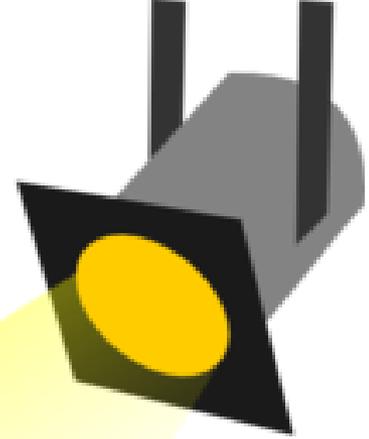




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SPOTLIGHT ON DRAMA

Drama in the English Language Classroom

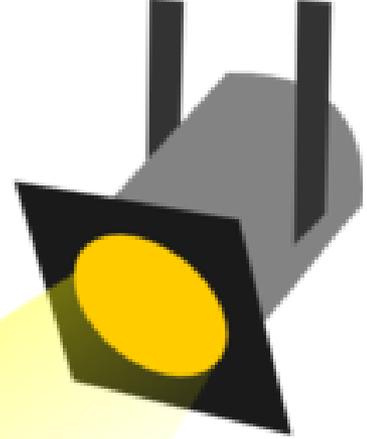
Rachel Jeffries
Jerez 2018

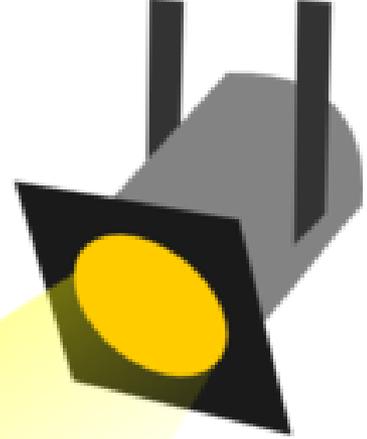


Act 1 : Why Drama?

Act 2 : Shakespeare

Act 3 : Creative Drama





Act 1:

Why Drama?



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Examples of drama activities or games



Benefits of using drama



Example of a drama game or activity which you have used in your classroom

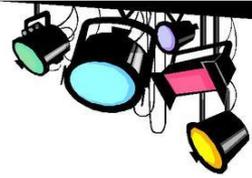




Example of a drama game or activity
which you use in your classroom



Drama games or activities in your classroom ...



- ▶ Working as part of and contributing to a group.
- ▶ Expressing yourself.



- Walking in the shoes of another (empathy) and seeing things from multiple perspectives.
- Opportunities for exploration and release of emotions in a safe environment.



- ▶ An environment which encourages students to be present, inquisitive and curious.
- ▶ Giving and receiving feedback.



▶ Opportunities for critical and divergent thinking.



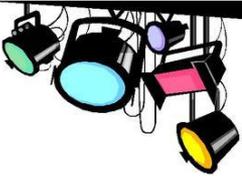
IF YOU ARE INTERESTED IN THE MODEL OF EDUCATION

YOU DO NOT START FROM PRODUCTION LINE

I BELIEVE WE NEED TO GO...

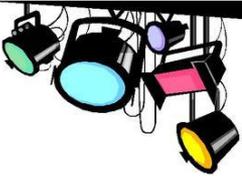


EXACT OPPOSITE DIRECTION



- A man has married 20 women in a small town.
- All of the women are still alive and none of them are divorced.
- The man has broken no laws.

Who is the man?



- A man has 10 women in
- All of the 10 women are still alive and none are divorced.
- The man is a lawyer.





What is drama?

We often just think of drama as:

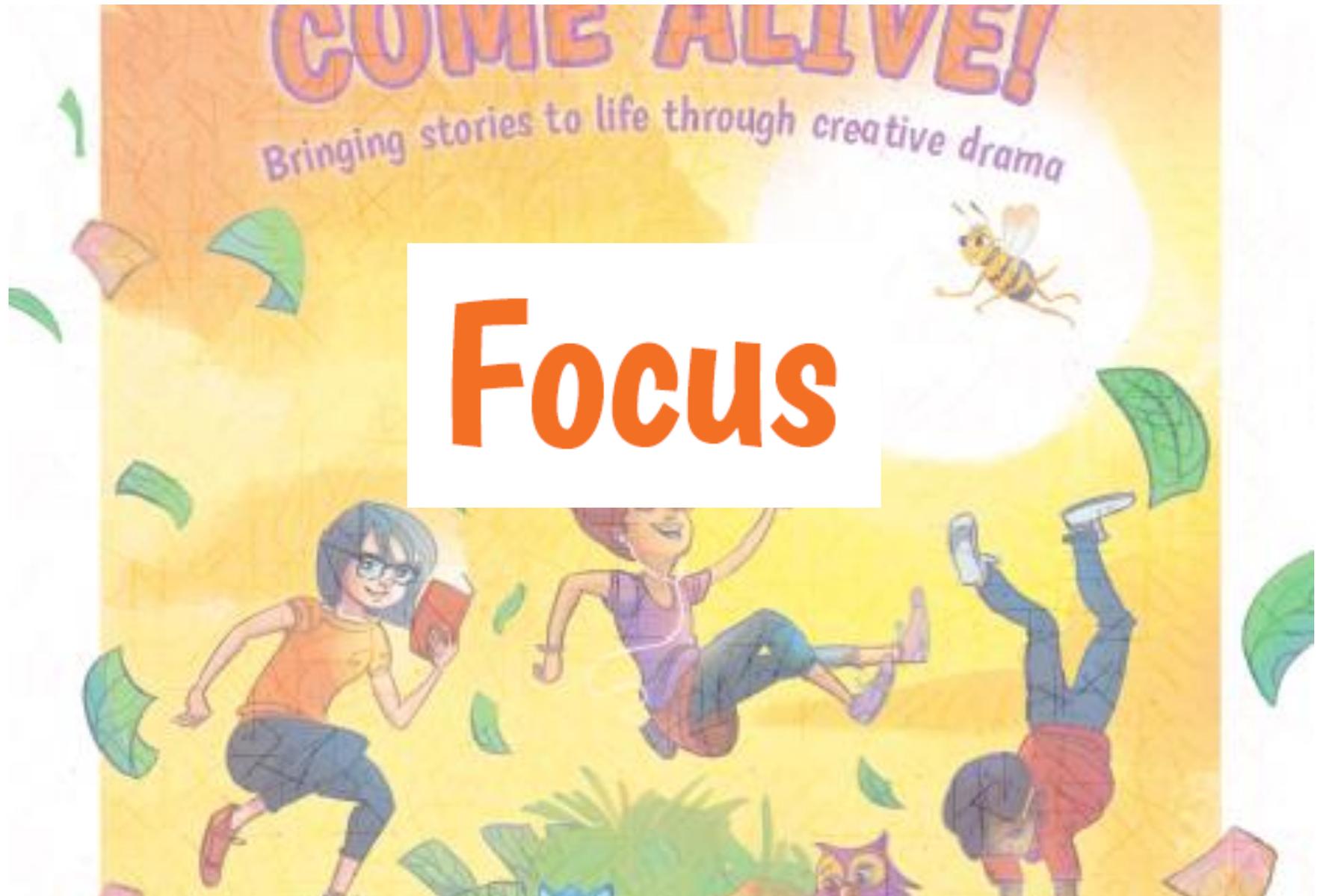
- Acting it out.
- Role-play.
- Film and TV.
- Theatre.



Let's also consider ...

- ▶ Movement activities / TPR.
- ▶ Diction exercises (pronunciation, rhythm).
 - ▶ Songs and chants.
 - ▶ Presentations.
 - ▶ Storytelling.
- ▶ Plays and Playwrights like Shakespeare.

Toptips for the drama classroom



Focus

Toptips for the drama classroom

COME ALIVE!
Bringing stories to life through creative drama

Freeze!

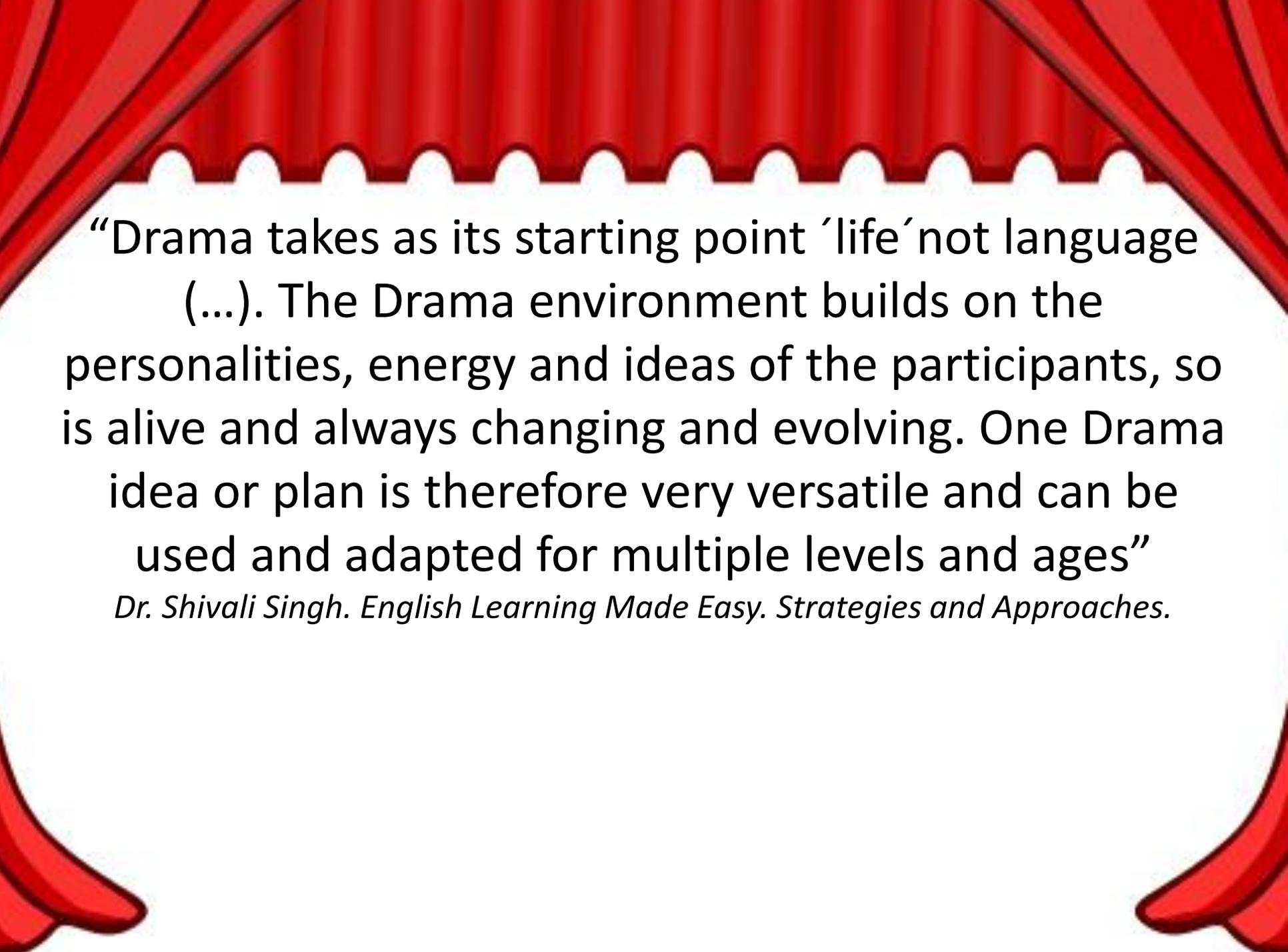


Toptips for the drama classroom

COME ALIVE!
Bringing stories to life through creative drama

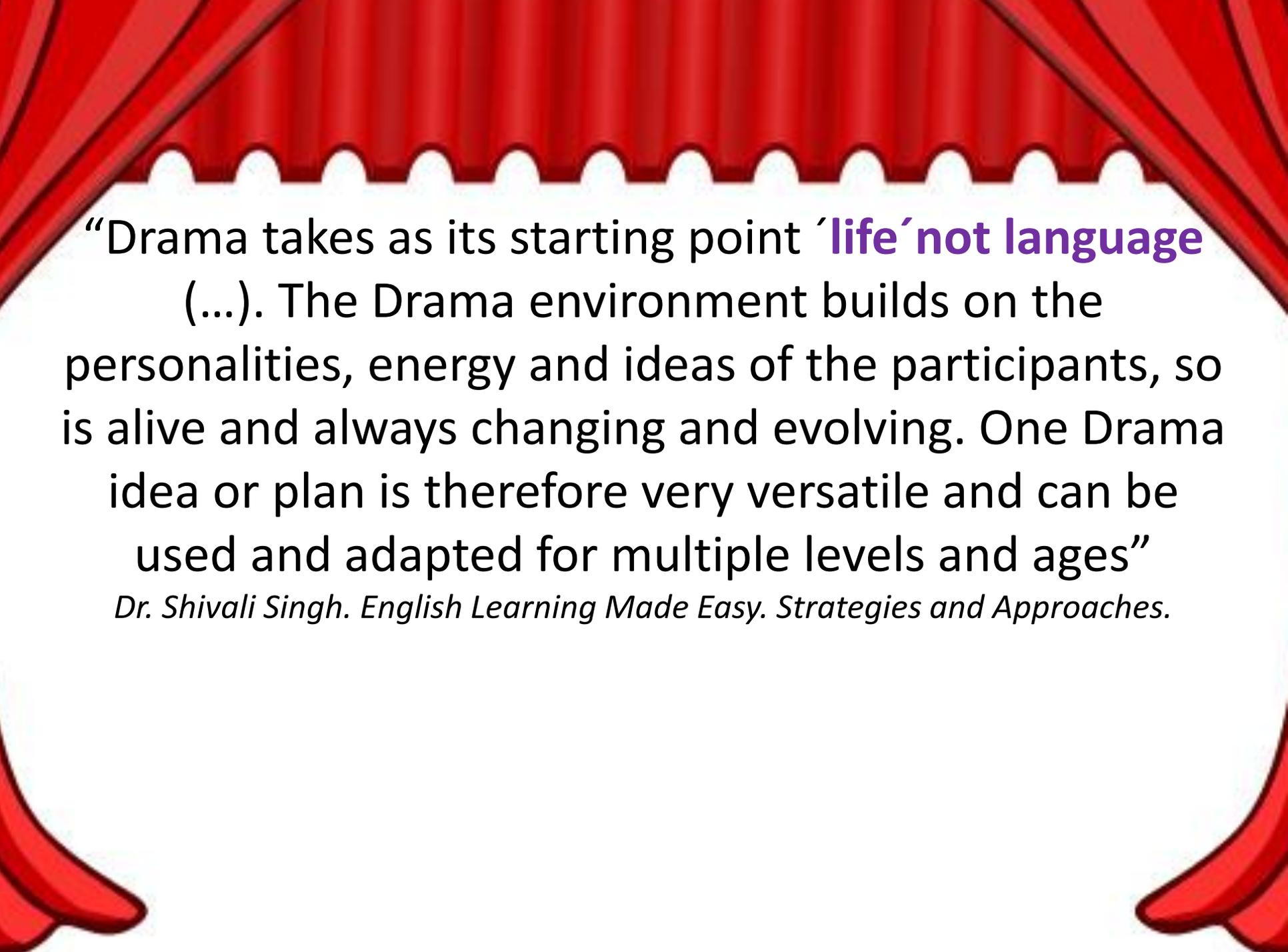
Give them a clap!



A graphic featuring a white speech bubble with a scalloped top edge, set against a background of red curtains. The curtains are drawn back on the sides, framing the white area. The text inside the bubble is in a black, sans-serif font.

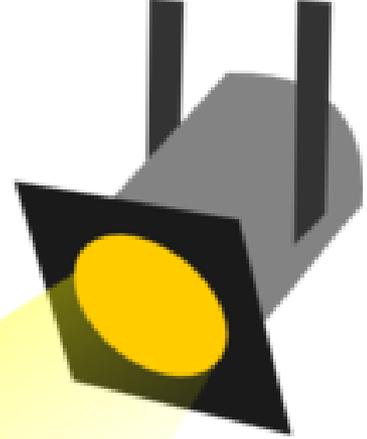
“Drama takes as its starting point ‘life’ not language (...). The Drama environment builds on the personalities, energy and ideas of the participants, so is alive and always changing and evolving. One Drama idea or plan is therefore very versatile and can be used and adapted for multiple levels and ages”

Dr. Shivali Singh. English Learning Made Easy. Strategies and Approaches.



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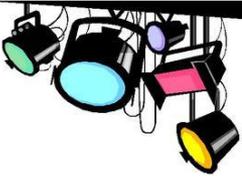


Act 2:

Shakespeare



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Shakespeare

Why might we be reluctant to teach Shakespeare in the English language classroom?

Why might we be reluctant to teach Shakespeare in the English language classroom?

Will my students be able to relate to it?

Will my students understand it?

Will my students be interested in it?



Will my students be able to relate to it?

The common themes are universal:

Corruption
Deception Reality
Ambition
Conflict Love
Appearance
Betrayal



Will my students be able to relate to it?

*“The subjects he wrote about: **Love**, **Ambition**, **Power**, **Greed**, **Betrayal** – They’ll never stop being relatable to every new generation. Even if the language Shakespeare used has become more difficult to decipher over time, the meaning behind his words are as modern as ever.”*

Askew, K. Helmes, A. *Twisted Lit.*



Will my students understand it?

'He invented over 1700 of our common words by changing nouns into verbs, verbs into adjectives, connecting words, adding prefixes and suffixes and devising words wholly original.'

*assassination
cold-blooded
accused
gossip*

<http://www.shakespeare-online.com/biography/wordsinvented.html>



Will my students understand it?

- “Only 5% of language is no longer relevant”.

Dr Chris Lima. Shakespeare and Language Tutor. University of Leicester.



Will my students understand it?

- Reading it aloud - Dramatise it! And listen ...
Rhythm helps us understand – communicate feeling.

“In English, rhythmic and melodic signals serve as ‘road signs’ to help the listener follow the intentions of the speaker.”

Gilbert, J. Teaching Pronunciation



- Stress timed
- We change the pitch pattern to adjust the meaning

Jane said “Is that Mister Fogg?”

Jane said “is that mist or fog?”

Gilbert, J. Teaching Pronunciation.

“Take all my loves, my love, yea, take them all”

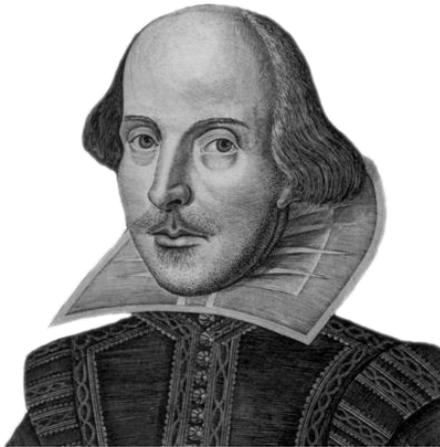
Shakespeare, Sonnet 40.

“Everything you stand for turns on to spite you”

Eminem, ‘When I’m gone’.

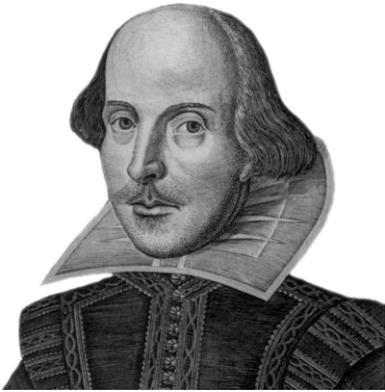


Shakespeare ... or Hip-Hop?



“Life’s but a walking shadow; a poor player.
That struts and frets his hour upon the stage,”

Macbeth



*Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day,
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player,
That struts and frets his hour upon the stage,*

“I woke up early on my born day, I´m twenty years of blessing. The essence of adolescent leaves my body now I´m fresh.”

Nas

Life´s a

I woke up early on my born day, I´m twenty years of blessing.

The essence of adolescent leaves my body now I´m fresh.

And, my physical frame is celebrated ´cause I made it,



“hands to the heavens, no man, no weapon.
Formed against, yes glory is destined.”

Common and John Legend Glory

Hands to the heavens, no man, no weapon,

Formed against, yes glory is destined.

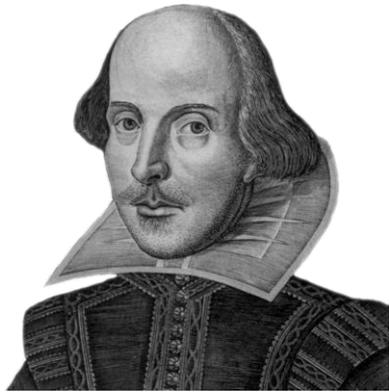
Every day women and men become legends,

Sins that go against our skin become blessing.



“O, when she ’s angry, she is keen and shrewd!
She was a vixen when she went to school.”

A Midsummer Night ’s Dream
Helena (about Hermia).



O, when she ’s angry, she is keen and shrewd:

She was a vixen, when she went to school:

And, though she be but Little, she is fierce.

“If you´re ever up in Denmark on a moonlit night, you´ll hear Ophelia´s sad song when the full moon´s bright.”

Lars

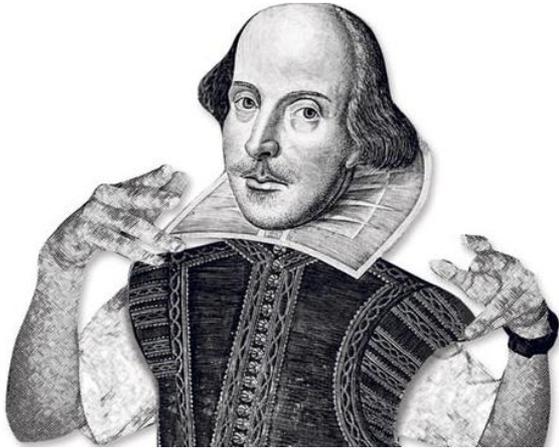
Hey There Ophelia

If you´re ever up in Denmark on a moonlit night,

you´ll hear Ophelia´s sad song when the full moon´s bright.

baby I´m sorry I messed up goodnight my sweet princess,

may flights of angels sing thee to thy rest.



“Men’s eyes were made to look, and let them gaze. I will not budge for no man’s pleasure.”

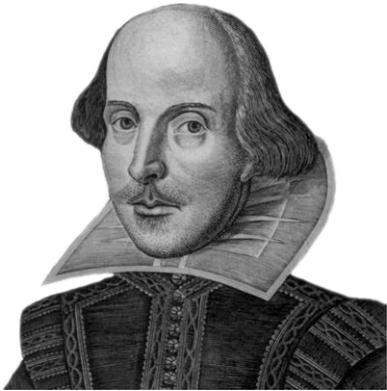
Romeo and Juliet

Mercutio (to Benvolio).

Mer : Men’s eyes were made to look, and let them gaze;

I will not budge for no man’s pleasure, I.

Tyb : Well, peace be with you, sir! Here comes my man.



“Too many storms have come and gone leaving
a trace of not one God-given ray.”

TLC

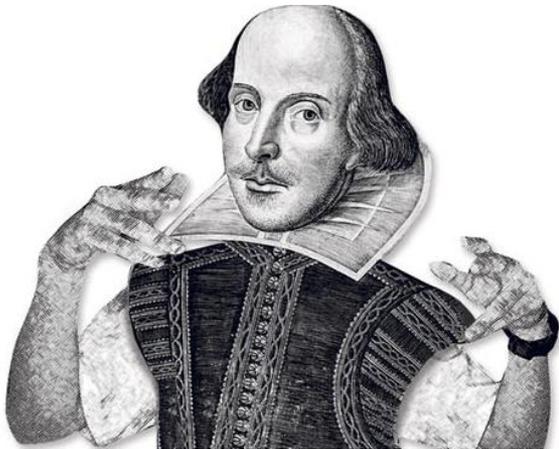
Waterfalls

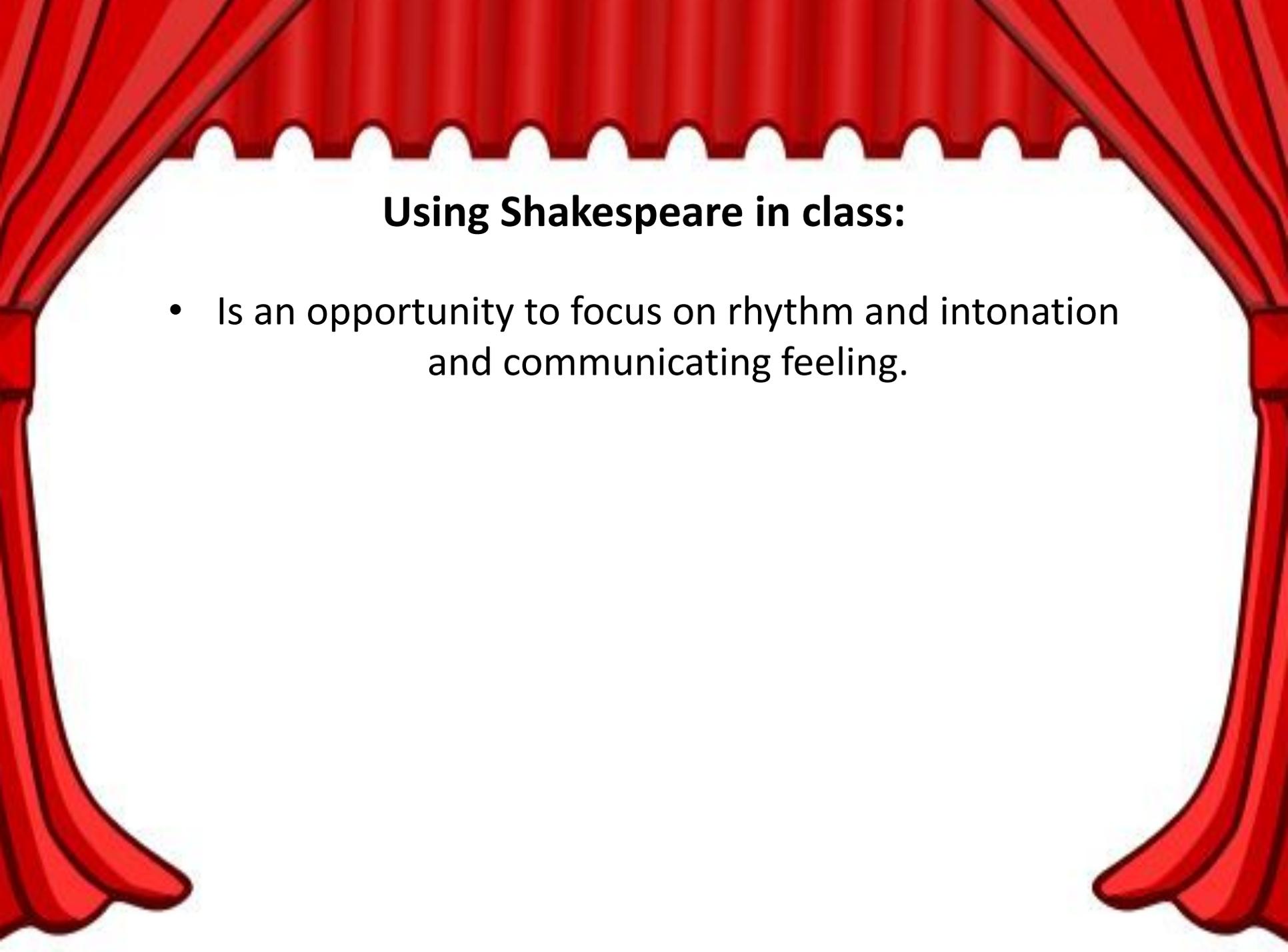
I seen a rainbow yesterday,

*But too many storms have come and
gone leaving a trace of not one God-
given ray.*

*Is it because my life is ten shades of
grey?*

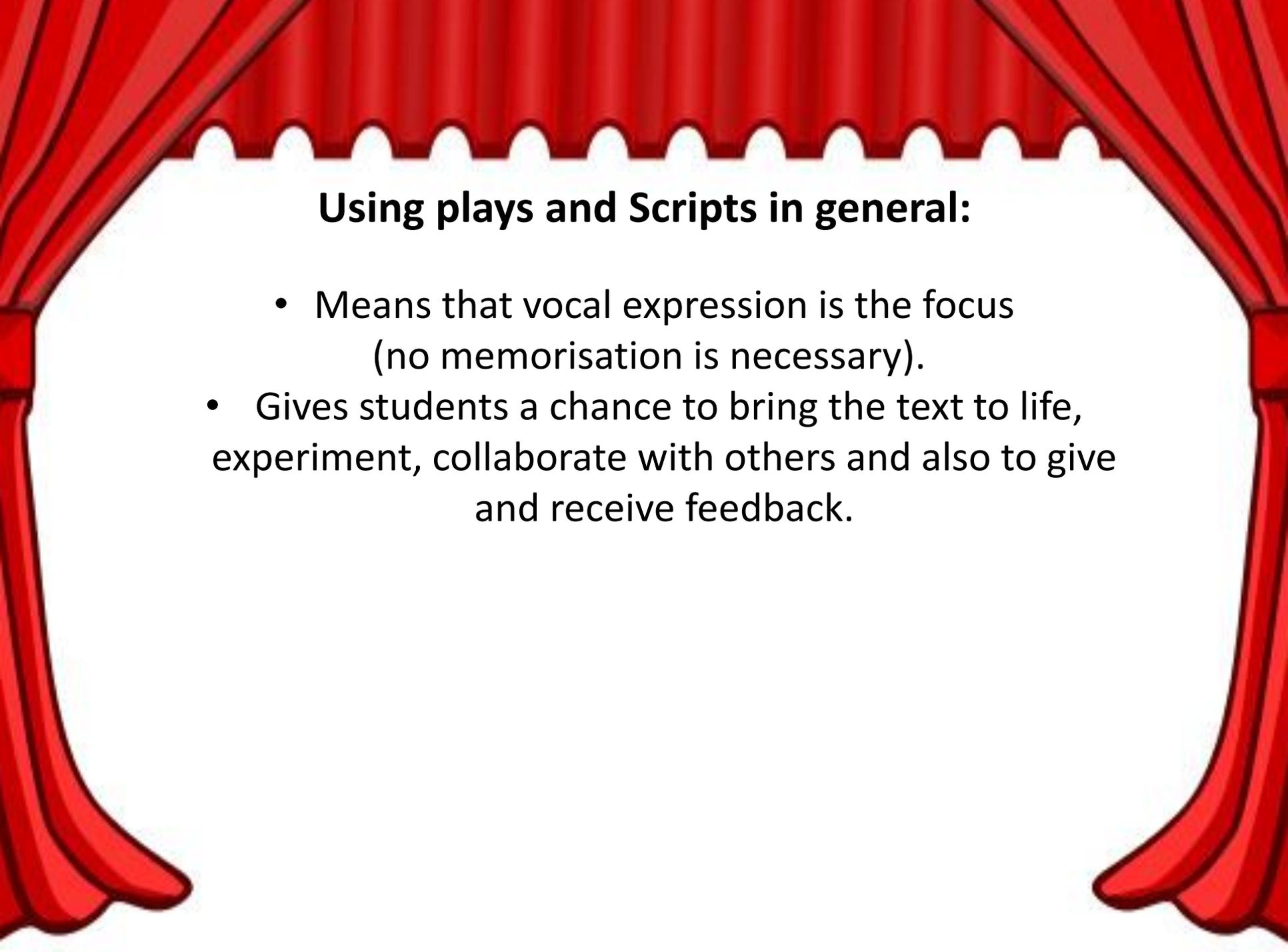
I pray all ten fade away,



A stylized illustration of red curtains with a scalloped top edge, framing a white rectangular area that serves as a stage. The curtains are drawn back on both sides, revealing the white space.

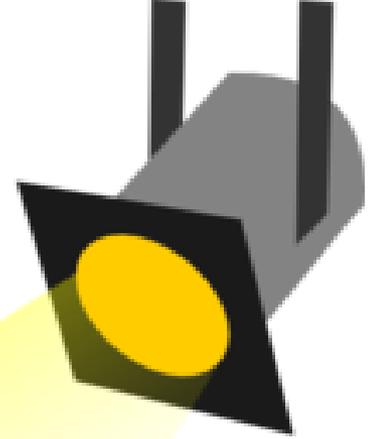
Using Shakespeare in class:

- Is an opportunity to focus on rhythm and intonation and communicating feeling.

A decorative border of red curtains with a scalloped top edge frames the central text. The curtains are drawn back to reveal a white background.

Using plays and Scripts in general:

- Means that vocal expression is the focus (no memorisation is necessary).
- Gives students a chance to bring the text to life, experiment, collaborate with others and also to give and receive feedback.



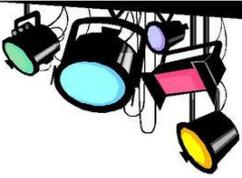
Act 3:

Creative Drama



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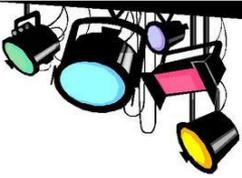
- The process is the focus.
- Enhances fluent and flexible thinking (connected to divergent thinking).
- The process starts with a stimulus: music, pictures, objects, poems, events etc.



My parents have just told me that we are moving to another city where my mum has been offered a really good job. I'm 17 and only have one year left at school.

They told me that I can stay here with my grandparents if I want to. I could finish school here and wouldn't have to leave my friends.

Or, I could go with them and change schools (they told me that the schools there are much better).



I should stay because ... I should go because ...

|

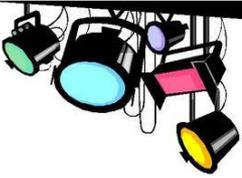
Thinking outside of the box!

It's a good opportunity.

Es una buena oportunidad.

Haré nuevos amigos.

I will make new friends.



Thought Tunnels / Conscience Alleys

Considering conflicting opinions.
Exploring emotions and attitudes.



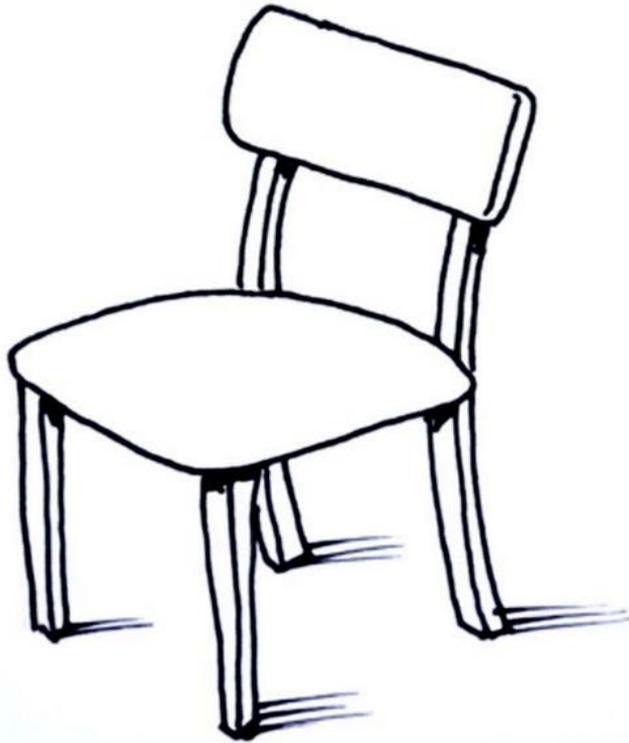


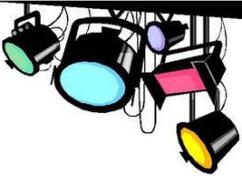
Hot-Seating

Exploring emotions and attitudes.

Motivation of a character.

Aspects of voice.



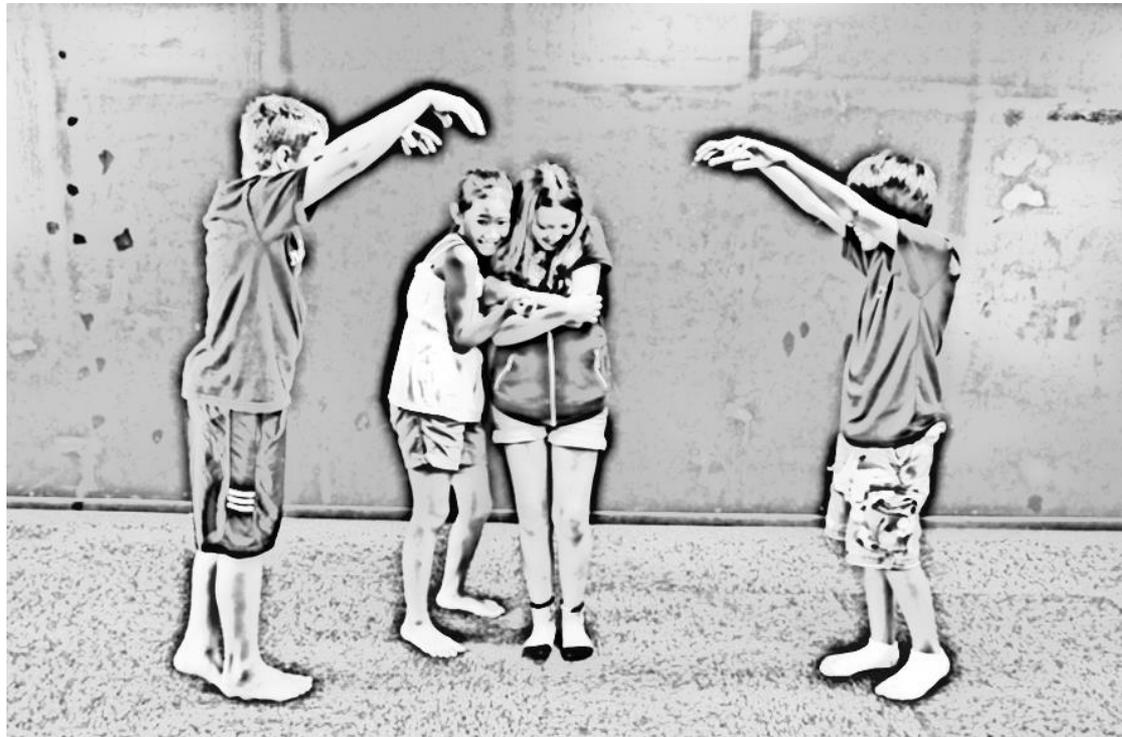


Freeze frames

Body Language.

Gestures.

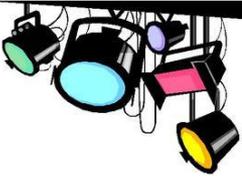
Facial Expressions.









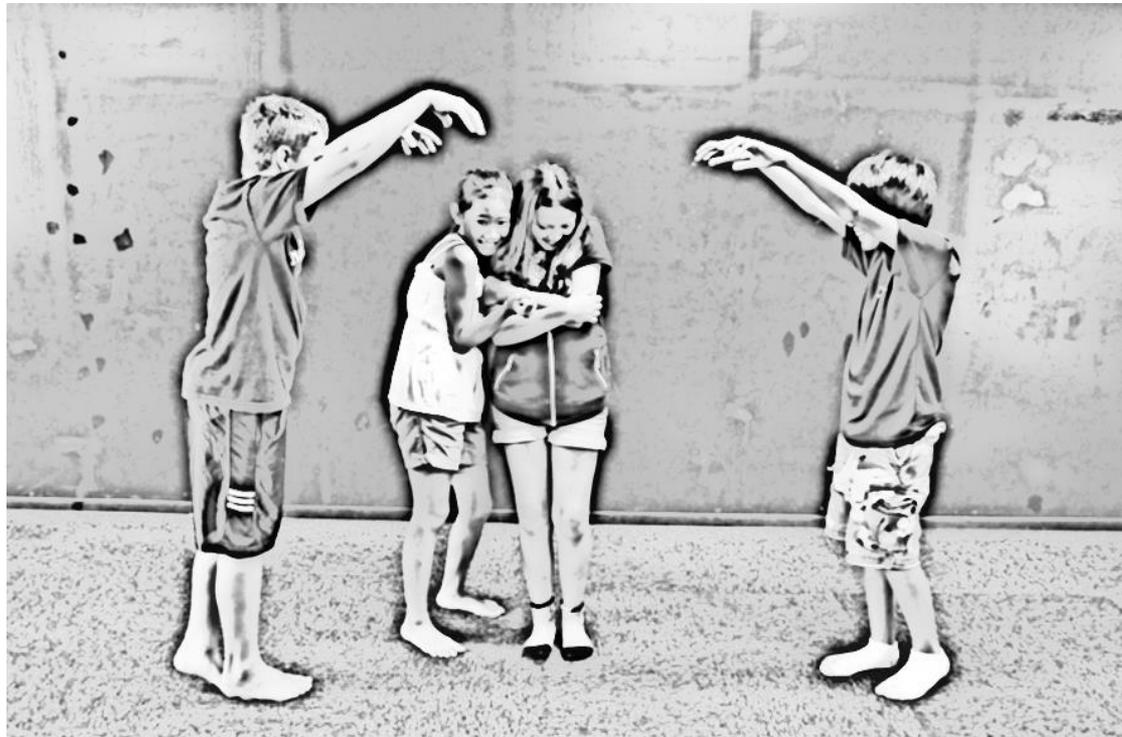


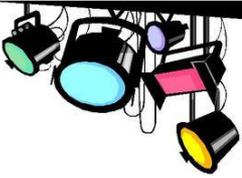
Freeze frames

Body Language.

Gestures.

Facial Expressions.





What's next?

- Create a freeze-frame of what you think will happen next.
- Animate the freeze-frames alive with 'thought-tracking' - the characters come alive and speak about their feelings in that moment.
- Connect the freeze-frames to develop a short scene, rehearse and present.

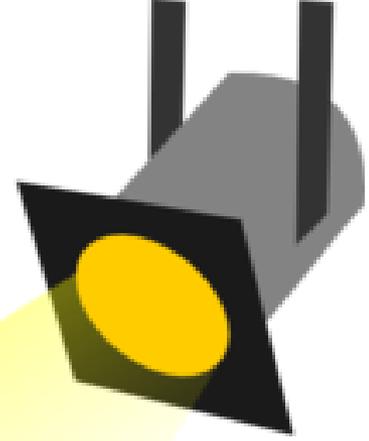
- 
- A graphic illustration of a stage with red curtains. The curtains are pulled back to reveal a white stage area. The top of the stage has a scalloped edge. Three bullet points are listed on the stage.
- Develops language and communication skills.
 - Encourages cooperation.
 - Develops emotional intelligence.



Social Interactive Skills
Sociocultural Skills
Interpersonal Skills
Learner Centered
Cooperative Learning
Motivation
Oral And Written Communication Skills
Divergent~Thinking
Linguistic Intelligence
Communication Skills
Rhythm And Pronunciation
Trust
Creativity
Emotional Reactions
Real World
Participation
Accuracy And Fluency
Divergent~Thinking



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