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# Collaborate and Create

Activating Learning in Drama, Film and Theatre Studies

December 2024







# Warm-ups

1. Walk and Connect
2. Name and Action
3. Name and Place Swap
4. Walk, Stop, Go



20 minutes





# Focus/Observation

1. Zip, Zap, Boing
2. Counting to 20
3. Look Up, Look Down



10 minutes





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# Water Break



3 minutes





# Developing Practical Skills

1. Spot the Difference

2. Statues

3. Chairs



including thought tracking



1 hour 10 minutes

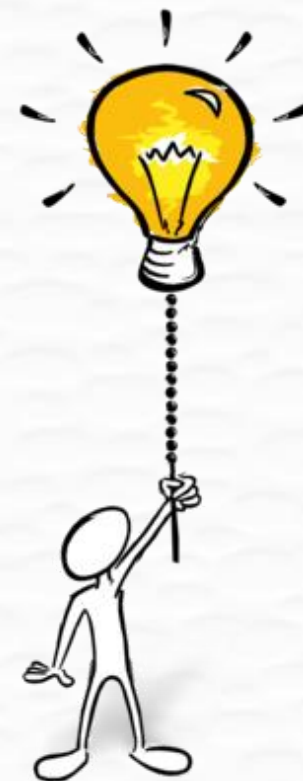




# Walk and Reflect

What opportunities did we have to be creative and to work with others?

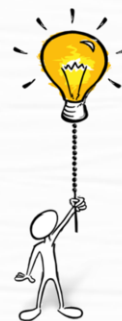
What other key competencies have we experienced?



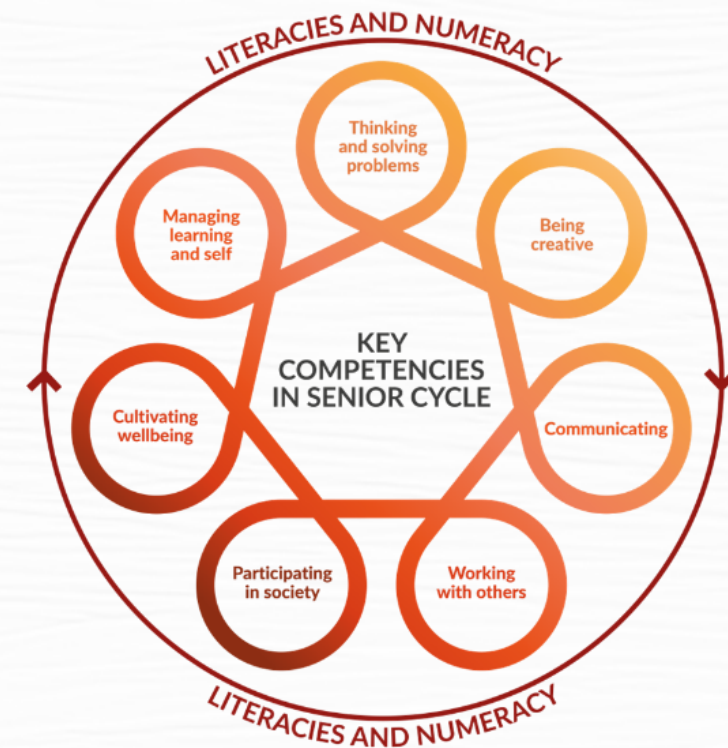
10 minutes



# Document and Reflect



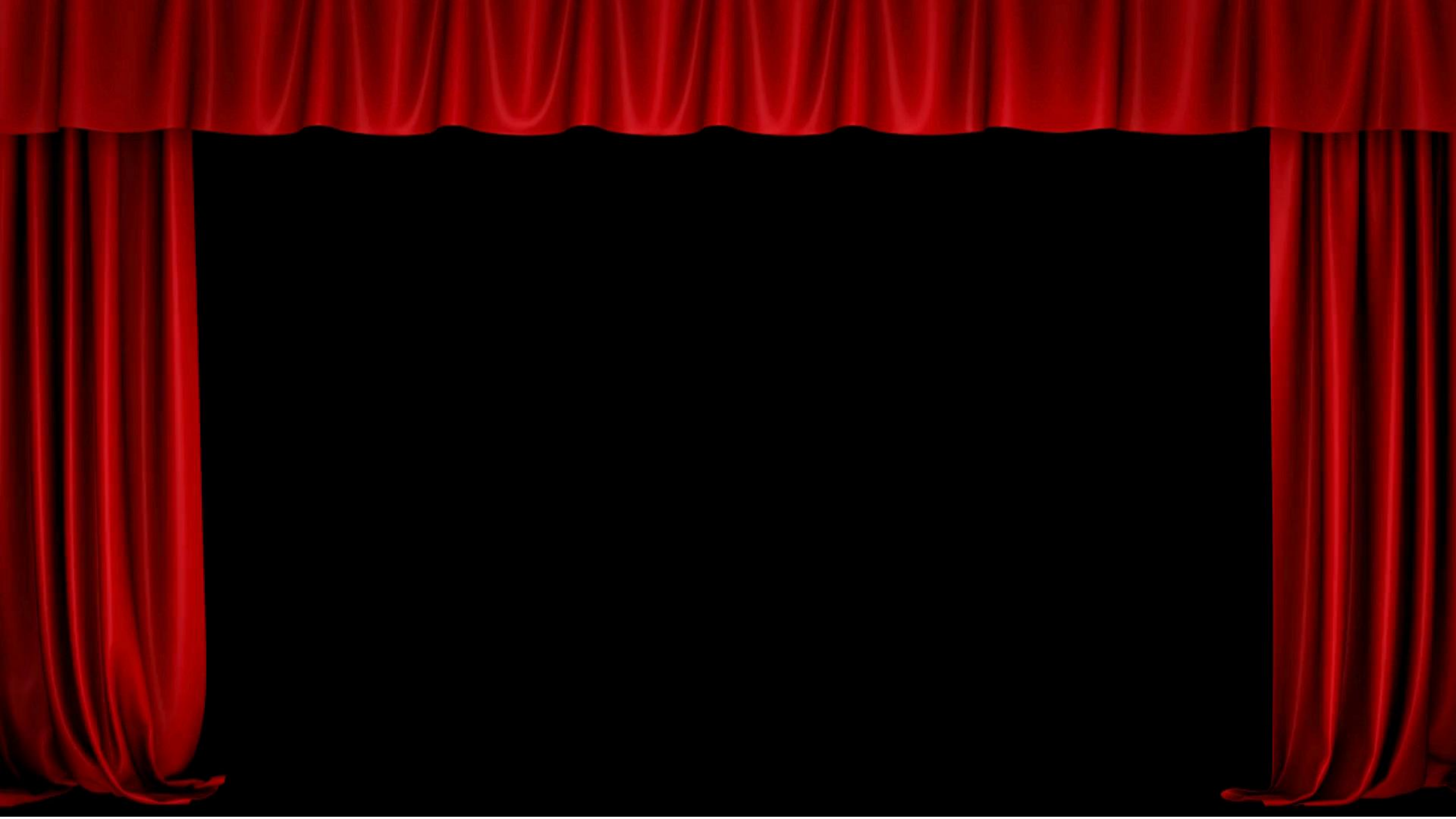
In your portfolio, document your reflections from the walk and reflect activity.



5 minutes









## In this session we will:

explore how we engage with film and theatre

discuss influences and values that contribute to our choices

view and respond to a theatre stimulus





# Spectrum of Difference





# Influences and Values

What influences us in how we engage with film and theatre?

How do our personal values contribute to our choices?





# View and Respond to a Theatre Stimulus

Watch the following clip.

Jot down your initial response.

Share your response with another person.





## **The Seagull** By Anton Chekhov

Version by Anya Reiss

Directed by Jamie Lloyd

London, 2022



# View and Respond to a Theatre Stimulus

Watch the following clip.

Jot down your initial response.

Share your response with another person.





# Responding to a Theatre Stimulus

## Performance

Movement

Gesture

Voice

Ensemble

Pace and rhythm

## Production

Sound/Lighting

Staging

Blocking

Set design

Costume







**The Seagull**  
By Anton Chekhov

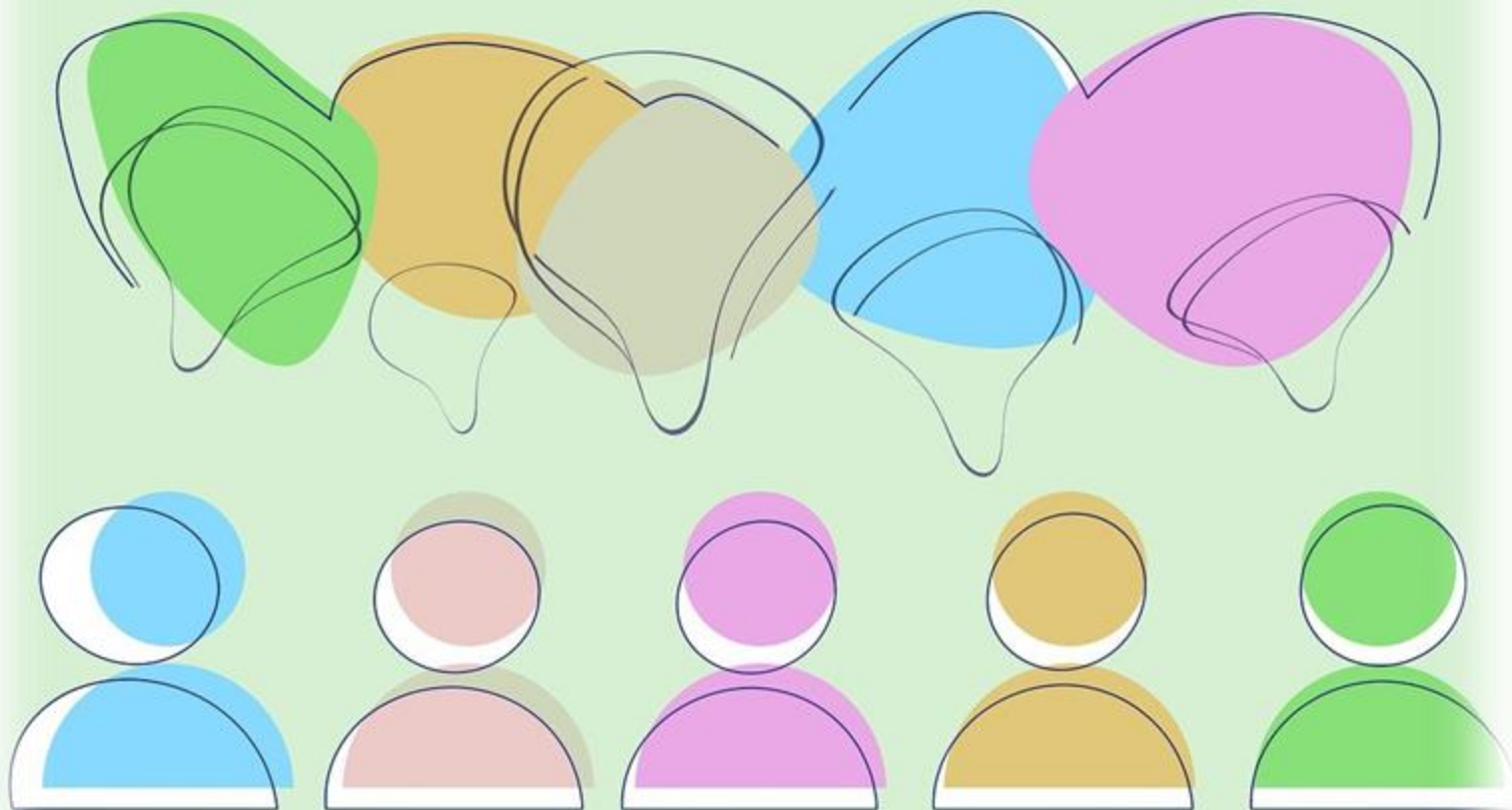
Version by Anya Reiss

Directed by Jamie Lloyd

London, 2022



# Responding to a Theatre Stimulus





# Spectrum of Difference





**Back in  
15 minutes**



## In this session we will:

generate ideas for an ensemble-driven piece of theatre

begin to create ensemble-driven piece of theatre





# Find Your Group





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





# Ensemble Task

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



## 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:** To PLE 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!





# Pause and Share





Thank you for  
your engagement

To be continued...



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# Collaborate and Create

Activating Learning in Drama, Film and Theatre Studies

December 2024



# Gallery of Images Documenting Day 1



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## Today we will continue to:

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



# Warm-ups



1. Walk the Space
2. Making Shapes
3. Walk, Stop, Go



15 minutes



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# Focus/Observation

1. Elephant, Palm Tree, Car
2. Anyone Who?



5 minutes





# Developing Practical Skills

## Offering and Accepting



20 minutes







## In this session we will:

Continue to develop an ensemble-driven piece of theatre informed by *The Seagull*.





# Ensemble Task



Collaborate in your group to create an ensemble-driven piece of theatre informed by *The Seagull*.



## 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*.

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Good luck and enjoy!



**Back in  
15 minutes**



# Ensemble Task

Continue to collaborate in your group to create an ensemble-driven piece of theatre informed by the clip from *The Seagull*.



## 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*.

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# Pause and Present

One thing we appreciated...

One question we have...





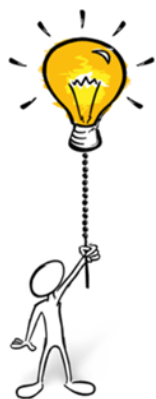
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# SHOW TIME





# Reflect on the ensemble task



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

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

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

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

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What would you do differently next time?

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# Lunchtime







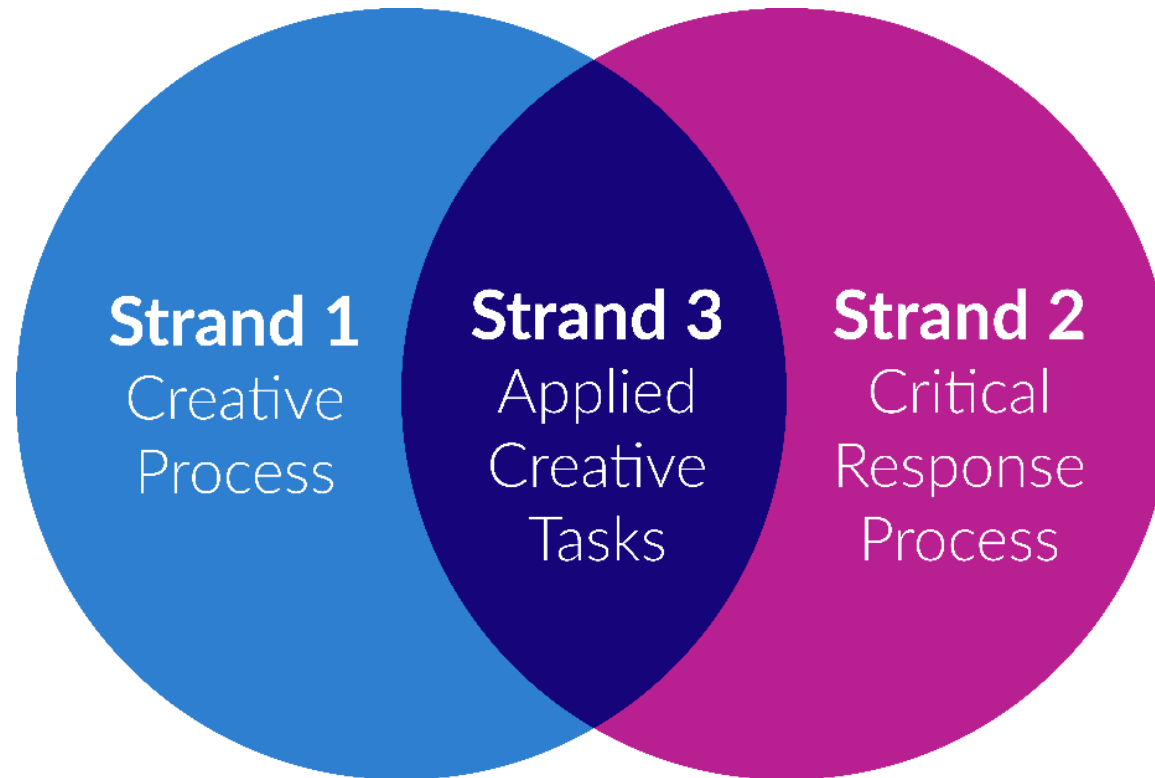
## In this session we will:

reflect on our learning

identify connections between our learning and the specification

consider practical next steps for our own school contexts

# Strands



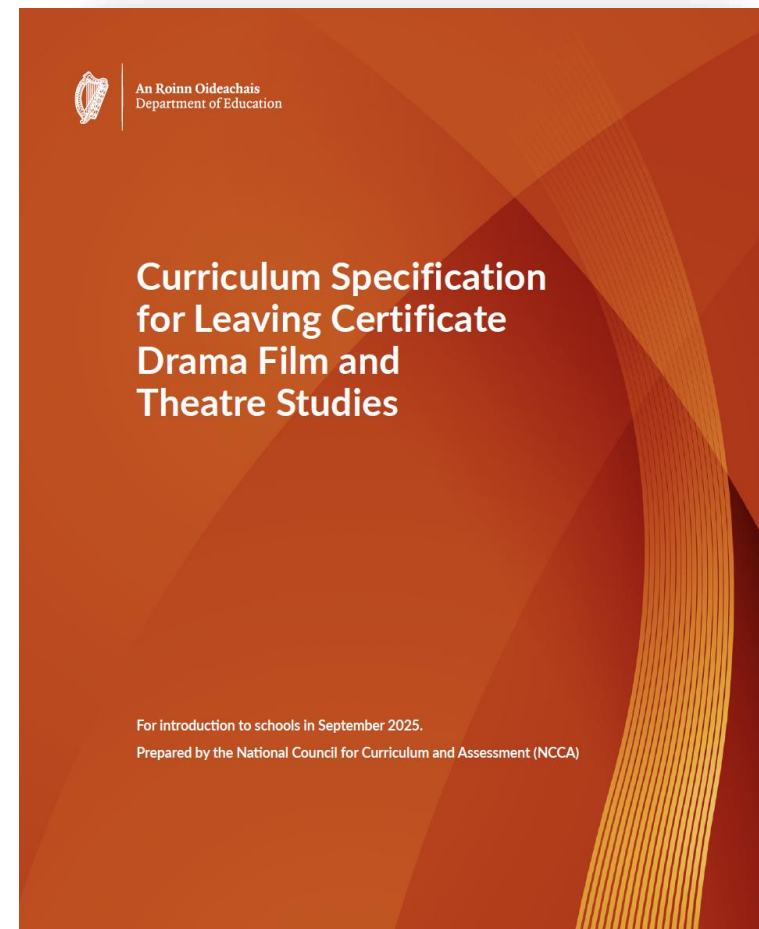
'All three strands are interwoven and should be studied concurrently, not in a linear order.'

Curriculum Specification for Leaving Certificate Drama Film and Theatre Studies pg. 4



# Learning Outcomes in Focus

Identify the learning outcomes engaged with across the three strands over the two days.





## Learning Outcomes in Focus

### **Strand 1 Creative Process**

- 1.1 develop a collaborative and creative learning environment.
- 1.3 explore and develop a range of performance skills for theatre and film.
- 1.5 reflect on performance, production and technical skill development
- 1.6 generate ideas for their creative tasks

### **Strand 2 Critical Response Process**

- 2.5 appraise a variety of live and recorded performances and screenings
- 2.6 respond to performances and productions by peers by providing constructive feedback

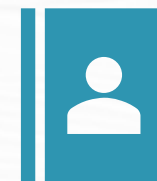
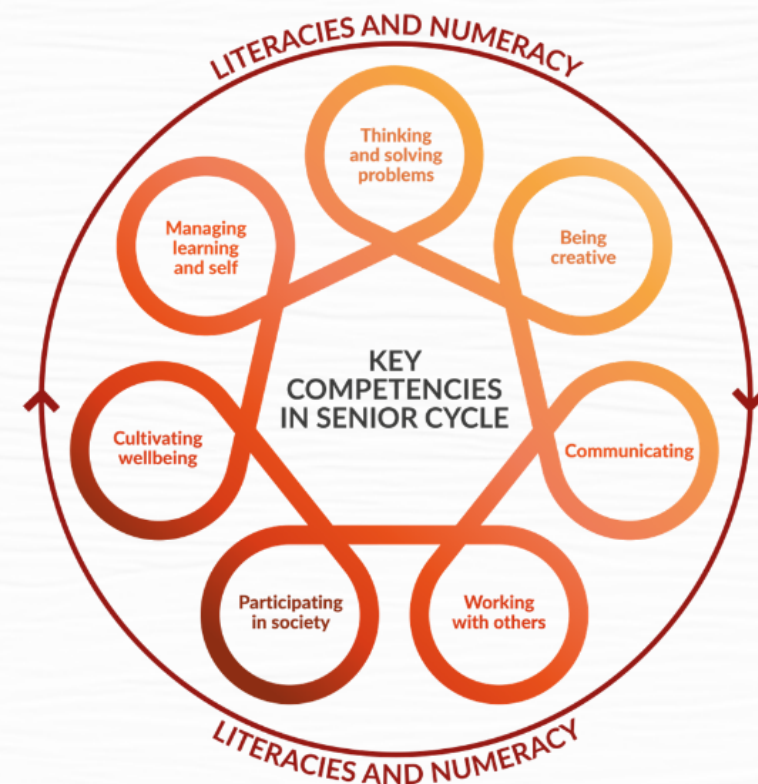
### **Strand 3 Applied Creative Task 1: Ensemble-driven piece of theatre**

- 3.1 make an ensemble-driven piece of theatre
- 3.3 perform the piece for an audience
- 3.4 explain creative decisions made, referring to influences, and reflect on the effectiveness of their work



# Key Competencies

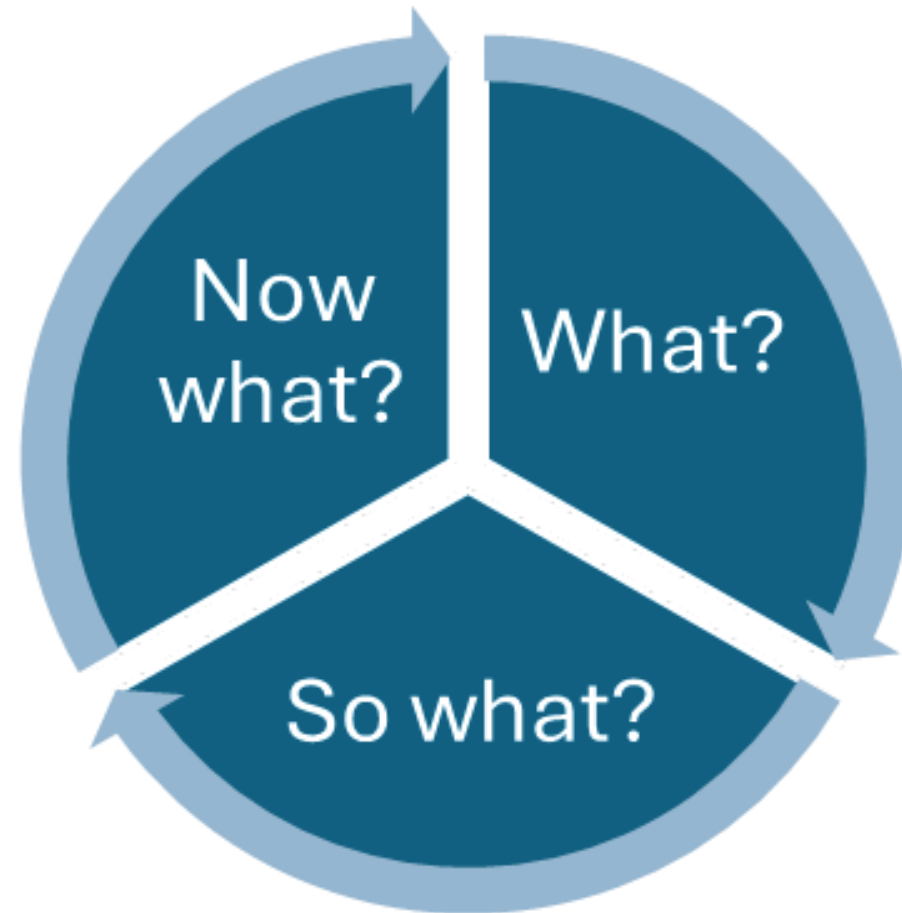
Where and how have the key competencies been experienced in this Professional Learning Experience?



# What, So what, Now What?



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# Learning intentions:

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





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Thank you for your engagement