



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Drama, Film and Theatre Studies

Professional Learning Booklet

December 2024



Learning Intentions for today:

experience the DFTS specification as a practical, arts-based subject

develop a shared understanding of collaboration and creativity

explore how learning may be activated across the three interconnected strands

recognise the importance of ongoing reflection in this subject.

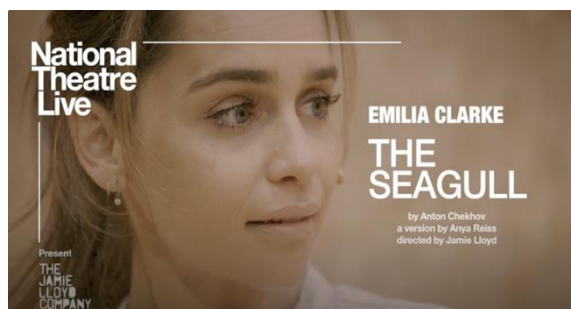


Viewing and Responding to a Theatre Stimulus

The Seagull by Anton Chekhov

Version by Anya Reiss

Directed by Jamie Lloyd



About the production

Originally set in the Russian countryside at the end of the nineteenth century, this 2022 production strips away elaborate sets and costumes and is set in a contemporary environment. It focuses on the lives and relationships of disaffected characters where disappointment and unrequited love are central.

Cast

Nina	Emilia Clarke
Trigorin	Tom Rhys Harries
Konstantin	Daniel Monks
Arkadina	Indira Varma
Masha	Sophie Wu
Shamrayev	Jason Barnett
Sorin	Robert Glenister
Medvedenko	Mika Onyx Johnson
Dorn	Gerald Kyd
Polina	Sara Powell

Production Team

Director	Jamie Lloyd
Producer	Ollie Gardner
Casting director	Stuart Burt
Production Design	Soutra Gilmour
Costume Design	Soutra Gilmour
Sound designer	George Dennis
Sound supervisor	Conrad Fletcher
Lighting Designer	Jackie Shemesh

Responding to a Theatre Stimulus

Watch the clip.

Jot down your initial response.

Watch for a second time.

Choose a focus: Performance or Production

Add in any other ideas from the group discussion.



How might *The Seagull* inform an ensemble-driven piece of theatre?

Handwriting practice lines consisting of 26 horizontal lines for notes.



Ensemble Task: create an ensemble-driven piece of theatre

In your group, create an ensemble-driven piece of theatre informed by the clip from *The Seagull*.

Performance Length: 2 to 3 minutes

Deadline: PLE Day 2: 12:25 p.m.

Roles: Ensure that every member of the group has a role in the ensemble.

Considerations:

1. Think about the clip you have seen.
2. Which aspects of the clip are of value to your group?
3. How might the clip from *The Seagull* inform your piece of theatre?

Showcase 1: Share group ideas at 4:30 pm day 1 - no performance necessary at this stage.

Showcase 2: Share a short extract from your ensemble-driven theatre piece with one other group for feedback, day 2, at 11:45 am.

Performance: Perform your ensemble-driven theatre piece for the whole group, beginning at 12:25 pm, Day 2. Explain the creative decisions made and how you were informed by *The Seagull* clip.

Good luck and enjoy!



Reflecting on the experience of making the ensemble-driven theatre piece

How did *The Seagull* clip inform your ensemble-driven piece of theatre?

How did your ensemble-driven piece of theatre develop during the process, for example, after receiving feedback?

How did you find the experience of performing in front of others?



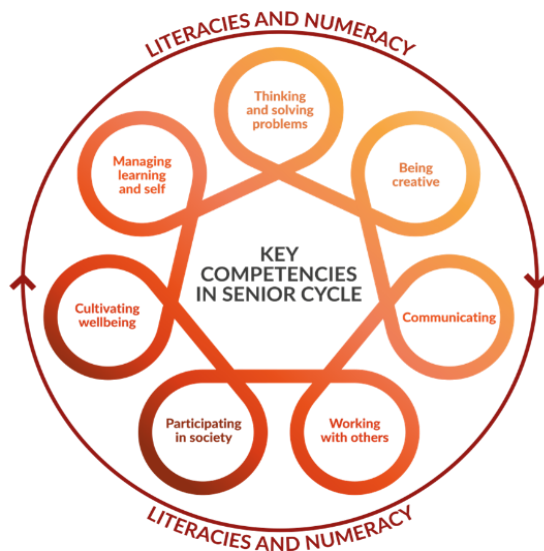
What would you do differently next time?

Learning Outcomes in Focus

Activity	What could students learn about?	Learning Outcome(s)



Key Competencies



Where and how have the key competencies been experienced in this Professional Learning Experience?



Next Steps: What, So What, Now What?

What...

... did I/we learn from this two-day professional learning experience?

... creative approaches supported learning in Drama, Film and Theatre Studies?

... was the role of collaboration in activating the learning?

... resources supported the learning?



So what...

... does this tell me about the nature of learning in Drama, Film and Theatre Studies?

... will support my students' learning in this subject?

Now what...

... do I/we need to do to prepare for Drama, Film and Theatre Studies in my/our school?



