

Student Resource ADA 10

Poetry in Motion: Using Dramatic Arts to Engage with Poetry

The goal: To work with the creative process to develop and explore a poem through a variety of drama techniques; the emotions and meanings you and your group find in the poem are to be emphasized through a variety of sharing techniques. Students will be expected throughout the process to physical distance and to sanitize all equipment used.

The Basics:

- ❖ Use the entire poem assigned – no altering of the lines or the words – you may however repeat lines or sections for emphasis and effect
- ❖ Use volume levels, chorus, echo, movement, and music to enhance the shared piece of final work. This resource can easily be taught without props, costumes and tech. However, if you are working in a studio with tech equipment and trained students, you may wish to use props and costumes. If so follow your board's procedures for disinfecting and sharing equipment. The basic requirements are that all equipment must be disinfected, both before and after use, and that students must maintain a physical distance of 2 metres while running any tech. Costumes must be brought from home and used only by the student who brought them.
- ❖ Begin and end in tableaux so the audience knows where the piece starts and ends. Tableaux will adhere to physical distancing protocols.
- ❖ Select 1 member of your group to take on the organizing/directing. This student will email the notes to the teacher each day.
- ❖ Write a defense of the choices you made in the performance – select three specific choices the group made and why they were made. This is to be shared with the class before final sharing and to be emailed to the teacher afterwards.

IF you are going to use props, costumes and tech:

- ❖ Select 1-2 members of your group to take on prop organization and make a plan for cleaning and storing with individuals in the group
- ❖ Select 1-2 members of your group to take on costume organization and the plan for storing and cleaning
- ❖ Select 1-2 members of your group to take on sound/tech organization and making a plan for sanitizing each piece of equipment.

The Specifics - be sure to have the following:

- ❖ A tableaux start and end
- ❖ All members of the group must be engaged in the final sharing of the work
- ❖ Chorus AND echo
- ❖ Movement

- ❖ Staging – consider WHERE you are in relation to others in the room, and where you want your audience
- ❖ Write-up/defense of three artistic choices ready to share with the class and to hand in
- ❖ A polished, fully-memorized, and well-rehearsed final piece with all members engaged

Optional:

- ❖ Costumes – simple is often the most effective
- ❖ Props – again, go for simple, not literal
- ❖ Sound/tech – background music (no vocals), lighting, sound FX?
- ❖

The Marks – how you will be evaluated:

Your work will be evaluated using the following criteria:

1. How much has the group engaged with the poem to create a final piece that communicates emotion and meaning?
2. How effective are the choices made by the group in communicating emotion and meaning? How has the group incorporated the required elements.?
3. How polished is the final product?
4. How has the group used the creative process? Did the members work effectively to further the work?
5. How effective is the defense of artistic choices made by the group? Do the group members understand why they chose the dramatic techniques they did to portray the poem, and the effect of each of the choices made?