



GROUP DEVISED WORK

This workshop explores the skills needed in collaborative and self-devised processes in improvisation, playbuilding and acting. Using their bodies as the principal means of expression, students explore how to put ideas into action and give shape to their material for the Group Performances. They learn physical theatre techniques that enable them to develop their own physical vocabularies using text, gesture and everyday movement

1. INTRODUCTION AND WARM UP

The tutor discusses with the teacher and the students the ideas of each group to ascertain their progress, what their needs are and how the workshop may best benefit each group. Students then led through warm-up exercises that focus on partner work, game playing, timing, rhythm and cooperation to engender a sense of teamwork and play. This helps the student to access more creative bodily responses and bypass the inner critic - a recurring theme throughout the workshop.

2. WORKING WITH SPACE AND TIME

This section is a crucial exploration of the key elements for generating new material and working with space and time. Using a variety of different choreographic approaches the students are introduced to the principles of spatial awareness (proximity, distance, movement, height) and timing (rhythm, duration, stillness, repetition). Working individually, in pairs and in their groups, emphasis is placed on the awareness of timing, movement, dynamics, direction, focus, physical presence and non-verbal communication.

3. CREATING CHOREOGRAPHY AND DYNAMICS

In this section, spatial awareness is extended to incorporate working with others in a group to build trust and cooperation. Each group is taught a basic vocabulary of counterbalance, acrobatics and contact improvisation skills. These are then taken into their improvisations and scenes. They can be adapted to suit existing scenarios or used to create new material. The skills are taught so the students and teachers can reconstruct them after the class. Regular rehearsal of these skills is strongly recommended.

4. APPLIED LEARNINGS

Working in groups, participants are asked to apply their skills and understandings to their pieces. Chorus work, creative and physical risk taking (within safe limits) is explored. Dependent upon the wishes of each group, tutors work with the students to apply physical theatre techniques to create narrative and text-based work or more



choreographic / movement-based applications. Tutors observe and assist students to recognise good ideas encouraging them to emphasise action rather than intellect.

5. PERFORMANCES, DISCUSSION AND CONCLUSION

At the end of the class, each group performs their piece. The tutor leads an analysis of each piece, asking students to critically engage and articulate their responses, locating their understanding of spatial awareness, the creation of meaning, clarity and intention within their own work and that created by others.