




This pack has been created to enable students to explore, create, research, write and produce drama and theatre-related materials at home. The activities are not linked to any specific curriculum or exam requirements but it is intended to be a pack of generic tasks that will suit a range of curriculum requirements.

This pack is suitable for KS3 students (US grades 6-8) but could also be helpful for some younger and older students.

The pack contains 3 short script extracts. These are sample pages from original scripts published by Arts On The Move, so full scripts are available. Most of the activities are based around each script extract. I have assumed that students will have access to mobiles and the internet but there are a number of activities that don't require these.

### **Index of Script Extracts:**

-  The Ballad of Mulan (Bringing the ancient Chinese poem to life)
-  The History of the Theatre, Part One! (the origins of theatre up to Shakespeare's time)
-  The Rise and Fall of Lord Macbeth (an adaptation of the Shakespeare play)

### **Activities based on the scripts are organised into four areas:**

- Performance activities
- Research activities
- Art and Design activities
- Writing activities

In every Performance activity I have asked students to create a film of the script extract. Teachers can elect not to have films emailed to the school – please let your students know – but any completed films can be emailed to me. I will then upload them to the Arts On The Move YouTube channel and will provide the student's school with a free copy of the complete play script.

**Additional Activities** at the back of the pack include further scriptwriting and performance ideas.

I hope you find this pack useful. If you have any suggestions for additional material, or would like to give feedback, please email [info@artsonthemove.co.uk](mailto:info@artsonthemove.co.uk) I'd love to hear from you!

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# THE BALLAD OF MULAN

## Performance Activities:

- Create a short film of a presentation/performance of these two scenes. Use 'puppets' – spoons, socks, pegs, pencils, plasticine, lego, toys, dolls, even fruit or veg! – to represent the characters or, if you have willing friends or family members, get them to perform the script with you. You can also be as elaborate as you like in creating the set, or background, for your performance. After the first recording assess the performance in terms of sound and movement, but also for vocal expression, tone, characterisation, volume, inflection and believability. If any of these are not up to standard, repeat performances and re-film until they are. Keep performing, working and editing until you are happy with the finished film. Your film can then be emailed to your school (ask for details) and to [info@artsonthemove.co.uk](mailto:info@artsonthemove.co.uk)
- Write and perform a monologue (a solo speech) given by Mulan where she muses on her feelings of being a woman in a traditionally male world, her struggles, and thoughts about her family. Record yourself performing this monologue and assess your performance – think about tone, volume, inflection, expression, characterisation and believability. Keep rewriting and re-performing until you have a performance that you're happy with.

## Research Activities:

- Research and explain the role of the CHORUS in Greek drama. Explain the role of the CHORUS in this script extract. How are they different? Are they an effective device or a distraction? How? Why? Give all responses in writing.
- Research the traditional Chinese Hanfu garment and create an original design for one of these.

## Art and Design Activities:

- Design two costumes for Mulan – at home and at war. Use research to make these as authentic-looking as possible. Alternatively create modern interpretations of authentic designs for an up to date production of the play. Explain and justify your choices of design and materials in writing.
- Devise and draw, or paint, a series of pictures which represent the whole story. Expand and enlarge these and use them as a backdrop for some of the performances that you record.

# THE RISE AND FALL OF LORD MACBETH

## Performance Activities:

- Create a short film of a performance of this scene. Use 'puppets' – spoons, socks, pegs, pencils, plasticine, lego, toys, dolls, even fruit or veg! – to represent the characters or, if you have willing friends or family members, get them to perform the script with you. You can be as elaborate as you like in creating the set, or background, for your performance. After the first recording assess the performance in terms of sound and movement, but also for vocal expression, tone, characterisation, volume, inflection and believability. If any of these are not up to standard, repeat performances and re-film until they are. Keep performing, working and editing until the film is of an acceptably high standard. Your film can then be emailed to your school (ask for details) and to [info@artsonthemove.co.uk](mailto:info@artsonthemove.co.uk)
- Write and perform a monologue (a solo speech) given either by Macbeth, expressing his thoughts on the situation he finds himself in, or Lady Macbeth, expressing her feelings about the murders that have taken place. Think about where these characters are mentally and emotionally and put that into your writing. Record yourself performing this monologue and assess your performance – think about tone, volume, inflection, expression, characterisation and believability. Keep rewriting and re-performing until you have a performance that is of an acceptably high standard.

## Research Activities:

- The theme of Macbeth is 'desire for power'. Find at least three other stories – in books, on TV, or in films – with the same theme and write a short description of each of them. Consider: how is the desire for power expressed? Does the 'hero' achieve it? Are the methods of getting that power justified?
- Research the life of William Shakespeare. When was Macbeth written? What was he doing when it was first performed? Where was he living? Create a mini biography of Shakespeare's life that includes at least five facts about his life at the time that Macbeth was either first written or first performed.

## ADDITIONAL ACTIVITIES

**Devise, develop and write monologues (solo speeches) using the following first lines...**

- I've got an apology to make...
- Trust you to spoil everything!
- Can you keep a secret?
- Will you lend me...?
- You'll never believe what just happened!
- I need to tell you something...
- You don't understand...
- It's been a strange sort of day...

**Devise, develop and write short scripted scenes based on the following ideas...**

- Three friends who all want to do something different on a day out.
- What happens when siblings break a special family ornament when they're left home alone?
- If you always tell lies, no one will believe you when you tell the truth.
- Slow and steady wins the race.
- A waxwork comes to life.
- Your long-time friend borrows your favourite top and trashes it. Is that the end of the friendship?
- A person you don't know well but want to know better asks you to share your homework with them. Do you?
- You and a friend think you've seen a crime.

**Create a TV advert for...**

- A bionic arm
- Blue Smarties
- Planting more trees
- A new chocolate bar called Plop!
- Pink socks
- Real books
- Unicorns for all!

...perform these for your family and friends! Or turn them into short movies and email them to your school (check first) or to [info@artsonthemove.co.uk](mailto:info@artsonthemove.co.uk) (get permission first).