

## Lesson 7a Drama: Character exploration

<b>AIM</b>	To explore the emotional life of the characters from <i>Mind the Gap</i> .
<b>OBJECTIVES</b>	To explore the text and to devise work based on <i>Mind the Gap</i> . How to create, interpret and communicate a role or character. Work collaboratively and creatively to achieve shared dramatic intentions. Drama within its social, cultural and historical context
<b>NATIONAL CURRICULUM LINKS</b>	<b>AQA</b> 8.1, Group 2: unscripted work - Theatre In Education presentation; 9.1 Option 1: Devised thematic work (in response to a specific stimulus or theme); 9.3 Option 3: Improvisation (in response to a specific stimulus or theme); 10.3: Response to live productions seen during the course.  <b>Edexcel</b> Unit 1 - Live theatre performances; - Newspaper and/or magazine articles. Unit 2 - Develop and realize ideas in response to the play; - Understand the social, cultural and historical context of the play.  <b>OCR</b> Area of study 4: Improvisation - Using a variety of exercises to develop confidence in improvisation; - Giving work dramatic integrity so it matches intention. Area of study 5: Genre, Style and Convention - Hot-seating; - Theatre In Education; - Naturalism.
<b>RESOURCES</b>	White board and pens A large empty class room or drama studio
<b>ACTIVITY</b>	<b>Warm up:</b> Ask the class to walk around the room on their own in silence and find one person to follow. They must follow this person subtly so that the person remains unaware.  Ask the students to stop walking when they think they can tell who is following them.

When everyone has stopped walking ask the class who they thought was following them and see if they were correct.

**Discussion:**

Write the name of each character on the whiteboard. As a class, ask students to mind map all the details they can remember and what they imagine about each character.

- Dino
- Sylas
- Maya
- Vijay

Ask students to find a space in the room, choose one character from the play and think of one word that describes how that character feels at one specific point during the play.

Ask them to add a movement to go with their word.

Now put the students into groups of 4. Ask them to put the words and movements into an order to make a 'word pattern'.

Give one of the following lines of dialogue to each of the groups of students:

**Vijay:** S'cuse me, lady.. hello .. where's the exit? The way out? only that way seems to be blocked..

**Maya:** I think I'm waiting for someone. Was I meant to meet someone?

**Silas:** There's a bit in your brain, Silent Rehearsal Loop, that you use to say things to yourself.

**Vijay:** I get it, great, I'm stuck down here with a bloke who's swallowed a medical dictionary, thinks he's Tricia and a crazy old lady - this is purgatory, this is

**Dino:** I was there, when his girlfriend died.

**Maya:** You two boys, always squabbling - it's a wonder I manage to get you out of that damn house and down to that school every morning, especially with the welfare lady waiting! Remember her?

Ask them to create a short scene using their word pattern and the line of dialogue they have just been given.

Now ask your class to share their work. After each scene discuss the following questions with the class:

Was the piece successful? In what way?  
What could have been improved?