

Wykham Park Academy Drama

Transition Project ‘The Wind in The Willows’

During this transition project you have 6 Drama lessons.

You are going to complete a project about the west end musical ‘Wind and The Willows’.

You have a choice over the specialism you pick. You can either complete work as a ‘performer’ or a ‘designer’

Choose a Specialism

Performer

This is for students who are more interested in the performance side of drama. Over the next 6 lessons you will focus on the performers in the musical, as well as staging parts of the script at home.

You will be looking to develop your knowledge of what makes a successful performance as well as improving your performance skills.



OR

Designer

This is for students who are more interested in the design side of drama. Over the next 6 lessons you focus on set design and how it is used in the musical.



You will be looking to develop your understanding of what set design is, the key terminology and how set design can enhance a performance.

Please pick a specialism and complete the required work.
You are not required to complete the work for both specialisms, only 1.

Contents



Click on the lessons and the links will take you to the slide you need.

Performer

Lesson 1 and 2 - [Click here](#)

Lesson 3 - [Click here](#)

Lesson 4 - [Click here](#)

Lesson 5 - [Click here](#)

Lesson 6 - [Click here](#)

ALL RESOURCES ARE AVAILABLE VIA GOOGLE USING THE 'CLICK HERE' LINKS OR AT THE END OF THE POWERPOINT.

OR

Designer

Lesson 1 and 2 - [Click here](#)

Lesson 3 - [Click here](#)

Lesson 4 - [Click here](#)

Lesson 5 - [Click here](#)

Lesson 6 - [Click here](#)

ALL RESOURCES ARE AVAILABLE VIA GOOGLE USING THE 'CLICK HERE' LINKS OR AT THE END OF THE POWERPOINT.

OBJECTIVE: Develop an appreciation of live theatre and explore the performing or design elements that make it successful.

Lesson 1

Developing

I can complete some independent research.

Securing

I can conduct relevant independent research.

Mastering

I can conduct relevant independent research and use it to inform my practice .

Lessons 1 and 2

For the first two lessons you are going to watch a series of video links from YouTube about the musical- these might be reviews or highlights.

Here is the list of videos you will need to watch-<https://www.youtube.com/watch?v=Oi3lGq17Tzg> – First Rehearsals

https://www.youtube.com/watch?v=TdG_-T-Wnjk – Mr Toad

<https://www.youtube.com/watch?v=W9qaVOipCRw> – The Wild Wooders

<https://www.youtube.com/watch?v=W9qaVOipCRw> – Mr Toad on Blue Peter

<https://www.youtube.com/watch?v=snzE4exzroU> – Song- Spring

<https://www.youtube.com/watch?v=Dfu5wudcwsE> – Song- Ratty and Mole- Messing about the River

<https://www.facebook.com/WillowsMusical/videos/816756232001480/> -Song - Autumn is here

<https://www.facebook.com/WillowsMusical/videos/1141395609287179/> - Audience Reactions

If you would like to read Wind in the Willows you can do it for free here-

<http://www.gutenberg.org/files/27805/27805-h/27805-h.htm>

You will also need to go the Wind in the Willows Website and take a look at their Sights and Sounds pages <https://www.windinthewillowsthemusical.com/>

*Please go to the next slide for information about the notes you need to take.

Lessons 1 and 2 - notes

Whilst you are watching the musical, make notes on a doc or paper...

Performer

- Which actors performance impress you the most?
- What is impressive about their performance?
- What acting skills do they use effectively?
- What moments in the musical did you enjoy the most? Why?
- Was there anything that needed improving? How?

OR

Designer

You can go onto

<https://www.windinthewillowsthemusical.com/sights-sounds>

Where there are lots of set design pictures!

- Sketch the set
- How is the set used?
- How do they change the set?
- What was most impressive about the set? Why?
- What moments in the musical did you enjoy the most? Why?
- Was there anything that needed improving? How?

OBJECTIVE: Evaluate the success of performance or design in 'The Wind in the Willows' through creating a review.

The Wind in the Willows

Developing

I can review the strengths and weaknesses of a performance with some basic examples.

Securing

I can review the strengths and weaknesses of a performance with some relevant examples.

Mastering

I can review the strengths and weaknesses of a performance with detailed and relevant examples.

Lesson 3 - Writing a review - Performers

In today's lesson you are going to create a theatre review about 'The Wind in the Willows' with a focus on the performing..

Skills you could discuss:

Vocal skills: Accent, pace, pause, pitch, tone.

Physical skills: Body language, facial expressions, gestures, posture.

Interaction: Eye contact or lack of, Movement, physical with other performers (e.g. touch)

Structure: Performers

Introduction:

Give a brief summary of the musical:

- What musical are you reviewing?
- What was the story (no more than 4 sentences)?
- Which performers were most successful in creating an engaging performance.

Paragraph 1:

You should follow the PEE structure to evaluate a performer that stood out for you in the performance:

Point - Which performer was engaging and what skills did they use effectively?

Evidence - How did they use those skills in a specific moment from the performance?

Explain - How did their use of skills make you respond? E.g. Think/feel.

Paragraph 2:

You can either write a paragraph about a different actor and their success, using the above structure.

OR

Follow the below PEE structure to evaluate a performer that could have improved their performance more engaging:

Point - Which performer less engaging and why was this?

Evidence - How did they use their skills in a specific moment from the performance?

Explain - What could they have done to make their performance more engaging? .

Recommendation:

How many stars out of 5 do you give this musical? Is worth watching? Why or why not?

TOP TIP - When you are explaining moments from the play, imagine you are explaining the action to a blind person - [Click here](#) for a useful video clip.

Lesson 3 - Writing a review - Designers

In today's lesson you are going to create a theatre review about 'The Wind in the Willows' with a focus on the set design...

Keywords for set design:

Backdrop - A painted or printed piece of cloth that hangs across the back of the stage

Castors - Wheels put onto set so that it can be moved quickly and quietly.

Flats - A frame covered in plywood or canvas to help show locations.

Fly-ins - Pieces of set on a rope that are hoisted up and down from the stage quickly and quietly.

Furniture - Parts of the set that the actors interact with and can be moved. E.g. a chair, a bed or a table.

Levels - set often used different levels through block stairs or ladders to create height.

Structure: Designers

Introduction:

Give a brief summary of the musical:

- What musical are you reviewing?
- What was the story (no more than 4 sentences)?
- An overall summary of the set and how it was used to create the world of the play.

Paragraph 1:

You should follow the PEE structure to evaluate a scene where the set stood out for you in the performance:

Point - What was the scene and what was the set trying to show the audience?

Evidence - Exactly what set was used and how did the actors use the set?

Explain - How did their use of set make you respond? E.g. Think/feel.

Paragraph 2:

You can either write a paragraph about a different scene and its success, using the above structure.

OR

Follow the below PEE structure to evaluate a performer that could have improved their performance more engaging:

Point - Which scene was less engaging at creating the world of the play because of the set? What was the set trying to show?

Evidence - Exactly what set was used and how did the actors use the set?

Explain - What could they have done to make the set more engaging? .

Recommendation:

How many stars out of 5 do you give this musical? Is worth watching? Why or why not?

TOP TIP - When you are explaining moments from the play, imagine you are explaining the action to a blind person - [Click here](#) for a useful video clip.

Lesson 3 - Proofreading

Have you double-checked all your spelling, particularly homophones such as 'their/there/they're' and 'to/two/too'?

Have you looked through for any **sentence structure** errors, such as comma splices?

Have you used apostrophes correctly?

Is the whole thing in the same tense?

Lesson 3 - Extension Tasks

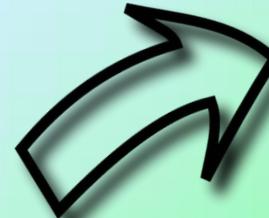
Task 1:

- a. Read through your review and pick out 5 words that you think you could change so that they are more ambitious.
- b. Use this website to find a synonym for each word and replace them in your review.
- c. Change the colour of your new words to **purple**.



Task 2:

Work on the presentation of your review to make it look more like theatre reviews from the local newspaper....

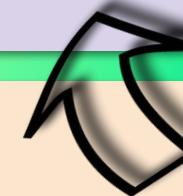


Task 4:

Why not record yourself giving your review?

You could do this as a video blog or a podcast (audio only).

You can do this through your smartphone, tablet or webcam.



Task 3:

Create a poster for 'The Wind and the Willows' featuring part of your review...

lesson

OBJECTIVE PERFORMERS: Develop skills in interpreting a character through staging an extract of script

Developing

I can apply a basic range of vocal and physical skills that suit my character and their emotions.

Securing

I can apply an appropriate range vocal and physical skills that mostly suit my character and their emotions.

Mastering

I can apply an appropriate range of vocal and physical skills that suit my character and their emotions.

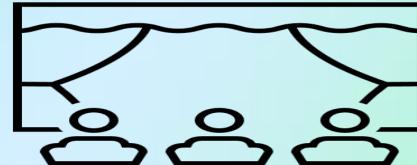
Lesson 4 - Performers

Over the next few lessons you are going to develop your performing skills by completing a mixture of tasks based on characters from the 'Wind and the Willows'

Task 1:

Make a copy of the skills audit and fill it in the column for 'Lesson 4'.

[CLICK HERE](#) for the Skills Audit.



What do you need to consider about Mole?

He is: sensible, generous, extremely loyal to his friends. He is closest to Rat, the animal who teaches him the value of exploration after he leaves his home in the first chapter. A 'younger' character than Rat or Badger, Mole slowly matures from a frightened animal into a self-reliant, brave and clever companion.

Task 2:

Today you are going to focus on the short monologue from Mole when he realises he is not far from his old home but Rat ignores his request to visit his old home.

[CLICK HERE](#) for the script.

- a. Read the monologue
- b. Decide which vocal skills you are going to use to show the character and his emotions at this point in the play.
- a. Rehearse your vocals.
- b. Decide where you will be on the stage, how you will move and how you will use your physical skills.
- c. Rehearse with your vocals and physical skills together.

Rehearse the monologue and be ready to perform! Can you learn the lines? What happens if you change your tone of voice? How about experimenting with movement?

Lesson 4 - Extension Tasks

Practical activities:

1. Perform your monologue to someone in your family and get some feedback.
2. Create a costume for Mole using clothes from your house - film your monologue in costume.
1. Hot Seat your character - get someone to interview you as Mole. You have to answer all the questions as him. You must stay in character.



Was I
believable?

Was I like a
different
person on
stage?

Did I stay
focussed the
whole time?

Were my
characters
emotions
clear?

Is there
anything else
I need to
improve?

Could you
hear and
understand
everything I
said?

OBJECTIVE DESIGNERS: Develop skills in designing set appropriate for a specific performance through initial ideas.

Lesson 4

Developing

I can design set that meets some of the demands of the performance.

Securing

I can design set with some creativity, meeting most of the demands of the performance.

Mastering

I can design set that is creative and meets the demands of the performance.

Lesson 4 - Designers

The director of 'The Wind in the Willows' would like to tour their performance, one of the places they would like to perform is Wykham Theatre. This means changes have to be made to the set. Over the next few lessons you are going to develop your own set design for 'The Wind and the Willows' suitable for Wykham Theatre.

Task 1:

Read through the 'Set Design Glossary' and make a mind map or bullet point list about your set ideas.

[CLICK HERE](#) for the 'Set Design Glossary'



Wykham
Theatre

What do you need to consider?

- No revolving stage
- Smaller space
- You can still use flats, fly-in's, backdrop, etc.

Task 2:

Create a moodboard* of ideas for set design for these two locations:

- Toad Hall
- On the lake with the willow tree.

*A mood-board is a collage of images. I would like images of ideas for: set, furniture and props.



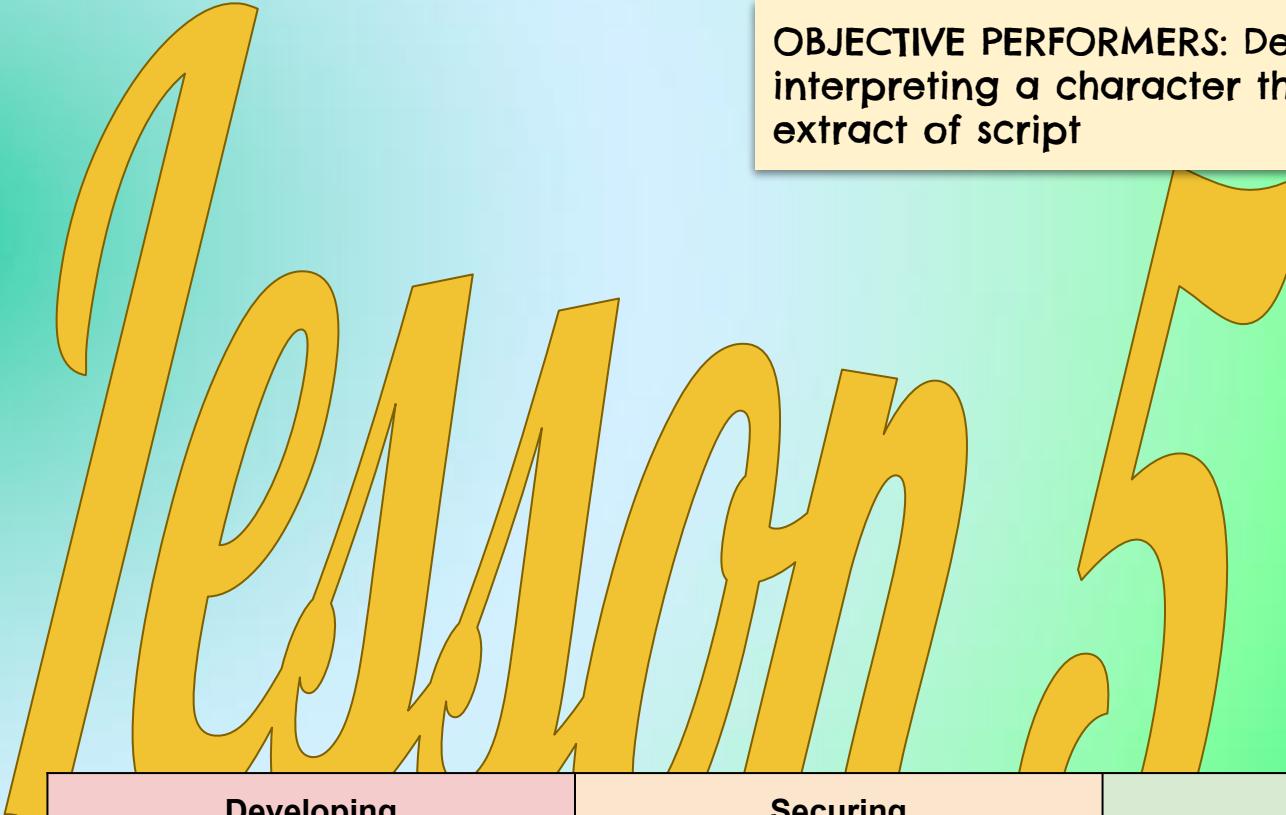
Lesson 4 - Extension Tasks

1. Make a list of all of the other locations in 'The wind in the Willows'
2. Create a mood-board of ideas for set design for these another location from your list.
1. Why not present your final ideas to a member of your family.



Use the sights and sounds from the website to help you!

<https://www.windinthewillowsthemusical.com/>



OBJECTIVE PERFORMERS: Develop skills in interpreting a character through staging an extract of script

Developing

I can apply a basic range of vocal and physical skills that suit my character and their emotions.

Securing

I can apply an appropriate range vocal and physical skills that mostly suit my character and their emotions.

Mastering

I can apply an appropriate range of vocal and physical skills that suit my character and their emotions.

Lesson 5 - Performers

Last lesson you started to develop your performing skills by completing a mixture of tasks based on Mole. Today, you are going to focus on another character...

Task 1:

Warm-up your voice by completing some tongue twisters:

"Red lorry, yellow lorry"

"Betty Botter bought some butter"

Now try saying them as fast as you can.

Now try saying them with a posh accent.



Task 2:

Today you are going to focus on the short monologue from Mr Toad after the first time he sees a car.

[CLICK HERE](#) for the script.

- a. Read the monologue
- b. Decide which vocal skills you are going to use to show the character and his emotions at this point in the play.
 - a. Rehearse your vocals.
 - b. Decide where you will be on the stage, how you will move and how you will use your physical skills.
 - c. Rehearse with your vocals and physical skills together.

What do you need to consider about Mr Toad?

Toad is the flightiest and pettiest character in *The Wind in the Willows*, due to a combination of immaturity and unrestrained wealth. He represents the British upper class, as he is an aristocrat living in his large inherited estate, Toad Hall, and has a snooty attitude towards those of lower class. The 'youngest' of the animals, he is quick to pick up and then dismiss expensive hobbies, most notably with motorcars. And yet Toad is often described by critics as the novel's most complex character, partly because he also cares deeply for his friends. They in turn worry about his habits, and eventually help him embody a more mature and grounded attitude towards life.

Lesson 5 - Extension Tasks

Practical activities:

1. Perform your monologue to someone in your family and get some feedback.
2. Create a costume for Mr Toad using clothes from your house - re-film your monologue in costume.
1. Hot Seat your character - get someone to interview you as Mr Toad. You have to answer all the questions as him. You must stay in character.



Was I
believable?

Was I like a
different
person on
stage?

Did I stay
focussed the
whole time?

Were my
characters
emotions
clear?

Is there
anything else
I need to
improve?

Could you
hear and
understand
everything I
said?

OBJECTIVE DESIGNERS: Develop skills in designing set appropriate for a specific performance through sketches.



Developing

I can design set that meets some of the demands of the performance.

Securing

I can design set with some creativity, meeting most of the demands of the performance.

Mastering

I can design set that is creative and meets the demands of the performance.

Lesson 5 - Designers

Last lesson you started to plan your ideas for your set design for the touring production of 'The Wind in the Willows' that will take place at Wykham Theatre. Today, you are going to further develop your set design skills through creating sketches.

Task 1:

Can you solve these anagrams of set design terminology?

Actorss

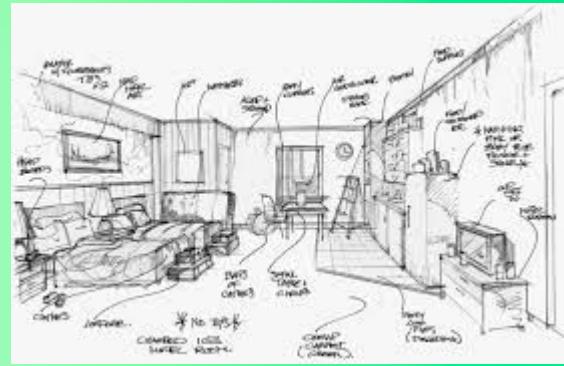
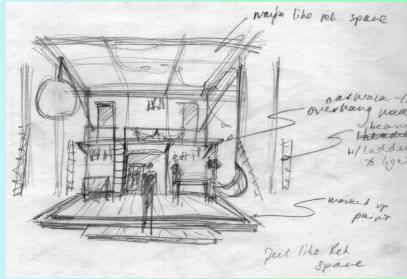
Brod Pack

Talfs

Fin Sly

Velles

Eurfritun



Task 2:

- A. On a plain piece of paper sketch your set design ideas for one of the locations you planned for last lesson:
 - Toad Hall
 - On the lake with the willow tree.

- A. Label your sketch explaining what it is. Don't forget to use the correct keywords!
[CLICK HERE](#) for the 'Set Design Glossary'

Lesson 5 - Extension Tasks



1. Create a labelled sketch of your set ideas for the location you haven't done yet (Toad Hall or the lake).
 1. Why not present your ideas to family/ friends?
2. Create a video tutorial or podcast about the different parts of set design. Use the glossary to help you.
[CLICK HERE](#) for the 'Set Design Glossary'.

OBJECTIVE PERFORMERS: Develop skills in interpreting a character through devising original theatre.

Lesson 6

Developing

I can apply a basic range of vocal and physical skills that suit my character and their emotions.

Securing

I can apply an appropriate range vocal and physical skills that mostly suit my character and their emotions.

Mastering

I can apply an appropriate range of vocal and physical skills that suit my character and their emotions.

Lesson 6 - Performers

So far you have been developing your performing skills by focussing on performing extracts of script from Mole and Mr Toad. Today, you are going to further develop your performance skills for one of these characters...

MOLE

Pick one
of the
characters
to focus
on today

MR
TOAD

Task 1:

- a. Write a new monologue from that character about something they really love or really hate. *Your monologue should last at least 30 seconds when you read it out loud.*
- b. Decide which vocal skills you are going to use to show the character and his emotions at this point in the play.
- a. Rehearse your vocals.
- b. Decide where you will be on the stage, how you will move and how you will use your physical skills.
- c. Rehearse with your vocals and physical skills together.

Task 2:

Open your skills audit from Lesson 4 and fill it in the column for 'Lesson 6'.

Think - where have you made progress? What areas do you need to improve? How could you do this?

Lesson 4 - Extension Task

1. Make a video tutorial educating people about how to play your chosen characters.

Think - what vocal and physical skills? How?



Here's an example of a tutorial video to help you out.

1. Underneath your skills audit, write a PEE paragraph about one thing you still need to improve and how you will do that...



| | |
|-----------------|-------------------------------------------------------------------------------------------------------|
| Point | Identify the skill you need to improve. <i>"One skill I still need to improve is..."</i> |
| Evidence | Describe how you currently apply this skill. <i>"Currently I..."</i> |
| Explain | Explain what you could do to improve your skills in this area. <i>"I Could improve this by..."</i> |

OBJECTIVE DESIGNERS: Develop skills in designing set appropriate for a specific performance through creating a 3D model.



Developing

I can design set that meets some of the demands of the performance.

Securing

I can design set with some creativity, meeting most of the demands of the performance.

Mastering

I can design set that is creative and meets the demands of the performance.

Lesson 6 - Designers

Now that you have planned your ideas for your set design for the touring production of 'The Wind in the Willows' you are going to work on bringing these ideas to life...

Task 1:

You are going to **create a 3D model** of your set for **one** of the locations you have planned.

First thing, **collect some materials** to use for your model.
E.g. Cereal boxes, old shoe box, scrap paper, sweet wrappers, tape, glue, etc.



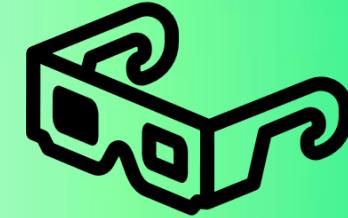
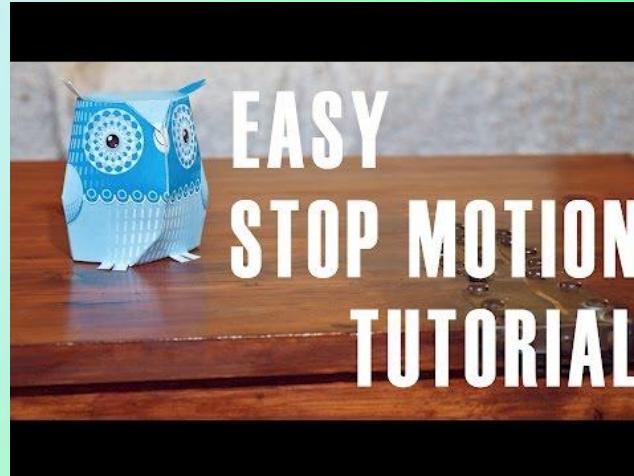
Task 2:

Create your 3D model of your set.

If you can't find any glue, lay it all out and take a photograph of it.

Lesson 6 - Extension Tasks

1. Film yourself presenting your 3D model, explaining what each part of the set is and how it will be used.
1. Create another 3D model of another location from the musical.
2. Use some lego figures or create some small actors and create a 'stop motion' film of them using the stage.
Here's a handy tutorial to help you, click on the picture to open



RESOURCES-SKILLS AUDIT

Year 6 Performers Skills Audit

Colour in the cell to rate your acting skills.

Red = I cannot do it **Amber** = I can sort of do it **Green** = I nail it every time!

To colour in the cell, click on it, then click 'background colour'

 Background colour

| Skill | Lesson 4 | Lesson |
|------------------------------------------------------------------------------------------------|----------|--------|
| Vocal Skills | | |
| I can project my voice so that it is loud and clear. | | |
| I can perform a different accent to my own consistently (without dropping out of it). | | |
| I can change the pace, volume and tone of my voice to show my characters emotions. | | |
| I can express the meaning of my dialogue through application of phrasing (the way you say it). | | |
| Physical Skills | | |
| I can use a range of facial expressions to show my characters thoughts and feelings | | |
| I can use a range of gestures and body language to show my characters thoughts and feelings | | |
| I can use my posture to suit my character's personality and emotions. | | |
| Performance Skills | | |
| I can perform with focus all of the time - no dips in character or loss of focus. | | |
| I can react as well as act. | | |
| I can use eye contact suitably with other characters and the audience. | | |
| I can use the space effectively - e.g. stand, sit, walk. | | |

RESOURCES- MOLES MONOLOGUE

Lesson 4 - Moles Monologue

Mole is crying freely, helplessly and openly slumped over a tree stump whilst Ratty looks on.

Trying to pull himself together, struggling to speak.

Mole:

(sobbing) I know it's a...shabby, dingy little place, (brokenly) not like - your
cosy quarters- or Toad's beautiful hall - or Badger's great house - but it was my own little home - and I was fond of it - and
I went away and forgot all about it - and then I smelt it suddenly - on the road, when I called and you wouldn't listen,
Rat...and everything came back to me with a rush...and I WANTED it! O dear, O dear! And when you WOULDN'T turn
back, Ratty, and I had to leave it, though I was smelling it all the time, I thought my heart would break. We might have just
gone and had one look at it, Ratty, only one look, it was close by, but you wouldn't turn back, Ratty, you wouldn't turn back!
O dear, O dear!

RESOURCES- MR TOADS MONOLOGUE

Wind in the Willows - Mr Toad's Monologue

Toad has just seen a car for the first time.

Toad:

(Mummering) Glorious, stirring sight! (Growing in excitement) The poetry of motion! The REAL way to travel! The ONLY way to travel! Here to-day--in next week to-morrow! Villages skipped, towns and cities jumped--always somebody else's horizon! O bliss! O poop-poop! O my! O my! (in a dreamy monotone) And to think I never KNEW! All those wasted years that lie behind me, I never knew, never even DREAMT! But NOW--but now that I know, now that I fully realise! O what a flowery track lies spread before me, henceforth! What dust-clouds shall spring up behind me as I speed on my reckless way! What carts I shall fling carelessly into the ditch in the wake of my magnificent onset! Horrid little carts--common carts--canary-coloured carts!

RESOURCES- SET DESIGN GLOSSARY

Set Design

What is the point in having set in theatre?

Why set?

- Location
- Time period
- Time of day
- Style of the play
- Atmosphere and mood.

1

2

Backdrop



A painted or printed piece of cloth that hangs at the back of the stage.

Flats



A wooden frame covered with plywood or canvas these are used to show locations or create a room.

3

4

FLY-in's



Pieces of set on a rope that are hoisted up and down from the stage quickly and quietly.

5

Castors



Wheels put onto set so that it can be moved quickly and quietly.

Some are small, others are heavy duty so that they can bare the load of large set (e.g. a whole room).

6

Levels



Set often uses different levels through blocks, stairs or ladders. This is to create height.

7

Furniture



Parts of the set that the actors interact with and can be moved. E.g. a chair, a bed or a table.

8

Revolving Stage



A mechanically controlled platform within a theatre that can be rotated in order to speed up the changing of a scene within a show.