Project Plan: Loyalties

Drama/Dance Terms

The following drama/dance skills will be used in this project.

Choral speaking, chanting: the reading or reciting of text by a group
This involves experimentation, interpretation, and rehearsal of a piece of text, such as a poem or quotation. The students experiment with the use of language, rhythm, volume, and pace.

Corridor of voices: a formation used for exploring the inner life of a character in drama
A chosen character moves through the “corridor” (two lines of students facing each other) which is made up of others who represent his or her thought or conscience. As the character passes through the corridor, the voices of those in the corridor express a range of thoughts and feelings. Moving through a corridor of voices can also be useful in exploring the thoughts of a character who is facing a difficult task or decision, in which case the voices are external and give advice and warnings.

Dance drama: a drama enacted through dance
The objective is to interpret a story, theme or piece of music through movement.

Drama anthology: a collection of materials (letters, songs, poems, speeches, monologues, diaries, photographs) that represents aspects of life in a certain historical period or aspects of the life of a person, real or fictional.

Elements of dance: fundamental components of dance, which include space, shape, time (rhythm) and energy

Elements of drama: fundamental components of drama, which include character, suspense, conflict and structure

Forum theatre: a technique in drama that involves improvisational exploration of a dramatic situation by a group.
Although only a small group does the improvisation, the rest of the group observes, and all group members participate in creating the scene through discussion. Members of the group may also stop the action in order to make suggestions or to take over a role.
Improvisation: generally, a spontaneous response, involving both verbal and non-verbal activity, to a dramatic situation.

The improviser acts in the role of a specific character. Sometimes preparation is involved, as in the improvisation of a key moment in a drama where the improvisers need to know which moment will be enacted. Improvisation can happen through such techniques as making transitions between still shapes (that is moving from one tableau to another), or selecting a word relevant to the drama and exploring aspects of its meaning through movement and role playing.

Inner and outer circle: the name of an activity in drama

In this activity, the students first divide themselves into two groups. One group forms a circle to represent a character from the drama, and the other group forms a circle around the first circle to represent another character. The students share, in role, their thoughts and feelings about a significant point in the drama. Students may speak spontaneously or read from the source material being used.

Role-playing: a technique in drama that involves the adopting of the point of view of a character in an imaginary situation.

The aim of the exercise is to try to understand through imagination what that character feels and how that character thinks. When someone is playing the role of a character, he or she is said to be speaking or writing “in role.” Speaking in role is not confined to acting in a dramatic scene, but can be done out of the scene, that is, someone could still be playing the part of a character for purposes of study, during a discussion of the motives or personality of that character.

Tableau: a silent group of people frozen in time to represent a scene, abstract idea, or theme.

Consider using an overhead projector to create a square of light big enough for the tableau. Have one group stand in a line in the light and the other group sit as an audience facing the light. Turn the classroom lights off, ensuring that there is not complete darkness. Have the students take their positions and bring the light back on to reveal the tableau. Ensure that the students practice taking their positions in the “dark.”

Writing in role: writing as a character from a drama in order to sharpen understanding of that character and develop further scenes on the basis of this understanding.

Some examples of forms that may be used are diaries, letters, and reports on specific events that indicate the character’s responses to those events.