

## PROCESS DRAMA STRATEGIES by Sharon Muiruri Coyne

**Tableau:** Frozen action, a picture, book illustration, frozen time image.

**Group sculpture:** An individual or members of the group model volunteers into a shape using as many members of the group and/or objects necessary, to reflect and encapsulate a particular aspect of the theme or issue under scrutiny.

**Hot-seating:** Three seats are set out, and three individuals play the same character, the rest of the students question the character to get to know them better, their point of view, background, views on the other characters and/or problems in the story.

**Creating a place:** With only bodies and movement, and sometimes sound, students create a setting (like a stormy ocean, a child's bedroom, etc.).

**Gauntlet:** Two rows of people facing each other. Space between for someone to walk. As one character walks, the characters in the line do an action, speak a word, sentence, or phrase to the character walking by. There will be some overlapping of spoken words.

**Conscience Alley:** Structured like a Gauntlet, but the group plays the character's thoughts, and voices are lower in volume. Word or phrase is spoken as the character passes by individuals in the group.

**Soundscape:** Sound, song, words, and phrases, either pre-recorded or performed live, are used to create the mood and atmosphere of a character's lived experience. The group are encouraged to think of the Soundscape as having a musical shape to it and to weave the various words, statements and sounds together, orchestrating them as precisely as possible. Teacher may be the conductor or a student.

**Dreamscape:** Like a Soundscape, but the sounds and words are focused on dream images, sounds, words, word phrases. Statements and sounds are orchestrated and will overlap at times. Teacher or one/two group members may orchestrate the Dreamscape.

**Ceremony:** Groups devise special events to mark, commemorate or celebrate something of cultural/historical significance.

**Narration:** This can be done in or out of the dramatic context. A way to provide a narrative link, atmosphere, initiate a drama, move the action on, create tension.

**Pantomime:** Action and story telling without words. May be done in normal speed, slow motion, fast, and with one or more people.

**Narrative Pantomime:** Teacher narrates a scene while the group pantomimes the action/story.

**Action Narration:** A scene is performed with participants using narration to describe their actions around individual spoken lines of dialogue.

**Choral Speak/Reading:** All speaking at the same time, the same words, with one voice.

**Writing in role:** Diaries, Letters, Journals, Messages. These are written in or out of role as a means of reflecting on experience. Students write as if they were the character writing a letter, in a personal journal, and so on. This is thinking in role, drawing information from what has already been collectively assembled. Students use their personal knowledge and imaginations to create the world of the character. This is a way to experience stream of consciousness writing.

**Guided tour/imagery:** A form of narration through which the group are provided with a detailed picture of the environment in which the drama is due to take place.

**Teacher-in-Role:** Teacher takes on a role as part of the story for students to interact with them inside the drama.

**Role on the Wall:** Students are writing on a paper outline figure of character first impressions and information they learn about the character as they discover the character in the story or play. Students are seeing that the better we know someone, the better we understand them, and they are seeing a character transformed.

**Perceive and reflect:** Group discussion and share about what was seen, what was learned and what did we like.