

DRAMA GAMES WARM UP

Whose Missing?

Age: 5 to adult

Players: Whole Group

Time: 10 – 15 minutes

Skills: Observation, Energiser

A popular warm-up with students.

Instructions:

Everyone moves briskly around the room, changing direction every now and again so they are not always next to the same people. After a few moments clap your hands and call “Freeze!” for players to stop still – and then to close their eyes. Tap one player on the shoulder and ask him to open his eyes and quietly leave the room.

Clap your hands again for everyone to open their eyes and immediately move briskly around. Call “Freeze!” again for everyone to stop. Now ask them who they think is missing.

- Young children enjoy playing this game over and over, although they might have to put their hands over their eyes or make a ball shape on the floor, so they are not tempted to peek!
- You can also ask more than one player to leave the room.

DRAMA GAMES MAIN ACTIVITY

Imaginarium

Age: 7 to adult

Players: Whole Group

Time: 5 minutes

Skills: Mime and Characterisation

Instructions

The players stand in a circle and a theme is announced. One person steps forward and makes a freeze frame of an object or character related to the theme. As well as making the shape, the player should announce what she is, for example if the theme is the beach, she can say “I am a deck chair” or “I am a life-guard.” Other players add themselves into the scene by making objects or characters related to ones that are already there (announcing what they are each time). Everyone continues to hold their positions. The game ends when all players have stepped in or when enough ideas have been added. At this point the teacher says “Whoosh!” and the players step back to the edge of the circle.

It is important that players watch and listen carefully so that they add in an appropriate character or object. Only one idea at a time should be added so that everyone can see and hear what is being included. Players should think about how their characters and objects relate to each other, how they can make interesting shapes and how they can use different levels (high, medium or low). It can be helpful to take photos of the finished scene for future reference.

- The game can be used to revise a topic, or create ideas for writing
- Two or more players can step in at the same time if they think of an object to make together
- The teacher can say “Action!” and everyone brings the scene alive for a few moments through improvised sound and action
- You can ask players to add one or two adjectives to describe what or who they are.

Activity: Imaginarium under the Ocean

Music Clip 3 | Instructions:

Play some gentle music or watery sound effects as a quiet background.

Everybody stand in a circle. We are going to play a game called ‘Imaginarium’. It will help us think about making a story by creating a scene in the middle of the circle, using our bodies to make different shapes. Imagine we are under the ocean. Can you imagine what you might hear or see? Can anyone think of an object or a creature that you might find under the sea? If you can, put your hand up (choose one person). Can you step into the circle as that object or creature and say what you are (for example, I am an octopus)?

Good, now stay in your position in a freeze frame. Let’s have some more people. (Nominate others to step in.) See if you can relate to other objects that are already there. Try to make different kinds of shapes and use different levels, high, medium and low.

When you have enough people in the centre) When I clap my hands I want you to bring the scene to life for a few moments. Think how your object or creature would move under the sea – smoothly and slowly with rounded movements (clap hands and allow them to move for a few moments. Clap again). And now freeze in a new position.

DRAMA GAMES MAIN ACTIVITY (continued)

(When I say Whoosh! I want you to go back to your places in the circle – “Whoosh!”
Let’s try another theme now. Can you remember the story of Titania and Oberon? Let’s make an Imaginarium on that theme. So if you can think of a character or object that is to do with that story, can you put your hand up?

(Go through the same process and encourage the students to be creative in their choices. As well as characters and objects from the original story they can come up with additional ideas that could be related to the story e.g. a squirrel, a bird, an acorn. This is also a good way of finding out what they remember about it. If you wish you can use thought-tracking during the game – tap children on the shoulder and ask them to say what their character or object is thinking or feeling)

After exploring these two themes, explain that you want the class to make up a new way of telling the story of Titania and Oberon but taking place beneath the ocean. To help us with this, let’s find out how the characters might move if they were under the sea.

Activity: Character Movement

Music Clip 3 | Instructions:

Play some gentle music or watery sound effects as a quiet background.
Find a space, When you hear the music, can you show me how you think Titania would move under the sea? Move around the space. (They all move)

Let’s look at some of your ideas. Can we have six people to move as Titania. Are they moving in different ways. Are their movements slow or fast, light or heavy, direct or indirect?

So let’s all try another character. How about Nick Bottom, if he was under water? Let’s all have a go at that. And freeze in position as your best statue of Bottom under the sea!

In the story, Puck gave Bottom donkey ears. If the story took place under the sea, what creature might Puck change Bottom into? (Take suggestions, e.g. seahorse, dolphin, puffer fish, octopus). Let’s try that out. Choose an underwater animal in your head without telling anyone. You’re going to start off as Nick Bottom under the sea then when I clap my hands change into whatever animal you are thinking of. (Let them try this). And change back again to Bottom.

Let’s have a look at some of those. Let’s have half the class watching and the others moving. When they change into an animal, watch carefully, then at the end I’ll ask you to tell me what animals you think you saw! (Try this out)

Now let’s think about the other characters in the story. What could the fairies be in our new story? What would the forest be?

After discussion you could try telling a new Whoosh story with these new characters, or older Key Stage 2 could work in groups to improvise then show part of the story with their new ideas. Next – they will be ready to write the new version!