Arts and Culture: Drama - dialogue and mime*

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1 ARTS AND CULTURE

2 Grade 6

3 PERSONAL AND SOCIAL SKILLS

4 Module 3

5 DRAMA: Dialogue and Mime

5.1 Activity 1:

5.2 To develop dialogue with a partner

5.3 [LO 3.5]

DIALOGUE

Dialogue: conversation between two or more people; an exchange of options; discussion; lines spoken by characters in drama or fiction; a passage of conversation in literary or dramatic work; a literary composition in the form of dialogue

The Collins Dictionary and Thesaurus

Exercise 1

Imagine and then respond verbally to the following words:

spring	*	morning	*	sun	*	mountains	*	breeze

Table 1

- Note that the voice will spontaneously rise upwards.
- Whatever is connected to the upward flow of life, with energy and amazement, rapture or fright, the voice will go up.
- Explore other words or phrases that will have the voice go up lightly.
- Imagine and then respond to the following words:

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cemetery	*	graves	*	waste	*	silence	*	death

Table 2

- Whatever is bound to the ebbing of energy, with apathy or disillusionment, will descend along the scale of sound.
- Explore other words and phrases that will have this colour in their voices.

Exercise 2:

- The educator will present you with a few phrases and you have to interpret the phrases in different ways.

Example:

5.4 Tonight we shall be hearing some wonderful singing

- If we are guided by the meaning of the phrase, we should place the accent on the direct meaning of the phrase – **singing.**
- Imagine the phrase uttered by an effusive person whose room is plastered with pictures and posters of the singer.
- Imagine him to be one who manages to ooze with rapture at every concert given by his idol.
- Imagine how such a person might utter that phrase – the stressing of the word will be on **wonderful**.
- Imagine an old professor speaking – to him singing is a fine and subtle art demanding culture and the knowledge of many craft secrets.
- The professor speaks with contempt of many familiar singers.
- The professor will utter this phrase in an altogether different manner than that of the enthusiast – emphasis on **singing.**
- Imagine the phrase is spoken by a person who has tried many times to attend concerts of this singer – accent on **we shall hear.**

6 Dialogue

- The dramatist must dramatise his material.
- It must be transformed into action and conversation.

Exercise 3:

- Write a short scene – one folio page – about a conversation between two people.
- Choose any two characters.
- Divide into pairs.

- Read the dialogue and react to each other accordingly.
- Decide which dialogue is the best.
- Take the 'winning' dialogue and interpret it in different settings, moods and with different emotions.

6.1 Activity 2:

6.2 To assume leader and follower roles in mime

6.3 [LO 3.4]

MIME

Mime is the theatrical technique of expressing an idea or mood or portraying a character entirely by gesture and bodily movement **without the use of words**.

It depends on the skills of the actor how he creates his character and environment through the physical movements of his whole body.

Exercise 4

- Divide into pairs.
- Face each other.
- One has to be the leader and one has to be the follower.
- You will be given verbal instructions by your educator and you will have to follow the instructions physically while facing each other e.g. "lift your right leg", "catch a ball", "there is water falling on your head", "clean your face", etc.
- Plan the instructions beforehand.

Exercise 5

- Take five minutes to prepare a short "leader and follower" mime.
- Make sure that you show clarity in movement.
- Make sure you portray a full range of motion when executing your movements.

- Make sure the story or message is clear.
- Perform your mimes to the rest of the class.
- Choose their favourite mime from the class.
- Follow the 'winning' pair with their movements.

Hints:

- It is important to create class structure and control, especially with a large number of learners.
- Try to maintain a balance between give and take, concentration and relaxation, freedom and restriction.
- Set clear aims and rules.
- Be enthusiastic, caring and encouraging.
- Do not talk too much.
- Lead the learners to discover and wait for the moment when it happens.
- React to the ideas and feelings of the class.
- Encourage creativity.
- Your instructions must be brief and clear.
- Be well-prepared and adaptable.
- Keep moving among the learners and see if they understand the instructions. Encourage them if necessary.
- Let the class end on a high note.
- Support what is good and try to ignore the mistakes – feedback must be constructive – not destructive.

7 Assessment

Learning Outcomes(LOs)
LO 3
PARTICIPATION AND COOPERATION The learner is able to display personal and social skills while participating in arts and culture activities as an individual and in a group.
Assessment Standards(ASs)
We know this when the learner:
GENERALIn regard to 3.1 – 3.6 below:
• cooperates with other group members during arts activities;
• is able to make his or her own contribution within the group;
• accepts fellow learners;
VISUAL ARTS(3.6)
• shares resources, choice of materials and negotiates choice of subject matter in group project with other learners, with focus on: • joint decision-making; • presentation; • safety; • the environment; • cultural diversity.
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MUSIC (3.5)
• sings and/or plays in a group – canons, rounds and two-part songs from at least three cultural traditions of South Africa;
• extends and develops given snippets of dialogue with a partner, showing ability to "feed off" and respond to partner's ideas;
• assumes both leader and follower roles willingly in dramatic activities;
DANCE/MOVEMENT (3.1, 3.2)
• displays dance partner skills in dance sequences;
• shares opinions with other learners about dances from various cultures in a supportive and constructive way.
• extends and develops given snippets of dialogue with a partner, showing ability to "feed off" and respond to partner's ideas;
• assumes both leader and follower roles willingly in dramatic activities;
DRAMA (3.3, 3.4)
• extends and develops given snippets of dialogue with a partner, showing ability to "feed off" and respond to partner's ideas;
continued on next page

• assumes both leader and follower roles willingly in dramatic activities;

Table 3