapes created by corners of the room; you can also try alterations of focus and colour.
4. Add people and movement to the image. You may find that 1 or 2 people will emerge as directors, but this is fine and doesnt need to be planned.
5. Add plain shapes as scenery. Stage blocks if you have them but plain cardboard boxes will work. (One of the students told us that they had a tutor who would provoke more interesting developments by knocking over any constructions that looked overly planned or contrived. Annoying but apparently very fruitful)
6. Add music. Try a lot of different types.
7. Share with the whole group. Discuss whats happening – the plot – and what happens next. You could also discuss costume, theme and possibly masks.

The Dutch Factory – Shakespeare workshop

Warm up workshop Shakespeare Bingo– actors prepped with certain scenes; audience is given a lottery ticket to be selected to be the ‘chosen’.

Scenes drawn from cards – person doing the choosing gets to cast the scene and then chooses a second card which indicates the way the scene is to be played.

Support groups – the audience is divided into two and allocated a character to offer advice and support during the scene. The actors must respond to the advice.

Puppetry – 2 audience members per actors move them as puppets during the scene.

All together now – all the actors involved must stay connected throughout the scene.

Secrets – characters are given 2 secrets by the audience and must play them during the scene.

Shakespeares Heart workshop

Ice cream game – Group gathers in a circle and establishes a sequence with names. Then repeat with a ball being thrown in a pattern and learn that. Overlay with the name pattern Then movement across the circle with a ‘high five’ as a point of contact and run all three together.

Exploring the iambic pentameter – Sitting in a circle beat out the rhythm of the iambic pentameter on your legs.

Going around the circle, each person creates and says a line with the IP rhythm.

A scene from Shakespeare is read – we used Helena and Demetrius from A Midsummer Nights Dream Act 2 Scene 2 – putting emphasis on the I.P. rhythm.

In pairs we were asked to rewrite the scene in modern English but retaining the IP. 6 lines per character.

These scenes were then shared.

National Theatre Of The Netherlands – Maak A Philosophy Of Learning

We entered a room with strings stretched across the room with the words listed below hung on them like washing, one letter at a time.

KNOWLEDGE

SPACE

SCHOOL

MOVEMENT

CREATING

EDUCATION

SKILL

IDEA

STUDENT

A black square is marked on the floor and everyone is called into the square.

One facilitator holds up a sign that says

‘Can absolutely nothing happen right now?’ They wait for a response to the statement.

After a short time that sign is replaced by another that says

‘The only true wisdom is knowing that you know nothing - Socrates’.

The group is then asked to move to a corner of the room to show which of the following statements they agree with

I love numbers

I love letters

I love empty spaces

Short discussion on why people have made these choices and then the group is divided into 6 smaller groups. As quickly as possible the new groups must choose one of the words from the washing line and take it back with them to a space in the room.

1. How many words can you make from the word you chosen?
2. Make a new word (in any language) from the letters in your chosen word. Work out definition and pronunciation.
3. Perform a scene that illustrates the meaning of your word. But no words allowed. (10 minutes)
4. Share. The rest of the groups must try to figure out what the word means
5. Groups are moved around the space to a new word made another group.
6. A new definition scene is created (3 minutes). These are shared.
7. Repeat this process but 1 minute.
8. Whole group makes a circle and are asked to write down their responses to three questions –

-What was the moment when you felt the most resistance?

- what was the moment when you felt the most engaged?

What was the moment when you felt the most creative or inspired?

The group then discusses their responses.

The MAKK group explained that this was a short sample of a series of two days workshops run with teachers looking at a new approach to the learning process. Thinking about the learning process as moving from Resistance (Why do I have to do this? I already know how to do this) to Inspiration (I have some ideas about this. This is new) and finally to Satisfaction (I understand this. This is useful)

Ali Warren