**University of Hong Kong**

**Faculty of Education**

**CCHU9059 Making and Appreciating Drama**

**Semester 2, 2019-20**

**Session 2: 5th February, 2020, 4.30-7pm**

**Topic: Narrative as a starting point for drama - From play to performance**

**Online mode: Zoom arrangement**

Tanya Kempston is inviting you to a scheduled Zoom meeting.

Topic: CCHU9050 Making and Appreciating Drama Session 2 5th Feb Zoom Meeting

Time: Feb 5, 2020 04:00 PM Beijing, Shanghai

Join Zoom Meeting

https://zoom.us/j/2072075577

Meeting ID: 207 207 5577

**Objectives:**

To consider what is actually needed for drama to take place and to consider the importance of the voice and body, including the face, as well as the imagination in creating drama

To evaluate the story whoosh that enable us to exercise our creative imagination and ‘create’ objects from a story

To evaluate examples of ‘bare stage drama’ uploaded to Moodle

To consider the requirements for Critical Evaluation 1

**Preparation pre-session**: Read through and view the materials and PPT uploaded onto Moodle for Session 2 of CCC9050

*Make sure* you view the Cinderella and Rumplestiltskin video exemplars of the bare stage drama uploaded to Moodle

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| **What?** | **Who** | **How and how long?** | **Other** |
| **Introduction and class business** | Everyone, led by Tanya | Do contribute freely via mic and Chat freely!  Approx. 5-10 mins |  |
| **Plenary discussion: What is needed for Drama to occur?** | Everyone in groups, initially led by Tanya | I will refer briefly to slides 2-6 from the PPT, and would like you to all to contribute via mic and Chat freely!  Approx. 10 mins |  |
| **Lecturer-led input**  **Dramatic genre awareness** | Led by Tanya, supplemented by Dan on Chat | PPT Slides 8-15 and Q and A  What sorts of examples of drama are these? What is needed for these examples of drama to occur? What do we need for the ‘Letters Live’ performances to be given at the end of the course?  Approx. 10-12 mins |  |
| **Practical element:**  **What do we need to show when engaged in drama? How do we show emotion in response to our source material?** | Everyone, led by Tanya | Facial expression is key in dramatic performance and as much a part of bodily expression as larger gestures  We will practice a variety of facial expressions showing (amongst other things) love, fear, surprise, disgust, recognition (via webcam) – some of you will demonstrate these for the whole group – don’t worry, Tanya and Dan will start this off - and others will give constructive feedback via the Chat function of Zoom  This is also useful practice for the Performance Part of the CCHU9059 Assessment – one of the descriptors refers specifically to body language and facial expression  Approx. 15 mins |  |
| **How do we deconstruct a story and ‘tell it’ using only the body and face?** | Tanya to lead | What is Story Whoosh? – working in Breakout Rooms  Evaluation of the Story Whoosh exemplar on Moodle using these focus questions – Breakout Rooms groups to answer.  What are the participants doing?  What are they using?  How many people participate in Story Whoosh at a time?  What does the teacher/facilitator do?  How long can/should Story Whoosh go on far?  What is being created in the Story Whoosh?  What can be transferred from the Story Whoosh?  How does Story Whoosh work as a ‘first draft’ of a performance?  (approx. 15 mins) |  |
| **BREAK** |  | 10 MINS |  |
| **Bring -back from the Breakout rooms**  **Q and A from part 1 of the session** | Everyone – Tanya and Dan to answer and moderate Chat | You to think about questions relating to the strategies and ideas from Part 1 and to articulate them via Chat  (approx 10 mins) |  |
| **Discussion of video exemplar: What is bare stage drama?** | Groups to answer and everyone to contribute via Chat: Tanya to moderate | Tanya to briefly recap the main principles of bare stage drama, with reference to the *Cinderella* video exemplar on Moodle:  Prompt questions for us all to respond to on Chat and through the Mic too  Which resources can you used in this exemplar?  How many characters do the actors play?  Who is the ‘narrator’?  How are the characters ‘shown’ and made distinct in the video exemplar?  Which part of the drama dis you enjoy the most?  Which part was most successful?  Which was least successful?  How much preparation do you think is required for the final ‘performed’ version of this sort of bare stage drama?  How environmentally-friendly is this sort of drama in terms of sustainability – using no or few resources for drama and how does it fit in the principles articulated in the 2018 UN statement on sustainability?  (Approx 20 mins) |  |
| **Assessment focus: Critical Reflection 1** | Tanya to lead and Dan to moderate Chat: everyone to contribute via Mic and Chat as necessary | We will turn our attention to Critical Reflection 1 and the requirement of this piece of work. Keep your Course Outline to hand and be ready to ask and answer questions!  Approx 15 mins |  |
| **Round up: what abilities did you draw upon tonight? What did you enjoy and find useful? What have you done that will help you start preparing for the course assessment?** | Tanya to lead and Dan to moderate Chat: everyone to contribute via Mic and Chat as necessary | Final talk: we will use the Round Up questions to help us pull together the common threads of this evening’s session  (about 10-15 mins) |  |