



Strand: Theater
Level: Grade 6
Content: 45 minute broadcast + hands-on activity

LIVE Arts: Creating a Radio Play

This collaborative program will give students the opportunity to explore what it is to create a radio play. Using familiar tales they will delve into the art of storytelling using only sound and the listener's imagination. Students will develop their knowledge of playwriting by uncovering the plot and subsequently making the story their own.

Please see page 3 for **Teacher Guided Post-Broadcast Activities**. These activities will give students the opportunity to apply what they have learned during the broadcast.

About the Artist

Clare Middleton has a BFA in acting from the U of S and an MFA in Playwriting from UBC and has been working in theatre for almost two decades as an actor, director, playwright and producer. Her practice now, however, is primarily focused on writing plays of all forms. Her plays have been produced as part of the Live Five Season, Fringe Festivals across the country and most recently in a prison in BC. This past year Clare was on maternity leave but prior to that she was dividing her time between writing and working in the Children's Department at the Saskatoon Public Library.

Curriculum Aims & Goals

Creative/Productive:

Students will learn how to use words and sounds to communicate a narrative aurally.

Critical/Responsive:

Students will learn to identify ways that intonation and non-verbal sounds communicate moods and ideas.

Cultural/Historical:

Students will learn about the origins of the radio play.

Curriculum Outcomes: www.curriculum.gov.sk.ca

CP6.4

Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).

CR6.3

Examine arts expressions and artists of various times and places.

Broadcast Program (45 min)

Presentation 1: Artist Bio

Activity 1: Visualizing a place

Presentation 2: What is a radio play?

Activity 2: Brainstorm

Presentation 3: Radio plays and the imagination

Activity 3: Acting lesson

Demonstration: Elements of a story and putting it all together

Questions/ Wrap Up

If you are watching from a distance text questions to 306.291.7355 to have your questions answered on air!!

Materials and resources for broadcast:

- Divide students into groups of three before the broadcast starts. Make sure they are sitting together.
- One student per group will be the note-taker. This student will need a pen or pencil and paper.

Teacher Guided Post-Broadcast Activities

Activity 1: Learn more about radio plays

In order to familiarize your students a bit more to the radio drama genre, have your class listen to one or more short radio plays. If time is tight, students can do this while doing another quiet activity, such as a visual arts project.

Bremen Town Musicians (a brother's grim tale):

<http://www.chatterboxtheater.org/node/1297>

Stone Soup (a brother's grim tale):

<http://www.chatterboxtheater.org/node/682>

Kallahoney Kids vs. The Shadow Monster (a mystery/comedy/adventure):

<http://www.chatterboxtheater.org/node/1462>

Radio plays performed live:

<https://www.youtube.com/watch?v=9TCHsaMMbns>

Live Foley (Sound Effects): https://www.youtube.com/watch?v=j0E15l_IKAQ

Activity 2: Perform a play (60 minutes)

In this activity, students will perform a short radio play using scripts provided by Clare.

Before you start the activity with your students, choose Script A or Script B. Script A will require students to work in groups of 5, while Script B will require students to work in groups of 3. Make one copy of your chosen script and the question sheet (p.9) for each student.

1. Distribute copies of the radio play to students and read aloud with the entire class.
2. Divide students into groups of 5 if you are using script A, groups of 3

Materials/ Resources for Post-Broadcast Activity 1:

- To listen to radio plays: computer with speakers and internet connection
- To watch a radio play performance and video about foley/ sound effects: computer, internet connection, projector, speakers
- Note: It remains the responsibility of educators to preview and select materials that best meet the needs of their students, school, and community. Educators should choose resources in accordance with their school division's learning resources selection policy.

Materials/ Resources for Post-Broadcast Activity 2:

- Photocopy of Script A or B for each student
- Photocopy of "Radio Play Prep Questions" for each student
- Extra sheets of paper
- Pens or pencils
- A way for students to search for and play music to accompany their play
- Optional: Instruments to create sound effects (foley) such as maracas, tamborines, small drums, drumsticks, handbells etc.
- Optional: A recording device (see step #8)

if you are using script B. (If there are extra students in groups, extra students can help with foley. If there are fewer students than the script calls for, actors can take on more than one role).

3. Ask groups to spend 5 minutes brainstorming ideas.
4. Ask groups to spend about 10 minutes answering the “Radio Play Prep Questions” and filling in the blanks on their scripts.

Possible talking points:

- What sound effects can you add?
- Can these sound effects be made with objects that you find around the class or with their bodies or voices?
- What music they would use to fit the mood of their scene?
- What voices can you do to make the words jump off the page?
- How will the audience know what is happening?
- Is there another way you could do that (anything really, just good to encourage them to be flexible)?

***It's ok if students are silly, just encourage them to make choices about the script. It's ok if they need to change the wording in the script, the script is there as a jumping off point.

5. Do a survey of the class to see what style they have chosen. You may ask students to choose two styles per group if there is time to develop two versions of the play.
6. Give groups 10-20 minutes to rehearse and find music to use with their play.
7. Have each group perform in front of the class.
8. OPTIONAL: Make audio recordings of the performances. (Most smartphones have a voice memo app, or you can use programs like Garageband or Audacity <http://www.audacityteam.org>) Or, do a videorecording with a video camera or smartphone. If you do recordings and would like to share, send them to LIVE Arts at liveartsaskatchewan@gmail.com, or share on social media with our hashtag #SKLiveArts. We'd love to see what students across Saskatchewan came up with!

Radio Play Script A

Music: _____
(choose a song that sets the mood of the play)

Narrator: Welcome to _____.
(name of show)

This is the story of _____, _____, _____,
(name of first character) (name of second character) (name of third character)

and their _____
(description of fourth character e.g. dog, friend, teacher, princess etc.) (name of fourth character)

They are _____
(describe what type of characters are in this story i.e. detectives, babies, unicorns, frogs etc.)

and live in a _____.
(describe where this scene is taking place)

SFX: _____
(this sound effect should give the listener an idea of where this scene is taking place)

Actor 1: What a day!

Actor 2: No kidding.

Actor 3: I'm so tired.

Actor 4: You're always tired.

Actor 3: I can't help it.

SFX: _____
(this sound effect should let listeners know that something has happened, i.e.: a dragon roar, sirens, a fart, a party)

Actor 1: What was that?

Actor 2: I heard it too.

Actor 3: Huh? What? I didn't hear anything.

Actor 4: Of course you didn't. You were sleeping.

SFX: _____
(The same sound from before or something new)

Actor 2: There it was again.

Actor 3: Oh yeah. I heard it that time.

Actor 4: I think we should check it out.

Actor 1: I don't think we should stay here.

Actor 2: You can't catch me!

SFX: _____
(This sound should indicate what happens next)

Narrator: Well, there you have it folks. Join us again for another episode of
_____.
(name of show)

Radio Play Script B

Music: _____
(music to let the audience know the play is beginning)

Narrator: _____
(A name and short description of the play to set the stage)

Music: _____
(This music will set the mood for the play)

SFX: _____
(This sound effect will let audience know where this is happening and what is happening e.g. busy restaurant with foot steps, quiet park with the sound of a bike approaching etc.)

Actor 1: Joe. Joe.

SFX: _____
(This sound effect should let the audience know something has changed e.g. footsteps stop etc.)

Actor 2: I'm sorry. Are you talking to me?

Actor 1: Joe. Stop it. You know me.

Actor 2: I'm sorry. I don't know you.

Actor 1: What do you mean?

Actor 2: And stop calling me Joe.

Actor 1: Is this a joke?

Actor 2: I could ask you the same thing.

Actor 1: Okay. I guess. But...

Actor 2: Is there something you need?

Actor 1: No. I just... Never mind. This _____ sure is
(describe something that is around them that the characters might make small talk about e.g... weather, traffic, clown)

something though, isn't it?

Actor 2: It sure is.

Actor 1: Well, sorry about that.

Actor 2: It could happen to anyone.

Actor 1: I'm not so sure about that.

Actor 2: Well...

Actor 1: Thanks.

Actor 2: Of course.

Music: _____
(music to let the audience know the play is ending)

Narrator: _____
(a concluding sentence to let the audience know the play is over. e.g. join us next time...etc.)

Radio Play Prep Questions

1. What style of play is this? Choose one and circle.

Western Romance Fairytale Comedy Horror

Mystery Adventure Drama Tragedy Science Fiction

Other: (Explain)_____

2. Where is the play set? _____

3. What sound effects (SFX) would let the audience know where the play is set?

4. What type of music or song would best suit this play?_____

5. What is happening in the play? What happens at the beginning, middle and end of the story?

6. Describe each character in the play. How old are they? What do they look like? What does their voice sound like? (Remember, this can be anything but keep in mind the style of play you chose)

7. Is there anything you would like to add or change to the script?