



# Faust Summer Programme 2010







## Summer Theatre

### Sample Week Overview

*The following is an example outline of a week of Faust's Summer Theatre for ages 11 to 14. Content varies depending on the group and the leader. Each week children will study a new topic. Specific content is shared with parents through a programme outline, an emailed mid-week workshop report and through an end of week open session.*

Over the course of the week students will be introduced to the process of devising a performance from a stimulus piece using theatrical approaches and techniques. They will be encouraged to work together to develop ideas with a focus on developing communication and group work. Performance skills explored will include improvisation, developing narrative and dialogue, characterisation and the actor's body. The week will end with an open session, sharing what has been learnt with friends and family.

By the end of the week learners will have:

-  Developed confidence in communication
-  Explored verbal and physical expression of character
-  Enhanced group work skills
-  Been introduced to the basics of devising theatre and used this in performance
-  Learnt some key drama concepts and processes
-  Shared a short performance piece in front of friends and family

Monday	<b>Introduction and Ice-breakers</b> <ul style="list-style-type: none"><li>- The first day is all about getting to know one another and beginning to feel comfortable as a group. The first part of the workshop will be spent on team-building and group work skills.</li><li>- Students will then be introduced to the terminology used in devised theatre, as well as key concepts such as developing ideas from stimulus, and related theatre techniques. This will be followed by drama games which reinforce these techniques and develop performance skills.</li><li>- Each workshop will end with a discussion of the ideas covered that day and students will be asked to reflect on the work completed.</li></ul>
Tuesday	<b>Stimulus Introduction</b> <ul style="list-style-type: none"><li>- After a warm-up and focusing exercise students will recap what was learned in the previous day's workshop and play some drama games that reinforce concepts covered.</li><li>- At this point the stimulus piece will be introduced: A newspaper clipping of a crime that has been committed. Students will then go through the</li></ul>

	<p>process of creating belief in this idea by giving the town where it happened a name, a population, main industries, social problems and possible motives for the crime.</p> <ul style="list-style-type: none"> <li>- This is where the students need to create characters physically. After a brief introduction to the movement work of Laban, students will have created a character walk.</li> <li>- Then drama techniques such as hot seating, freeze frames and thought tracking will give our characters a history, attitude, relationships with other characters and internal dialogue.</li> </ul>
Wednesday	<p><b>Performance Development</b></p> <ul style="list-style-type: none"> <li>- Today's focus will be on choosing structure for the performance. The crime must be developed into a narrative and broken down into plot points.</li> <li>- We will begin by mapping a plot and developing a narrative. The performance is structured into scenes, each marked by a plot point.</li> <li>- The end of the workshop will be spent developing further characterisation and blocking.</li> <li>- By the end of today we aim to have a rough outline for the performance.</li> </ul>
Thursday	<p><b>Rehearsal</b></p> <ul style="list-style-type: none"> <li>- The workshop today will be spent putting our finishing touches on our scenes and developing interesting dialogue representative of the characters we have chosen. What would be said and how? Does dialogue sometimes betray inner thoughts, or try to hide truths? Is there potential for dramatic irony here?</li> <li>- The final part of the workshop will focus on rehearsing and bringing awareness to performance. At this point costume pieces and essential props must be organised.</li> </ul>
Friday	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- Before our families and friends arrive we will have a few moments to iron out any kinks in our devised piece and prepare ourselves to perform.</li> <li>- This will also be a time to reflect on what we have learnt and to recap the week.</li> </ul>

Please note that the above is a sample outline only. This represents the types of activities that children of this age may do. Programme content will depend on the group and the leader and will not necessarily follow this plan exactly.

If you have any questions, please do not hesitate to contact us by phone on 2547 9114 or by email at [Info@Faustworld.com](mailto:Info@Faustworld.com).