

Making in Drama: Sharing

Australian Curriculum: The Arts

Transcript of video 4 of 5

This video is available from <http://www.qcaa.qld.edu.au/arts-drama.html>.

Australian Curriculum: The Arts is available from <http://www.qcaa.qld.edu.au/32902.html>.

Teaching excerpt

Annette Box
Head of Drama,
Somerville House

So we've been able to tell something about the story from just looking at it from their bodies. Now we're going to see if we can discover a little bit more by adding in voice and language. So we're going to go in that same order: character one, two, three, four [gestures to students in freeze frame]. Okay, and character one, go.

Student 1 Oh, is Ahn sitting with us?

Annette One more time so we can hear you. I'll count you in, don't worry. Go again, character number one.

Student 1 Oh, is Ahn sitting with us?

Annette Character number two.

Student 2 I don't know. What are you having for lunch today?

Annette Ooh, I need you to speak up loudly so that we can hear that. One more time.

Student 2 I don't know. What are you having for lunch today?

Annette Good. Character number three.

Student 3 Come on Ahn, we're going to be late.

Annette Lovely. And, character number four.

Student 4 No, I'm all right. I don't want to come.

Annette So girls, we're going to do it one more time, really thinking about your frozen image and enhancing and exaggerating that, speaking up so we can hear you, and being really expressive with some of those qualities. Our pace, our pitch, our volume, our tone, the overall colour of it.

So if we're imagining that our drama is going to be about one minute in length, that means that at the start we have some time to set up all of those things we've made choices about, and help the audience see what the roles are, the relationships, work out where you are. That

gives us a nice context. And then when we're up on our feet, think about what we're going to use in relation to our props and set. Just the things that we have available to us.

The different vocal qualities that you're going to use to convey your character or role.

[Excerpt of students performing]

Student Now Rosie, do you know the rules?

Rosie Yes.

Annette And how your character feels about the situation. You're going to use movement and gestures and body language to also convey qualities about your character, and to tell us how they feel and who they are. And, to help us follow the scenario. We'll run through that a few times.

[Excerpt of students performing]

Student Oh a blanket, I love it. It's so good!

Student I know.

Student Let's go put it away.

End of teaching excerpt