



## **Playbuilding with Physical Theatre**

The Playbuilding with Physical Theatre workshops are an extension to the more introductory Physical Theatre workshops. They allow the student to develop a deeper and more sustained experience of applying physical theatre techniques to the creation of material. Students explore how to use their own creative potential to develop skills in movement, improvisation and physicality, creating short scores and scenes in the process. This workshop is for the drama student with previous experience in drama and/or a movement based disciplines.

### **1. INTRODUCTION AND WARM UP**

Participants are introduced to the principles of playbuilding, using a variety of different choreographic approaches and other visual, spatial and architectural considerations required for making new work. Warm up exercises include gentle stretching and strengthening techniques.

### **2. CREATING SPACE**

This section is an exploration of spatial awareness based upon the principles of proximity, distance, movement and timing. Students work individually and in small groups playing games and responding to tasks that

1. heighten the individual's awareness of physical presence (their own and others)
2. explore the use of space – foreground, background, height, architectural elements of the room
3. timing – rhythm, focus and duration

### **3. CREATING CHARACTER**

Spatial awareness is extended to incorporate working with others. Students are led through a series of exercises that combine counterbalance, basic acrobatics and contact improvisation. The student is given a vocabulary of achievable skills to build improvisations and scenes.

### **4. PLAYBUILDING**

In small groups, students devise a short performance that utilises the skills learnt in the above sections. Dynamic tension, chorus work and physical risk taking are also explored. Tutors use various stimuli as starting points to give examples of different forms of playbuilding. Including: text – poem, script excerpt, students' original words; basic choreographic routines; images – photos, paintings, other visual stimuli. Tutors observe and assist students in recognising good ideas and the commitment required to give ideas a chance. Emphasis is on problem solving through action rather than intellect.



## **5. PERFORMANCES, DISCUSSION AND CONCLUSION**

The tutor leads a discussion and analysis of the performances presented, asking the students to actively engage with and critique what they saw or performed in. Various themes of the class - spatial awareness, physicality, the creation of meaning, clarity and intention - are reconsidered in the context of the performances generated.