



LIVE Arts with Greg Ochitwa

Overview

This session will give students the opportunity to participate in a live broadcast by professional theatre artist Greg Ochitwa.

Students will learn how professional playwrights 'workshop' a play and how actors work from a script to interpret characters.

This workshop will show teachers and students one approach to writing a scene and the stages of interpreting a script.

Drama

Grade 3-4

Nov. 27, 2013 1:30-2:15pm

Broadcast

Ask the ARTIST: You can connect with the artist during the broadcast through a virtual classroom, go to: <http://connect.edonline.sk.ca/liveartsed/>

Artist Bio

Greg Owchitwa is an actor/writer/rapper, born and raised in Saskatchewan. He was a member of the 2010 Globe Theatre Actor Conservatory, and holds a BFA in Theatre Acting from the U of R. Favourite theatre credits include *Metamorphoses* (Globe Theatre), *Over the River and Through the Woods* and *The Drawer Boy* (Mae Wilson Theatre), *Zastrozzi* (Hectik Theatre), and Charming in Kelley Jo Burke's *Charming and Rose* (Shu-Box). Film and television credits include *Corner Gas*, *The Lost Angel*, renegadepress.com, and three seasons on *Incredible Story Studio*.

Greg is a founding member of the hip-hop group TopWise. Originating in 2001, they've played countless shows, including main stage sets at the Flatlands Music Festival and the 2005 Canada Summer Games, and they've independently released two full length albums, with a third set for release by 2012.

Greg has spent a large portion of the past three years developing a hip-hop musical, *Cope*. A portion of it was showcased at the Recovery LabCab at Factory Theatre in Toronto, it was presented by the Globe Theatre in Regina as part of the 2010-2011 Sandbox Reading Series, and it is one of five shows that were selected to be part of the 2011-2012 Sandbox Series Season.

He also absolutely loves to work with 6-17 year olds as an acting teacher at The Globe Theatre School. Recent Productions: *Robin Hood* (Globe Theatre); *Cope* (Sandbox Series, Globe Theatre).

Curriculum Aims & Goals

Creative/Productive:

Students will create their own short scene and then interpret another classmate's work.

Critical/Responsive:

Students will have the opportunity to ask theatre artist Greg Ochitwa questions about his life as a professional actor and playwright.

Cultural/Historical:

Students will learn about the work of Canadian playwrights and the nature of Canadian theatre.

Broadcast Program (45 min)

- **Video Bio/Personal Intro**

- **Warm Up**

Stretches Focus Exercises Balance Exercises
Focus Games

- **Where Does Inspiration Come From? Brain-storming session**

1. Our community Our province
2. Something you like about the province/something you'd like to change about the province?
3. What's the best our province could be? What's the worst?
4. What makes our province unique?- Do you have a crazy Saskatchewan story?

- **Artist Interprets Story**

Taking one or more of the students ideas, and figuring out how these ideas could be presented dramatically

Talking about the 5 Points of story development

1. Establish Character
2. Establish Location
3. Problem Arises
4. Problem Gets Worse
5. Solution

- **Building a Story Classroom Activity**

Students get in groups of two or three, and start to build their craziest Saskatchewan story into a short dramatic scene

- **Sharing Our Stories**

Students can share the scenes they've developed, and the artist will guide the class in how to look at the scene dramatically, discussing ways in which it really worked, or ways that maybe it could have been more clear.

Please have your students participate in the activities that Greg will be demonstrating during the broadcast.

Students will need paper and pencils/pens for a writing exercise during the broadcast. Students will also be working with a partner during this writing activity, you may wish to assign partners prior to broadcast.

During the broadcast you may be asked to lead your students through an activity. Instructions will be posted on the broadcast.

Creative/Productive

Outcome: CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.

Critical/Responsive

Outcome: CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.

Cultural/Historical

Outcome: CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).

Creative/Productive

CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration. Note: Teachers may wish to ask students to create their scene in a Saskatchewan setting.

CP4.4 Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives.

Critical/Responsive

CR4.2 Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.

Cultural/Historical

CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.

Teacher Guided Activity (1 hour)

Materials/Resources

It is recommended that the teacher guided activity take place in an open space, such as a gym or resource room.

1. Sharing Our Stories

Refer back to the stories shared by the students on the Live Broadcast, and ask your students to recall the steps the artist used to analyze the scene. Now have your students share their 'Crazy Saskatchewan Story'. Each group should do their piece once, teacher and class should then provide feedback on strengths and ways to improve the scene, and then do their scene one more time.

2. Dramaturging The Piece

This is an opportunity for students to formalize their translation of a 'Crazy Saskatchewan Story' into a working scene. Students should create a more polished written outline for their scene (a very basic script). This written outline should include the five points of story development. The outline could describe actions of the characters and loose description of dialogue.

For example: 'Establish Character: Story starts with three kids. Establish location: sitting in a field looking up at the sky. Problem arises: suddenly all react to some sort of loud noise. Problem gets worse: One yells it's an alien spaceship, run (characters run in circles, bumping into each other. Solution: Character 1 realizes that it's just a new high tech fertilizer unit, all calm down.

- Students should once again go off to work with their group on the scene because performing a scene more than once can be very insightful.
- This is the groups last chance to refine their performance and/or add content. Students should analyze their own script and adjust it in whatever way they chose. Students may chose to add a scene about what happens right after, or right before the first scene. Inform students that sometimes it's good to expand your scene, but sometimes it's better to stick it out, using their best judgment.

Teacher Guided Activity, con't...

3. Final Presentations- Our Story

Students once again get a chance to share their scenes.

Lead a brief discussion about what they found interesting or successful about the scenes.

Drama is a collaborative process, and the more students share their work, both performing and dialoguing about it, the richer it becomes.