

Boal and Forum Theatre



A Drama Scheme of Work

by

Clive Hulme

Published by

ARTS
on the move

Boal and Forum Theatre

This is a 12-lesson (x 60 mins) scheme of work which has been planned in great detail but allows for you to adapt it as you wish. It runs to over 40 pages including support materials this is not one of those “schemes” with twelve weeks’ of work on one side of A4!

It is intended as an introduction to the work of Augusto Boal and has been used successfully by students in Years 8 through to Year 11 and beyond including Post 16 BTEC.

The 12 lessons come first, with each lesson starting on a new page.

The support materials then follow, each labelled thus ³ according to which lesson they are to be used with. They are cross-referenced at the end of each lesson plan. Note that some lessons have more than one support resource, some have none, and some require resources which you must provide (pens, music etc).

There are suggestions for homework activities throughout the scheme, though you may wish to incorporate these into the actual lessons.

SAMPLE

BOAL AND FORUM THEATRE			LESSON 1	
Teacher:	Subject:	Date:	Day:	Period:
Year/Group:	SEN/G&T			
Context: First lesson of scheme designed to give pupils an understanding of the social pressures and historical context under which Forum Theatre was created. Links to Social, Cultural and Historical contexts and theatre from other cultures – Arts Council level 5/6.				
Homework: None set.				
LEARNING OBJECTIVE: To be able to define the term OPPRESSION, and explain how this links to someone's status.				
CHALLENGE: To be able to recall some facts about Brazil in the 1960s.				
Starter (hook): Welcome pupils – sit in circle and register. Go through learning objectives and set expectations for the scheme – we're pushing to level 5+ as the end of key stage approaches. Mind Map – Oppression. 2 mins thinking time – what is meant by 'oppression?' What feelings might people have if they are being oppressed? E.g. leaders, power, victims, authority, rules, helpless etc. Mind map the word oppression in the board – NB. Ensure power, control, leadership are mentioned & discussed.				Time 10m
Background – Brazil - Use teacher resource sheet to give background information about Brazil in 1960s, where Boal saw a lot of oppression and ultimately created 'Theatre of the Oppressed' NB: Pupils do not need to be concerned with remembering facts about Boal or theatre of the oppressed today – this lesson will simply give them a background to his work.				7m
Mid Plenary - Quick fire questions to random pupils to check understanding so far. 1. What happened in Brazil in 1964? 2. Name 2 things that happened to families in Brazil. 3. What does Oppression mean? 4. Who created 'Theatre of the Oppressed?'				5m
Main: Activity 1 - Status and Oppression - Explain that we're going to look at status and how status links to oppression. The 'oppressed' will have very little status or none at all, whereas the oppressors are very powerful and have a lot of status. Pupils to stand in a circle with the eyes closed. Teacher will walk around the circle and touch everyone on the back, but attach a sticker saying 'OPPRESSOR' to 5 pupils' backs – no one will know who the oppressors are yet, because everyone has been touched on the back. Spontaneous Improvisation - Pupils to begin moving around the space and react appropriately to one another, so that pupils can work out whether they are oppressed or the oppressors. Once someone knows that they are the oppressor/oppressed, how do they move? How do they look at people? Do the oppressed people stand together? THIS MUST BE A SILENT ACTIVITY – maybe play music to create an atmosphere.				10m

<p>Let the activity play out for a few minutes and note effective moments. Freeze pupils and ask selected pupils to recreate moments you thought were effective – now ask pupils to comment upon why they thought these were effective? How did the actors show the difference in status? Facial expressions? Etc.</p> <p>Activity 2 – Performances Pupils to move into groups of 5/6. Teacher will give each group a headline from Brazil in the 1960s. Pupils should consider who is being oppressed and how they might bring this to life effectively. Encourage pupils to use effective drama techniques – freeze frames, cross cutting, thought tunnels etc. They should also focus on showing status within their scenes – the soldiers will have much more status than the families. Allow 10 minutes to rehearse.</p> <p>Activity 3 – Watch and Evaluate Watch these performances back and evaluate with reference to the learning objectives and the mind map we created at the beginning of the lesson. Does the scene show oppressed people and why was this effective?</p> <p><i>Explain that Boal was a theatre practitioner and developed a style of theatre to try to help people who found themselves being oppressed – we will look at these during this scheme.</i></p> <p><i>Incidentally – if you want the correct pronunciation of this practitioner’s name, try listening to this:</i></p> <p><i>Spanish Pronunciation: https://forvo.com/word/augusto_boal/#es</i></p> <p><i>Brazilian Portuguese: https://forvo.com/word/augusto_boal/#pt</i></p> <p><i>Anglicised pronunciation: Ow-<u>guss</u>-to Bow-<u>al</u></i></p>	<p>10m</p> <p>Rest of lesson</p>
<ol style="list-style-type: none"> All pupils will be able to explain the term 'oppression' and how this links to a character’s status. Most pupils will be able to convey oppression and status effectively in a focused performance. Some pupils will be able to recall detailed information about Brazil in 1960s and incorporate this into their performances. 	
<p>Resources/Risk assessment: Teacher resources sheet – Brazil 1960s. Music clip – Teacher choice, if at all Headlines sheet</p>	

That was lesson one (of twelve).
On the next two pages are the resources for the lesson.
This sample is provided as a PDF document.
The full resource is available as a fully-editable Word document.

LAND OWNERS ARE LEFT LANDLESS AND PENNILESS



**BAKERS FORCED TO WORK LONG
HOURS WITH LITTLE PAY**



**MAN ARRESTED FOR SPEAKING
OUT AGAINST THE MILITARY**



FARMER LEFT WITH NO MONEY OR CROPS



**TWO MEN IMPRISONED FOR
PERFORMANCE AGAINST MILITARY**

BRIEF BACKGROUND TO BRAZIL (1960s)

- In the 1960s, Brazil was governed by a dictatorship, which meant that one person or a group of people ruled Brazil and had all the power and control over laws and rules. There was no government to help make decisions – the decisions the dictator made were final.
- Many people (farmers and land owners) lost land to the military during this time. They would come and declare that the land was now owned by the military – there was nothing the farmers could do about it.
- In Britain today, we have 'freedom of speech', and this applies to theatre, TV, book and films etc. – anyone can express an opinion or point of view, even if that goes against what the government are doing. We can always disagree with what the government are doing, without fear of being arrested – this was not the case in Brazil in the 1960s. Boal talked openly about going on stage with a loaded gun in his pocket for fear that he would be shot or arrested for doing the performances he was doing.
- Boal was trying to help people to become free from oppression through his plays, but this was illegal and Boal continually ran the risk of being arrested or killed for speaking out against the military dictatorship.
- The military dictatorship in Brazil would do what it wanted to do without consulting the people in the country, and would still do it even if they knew the Brazilians would not agree with it, or it would be negative for them. They did it because they wanted to and had the power to.