

DEVISED CHALLENGES

MAKE A LESSON IN NO TIME



WHO AM I?

Rob Masters

Downlands College - Toowoomba

Grew up in a regional/remote town in NSW

20 years teaching experience

Studied Acting at Uni - Still perform when I can

I teach Drama, FTVNM and Media

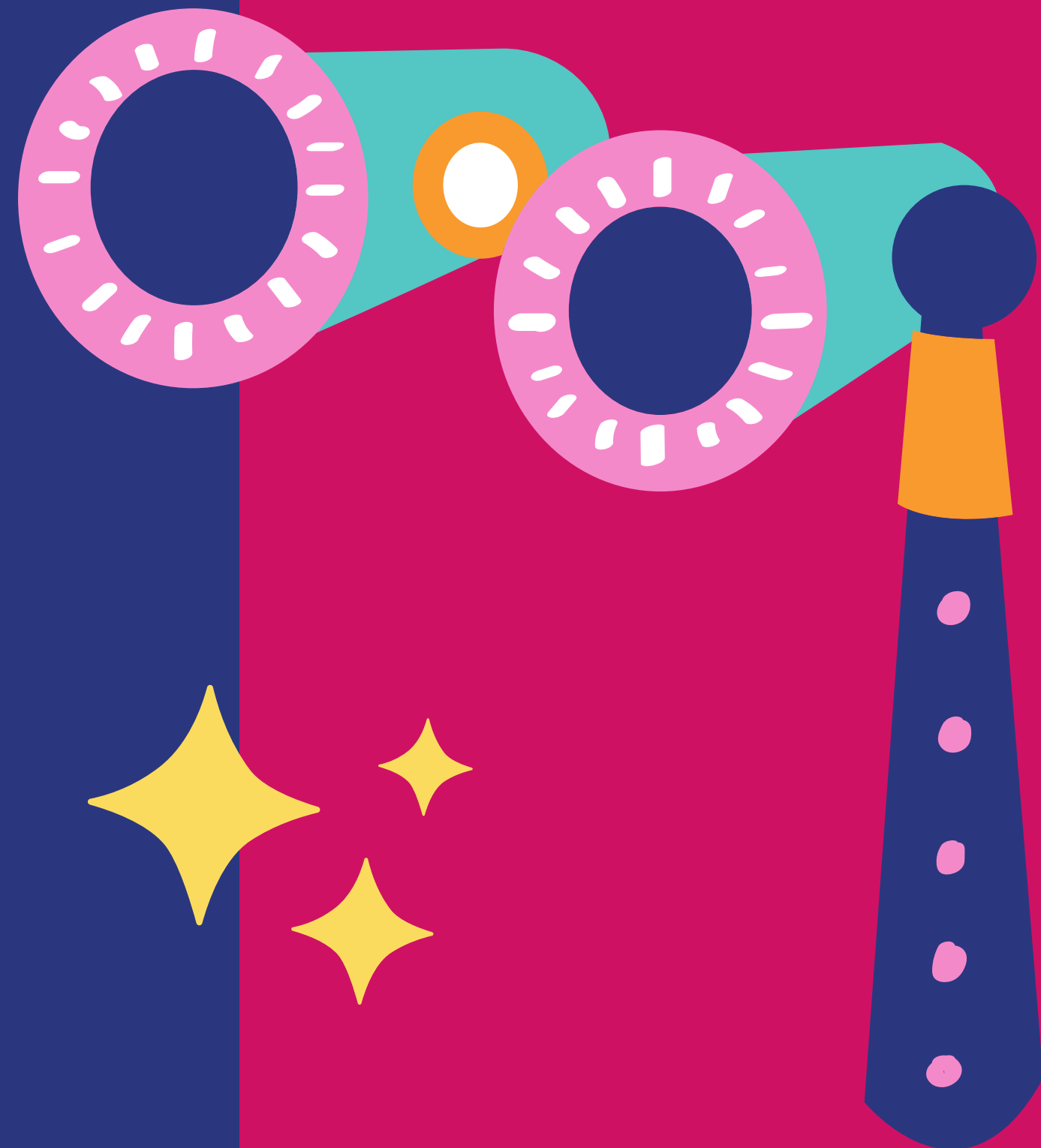
VP ATOMQ

Dad to a wonderful 8yo Daughter



WHAT ARE THEY

- A simple guided activity
- Perfect to leave as a cover lesson
- Student lead
- Easy for any teacher to administer
- Easily customisable
- Simple instructions (Stimulus & Parameters)
- Nothing new, just simplified



STIMULUS

The stimulus can be any number of things:

Key Words - Try to choose words with multiple meanings that can be interpreted in a number of ways:

eg, Match, Still, Court, Ghost



STIMULUS

The stimulus can be any number of things:

Pictures

Surrealism FTW!



STIMULUS

The stimulus can be any number of things:

A Line of Dialogue:

eg, “How Dare You!”



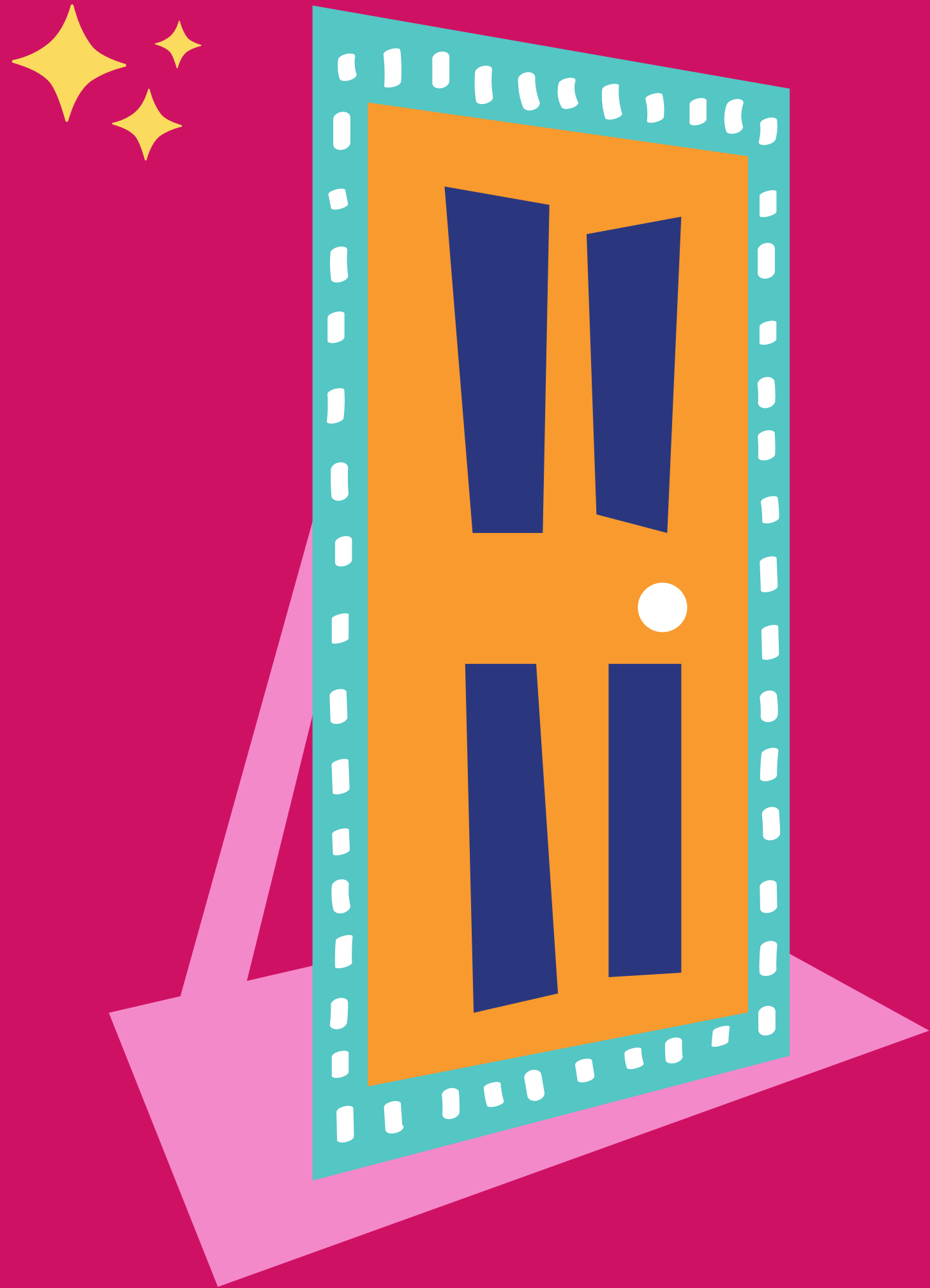
STIMULUS

The stimulus can be any number of things:

Props, Themes, Songs, Sound Effects, Rostra/Set Pieces, a Location/Setting (Clonton), Poems, Nursery Rhymes/Fairytales.

The point is to get the kids inspired and imagining





PARAMETERS

These are the rules or extra challenges for them to work around.

PARAMETERS

Common Parameters:

- Group Size
- Devising Time
- Performance Length
- Number of Scenes
- Number of Locations

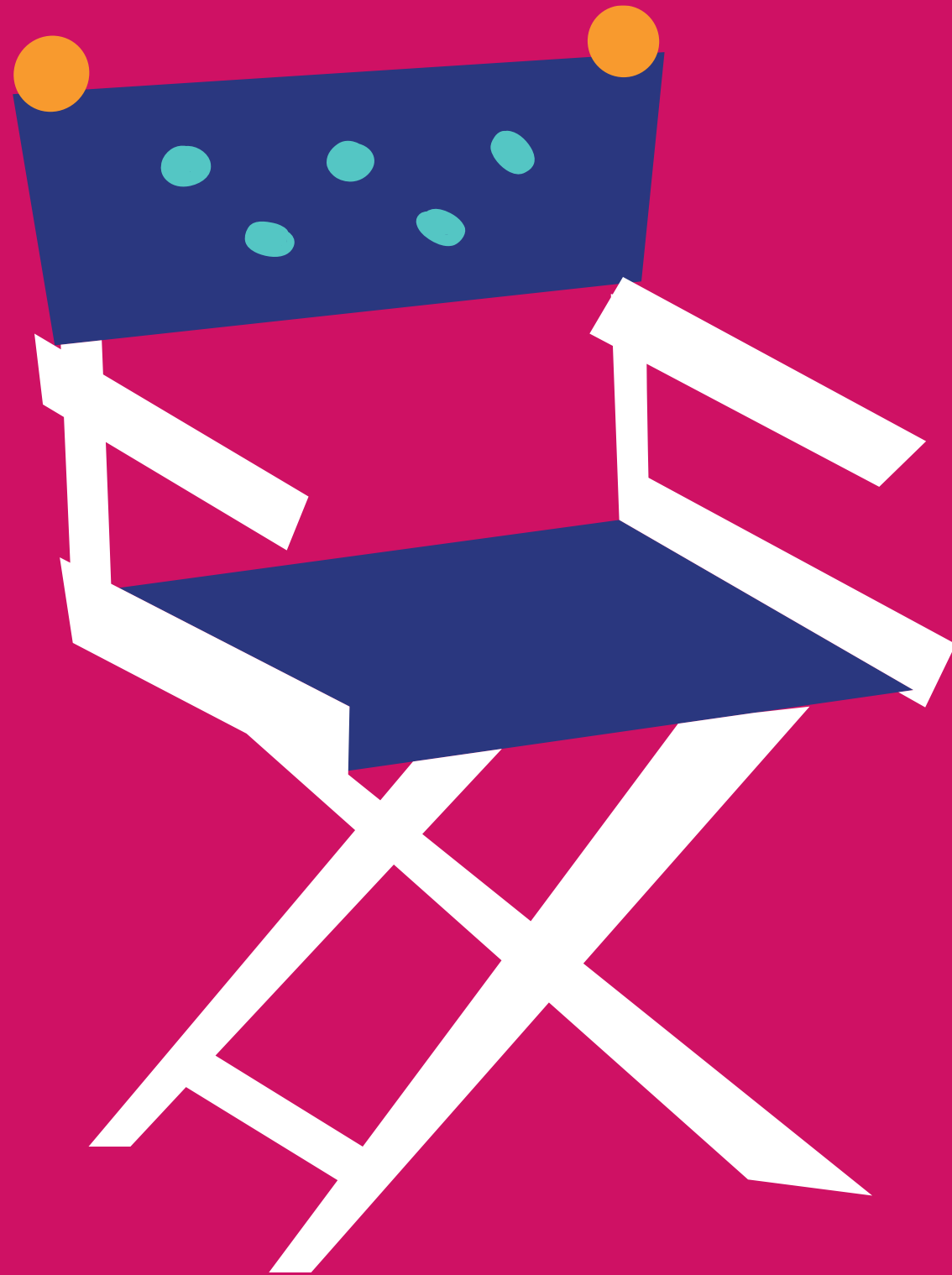


PARAMETERS

Other Suggested Parameters:

- Must include one scene with no talking (mime)
- Must include Tension of... (EODs)
- Must create a _____ mood/atmosphere (EODs)
- Must use different levels
- Only 10 Words can be used for the entire performance
- Use the characters you have developed or are playing in your current scene/play.

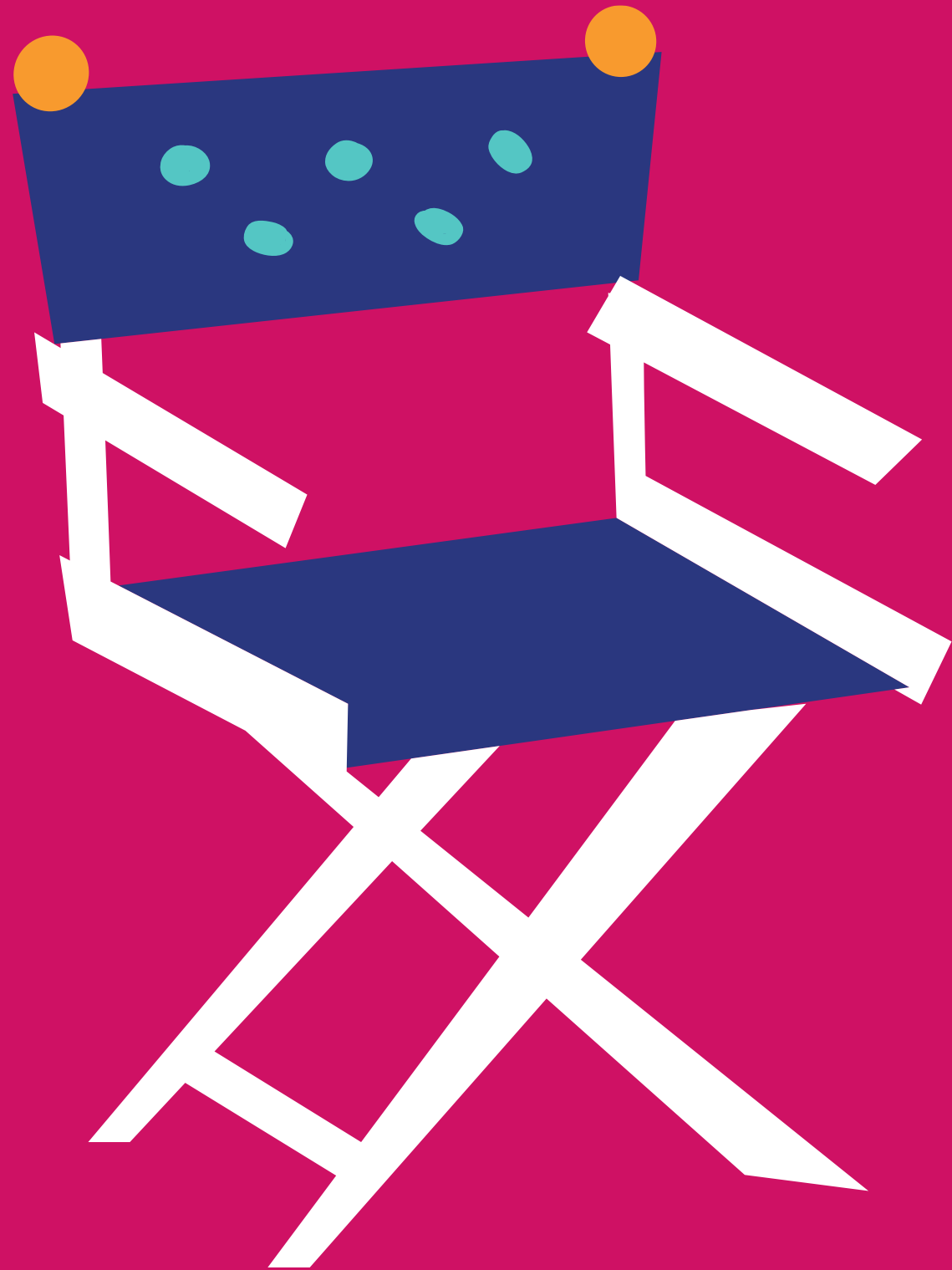




EFFECTIVE DEVISING

Scaffold well the first few times you run the challenges to give them the skills to devise effectively and listen to one another.

Once they are used to this, the process becomes simpler.



EFFECTIVE DEVISING

Give them a few minutes to think of ways they could interpret the stimulus **ON THEIR OWN**.

Then bring them together as a group and allow each person time to share their ideas.

The challenge for them next is to try to combine ideas from everyone to create something truly unique.



ABSENT TEACHER: R. Masters

DATE: 3-3-25

PERIOD: 2

ROOM: G4

CLASS: 8 ADA (Drama)

Handout to collect from staff room: Yes/No

Learning Intentions: To devise a short performance using skills of performance.

Success Criteria: Students will devise a short 3-5 minute scene based on the stimulus offered.

Lesson Plan/Details:

They are to complete the following devised challenge in groups of 4 or 5:

(they can access this information on the schoolbox class page)

You will create a 3-5 minute scene based around the following stimulus words and rules:

Stimulus: Crunch, Pop, Blue, Shoe

Parameters:

- Groups of 4 or 5
- Only 3 people can be onstage at one time
- Must have at least 3 scenes
- One scene must have no dialogue (sound effects are acceptable).
- Devise and rehearse on Monday, present on Tuesday.

(use one or all - up to you - these are simply a starting point)

First you are to brainstorm ideas on your laptops individually - think what each of the above stimulus could refer to – What goes crunch or pop? Does blue mean the colour or how a character might be feeling?

Spend **5 minutes** coming up with some ideas that you will take to your group.

Next, break into groups of 4 or 5 and spend **10 minutes** discussing EVERYONE's ideas - Don't dismiss anyone's ideas - think about how ideas can be combined to create something unique.

Then, find a space to work and spend **20 minutes** improvising your ideas. Decide on what your final performance will be and spend **10 minutes** polishing it - this means making sure it is well rehearsed, not made up on the spot each time.

Lastly: for the last **10 minutes** of the lesson you are to write down how the scene is to be performed (each group member should do this) as you will not be performing for the class until Tuesday Period 3. This must be completed for homework if not finished in class.

YOUR TURN

Stimulus:

Based on the stimulus from the lesson plan (Crunch, Pop, Blue, Shoe), you will devise a short scene in groups. Start

Parameters:

Groups of 3 or 4
10 minutes devising time
Scenes 1-2 minutes long





First you are to brainstorm ideas individually - think what each of the above stimulus could refer to – What goes crunch or pop? Is Pop a person? Does blue mean the colour or how a character might be feeling?

Crunch, Pop, Blue Shoe

YOUR TURN

FIND A GROUP!
GET DEVISING!

Stimulus:

Based on the stimulus from the lesson plan (Crunch, Pop, Blue, Shoe), you will devise a short scene in groups. Start

Parameters:

Groups of 3 or 4
10 minutes devising time
Scenes 1-2 minutes long





PRESNTATION TIME

Based on what you've read and thought about, try to summarize the theme in a simple sentence or two.



BRAINSTORMING

I want two people from each group to move to the next group.

In these new groups we are going to brainstorm ideas for stimulus and parameters.

Create a toolkit for even quicker lesson planning.

Share your ideas please - we're all in this together!



Thank
You!