

ATYP EDUCATION

2020 FOUNDATION COMMISSION SCHOOLS PARTNERSHIPS

PROGRAM OUTLINE

OVERVIEW

ATYP's Foundation Commission Schools Partnerships connect your school with a brand new play as it's being written. Addressing Creative Arts, English and Critical & Creative Thinking learning areas, it's a unique opportunity to go behind the scenes of the creative process and contribute to the development of a new work. Students will have the opportunity to read and critically respond to key scenes, use drama to unpack the themes of the play and develop their creative and collaborative capabilities.

Students will focus on one of two scripts:

Stages 3-4: *Soul Trading*

Written by Kate Walder, performing at the SBW Stables Theatre from 14-24 October.

Stages 5-6: *Lights In The Park*

Written by Alexander Lee-Rekers, playing at The Joan Sutherland Performing Arts Centre from 5-15 August.

ACTIVITIES

The program consists of three key activities that surround your excursion to the theatre:

1. **A pre-show workshop** in which students will:
 - Read scenes from the script (in a Reader's Theatre style),
 - Participate in drama activities designed to elicit critical responses to the content, themes and characters of the play,
 - Learn how to formulate constructive feedback which will be forwarded to the playwright.

2. **An online video conference** with the playwright in which:
 - The playwright will give an update on the progress of the script,
 - Any new scenes will be introduced and explained,
 - Students will participate in interactive activities that contribute to the development of the production.

3. **A post-show workshop** in which students will:

- Critically respond to the production through discussion and drama activities,
- Analyse and respond to the changes that occurred in the script,
- Reflect on the development experience and how it relates to their own creative process.

Both pre-and-post-show workshops are delivered in your school at a time that suits your timetable. Dates for the video conferences will be set in conversation with all participants.

DIGITAL RESOURCES

In addition to the activities outlined above you'll also have access to a suite of digital resources including in-class activities, interviews with the cast and crew and exclusive behind-the-scenes content.

COST

\$1500 (does not include performance tickets).

Visit <https://atyp.com.au/productions> (from 1pm Thursday 14th November) for season dates and pricing information.

CURRICULUM CONNECTIONS

This program addresses English and Creative Arts curriculum outcomes, and also strongly promotes Literacy and Critical & Creative Thinking capabilities as students engage with and respond to a script at various stages throughout its development.

STAGE	SUBJECT	OBJECTIVE	OUTCOMES
Stage 3	English	A. Read, view and comprehend texts B. Use language to shape and make meaning according to purpose, audience and context; C. Think in ways that are imaginative, creative, interpretive and critical.	EN3-3A, EN3-5B, EN3-7C
	Drama	Making: Responding to and interpreting texts; Performing: Devising using scripted and unscripted material; Appreciating: Critically responding to drama, Forming and communicating opinions, Student self-reflection.	DRAS3.2, DRAS 3.3, DRAS 3.4

Stage 4	English	A: Critically analysing and responding; C: Thinking imaginatively, creatively, interpretively and critically, How texts reflect our world.	EN4-1A, EN4-2A, EN4-5C, EN4-7D,
	Drama	Making: Improvisation, Enacting drama using scripted and unscripted material, Structuring dramatic work; Appreciating: Critically responding to drama, How society is reflected through drama, The roles of individuals and groups in drama.	4.1.2, 4.1.3, 4.1.4, 4.3.1, 4.3.2, 4.3.3
Stage 5	English	A: Critically analysing and responding, Responding to texts in different media; B: How language choices affect meaning; C: Critically responding to texts; D: Recognise how society is reflected through texts.	EN5-1A, EN5-2A, EN5-4B, EN5-3B, EN5-5C, EN5-7D, EN5-8D
	Drama	Making: Exploring, structuring and refining dramatic ideas, Creating drama using scripted and unscripted material; Performing: Communicating meaning in drama; Appreciating: Critically responding, Reflecting on the creative process.	5.3.1, 5.3.2, 5.3.3
Stage 6 (Prelim)	English	A: Critically responding; B: Applying form-specific language, Communicating meaning to an audience; C: Thinking critically, creatively and imaginatively; D: How texts reflect society.	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7
	Drama	Making: Manipulating theatrical elements; Expressing ideas dramatically; Performing: The roles of individuals in the writing process, Utilising dramatic action; Critically studying: Critically appraising, Using drama to express issues of interest.	P1.2, P1.4, P2.2, P2.3, P3.1, P3.4
Stage 6 (HSC)	English	A: Critically responding; B: Applying form-specific language, Communicating meaning to an audience; C: Thinking critically, creatively and imaginatively; D: How texts reflect society.	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-7
	Drama	Critically Studying: Analysing and synthesizing knowledge to craft a response, How drama reflects our society.	H3.2, H3.4