



DSA Virtual Resource Swap

Wednesday 1st April 2020

4-5.30pm

Held via Microsoft Teams

Participants

Trent Phillips, Rebecca Wigg, Giselle Becker, Deanne Bullen, Danii Zappia, David Hill, Elizabeth Bentley, Melissa Newton-Turner, Kate Ralph, Adele Sandercock, Ana Skouroumounis, Sue Matena, Sue Curtis, Valerie Harrold

Video/recording consent: Giselle-Yes, Sylvie- Yes, Deanne-yes, Danii- yes, Elizabeth-yes, Melissa-yes, Kate- yes, Rebecca- yes, Adele- yes, Ana- yes, Sue M- yes, Valerie- yes, David- yes, Sue C-yes

Trent-

Part 1- How are we going to engage with our students when we get into term 2. How are you going to engage with your students and with what technology?

Delegates each explained where their sites are at and technology/strategies they are currently using.

Trent- At my site we are preparing for teaching remotely in term 2. Not firm on what that will look like. Google school aswell. Not using google meets atm with middle school- no conferencing as yet

Giselle and Sylvie-

Google school at Glenunga- Google classrooms and Google sites. Today with leadership- first in-service with WebX- conferencing tools- can use their smart boards and engage with chalk and talk. Main devices using. In Google. Google chats, google beats- conferences- using for small breakout spaces. Some podcasts. Some staff have started conferencing with students over the last week.

Danii- St. Michael's College. Using Microsoft Teams for online lessons and using SEQTA quite extensively- resources, assignments and instructions. Teams for support on top of SEQTA. Been testing out this week.

Elizabeth- middle/senior at Tatachilla. Using SEQTA- made it open for students to see everything (used to be planning for teachers only). SEQTA forums- can have a class discussion in written format. Found out today that Zoom will be for video-conferencing- trialling next week. Teaching Drama very creatively- creating powerpoints with embedded video, audio, links etc- and can go to SEQTA to create a resource-helps them to follow step by step. Move from google meet to zoom- gives ability for teachers to run discussion with whole class- can mute all at once.

Melissa- Teach at uni for pre-service. Used uni platforms and recorded workshops

Pre-service masters students and they're struggling with the changes. Got some resources to offer.

Kate- Mitcham Girls' High School. Using Daymap- most of documentation is going. Teams on top of that. Not consistent atm across staff. Harder to engage with students who have already been at home and missed out on initial instructions on the new technology.

Rebecca- OLSH. Using SEQTA for planning, lesson outlines, resources, assessment etc. Microsoft Teams being used to connect with classes at beginning. Some students have new devices enabling video and microphones (staff have just received these new devices), and Senior students have older laptops without mics or video accessible however they can view teacher's video and hear audio through teams. Focus of staff professional learning for last few weeks has been focusing on preparation including next week.

Ana- Challa Gardens Primary School, NIT teacher

Disadvantaged school. Using seesaw at the moment.

Planning a Puppetry hands-on unit- can send video on phones and send through seesaw

Trent- Mixed access to internet and devices is a real issue

Sue- Tatachilla Junior School. We had first training day on seesaw yesterday

School has bought full package. Did some Drama in term 1- have been working on puppets- looking to extend that out (sock puppets, sending videos back etc).

Good for our brains to learn new technology.

Sue Curtis- Walford

Started using zoom last week- teacher training. Taught remotely Wed-Fri week 9 and ongoing in week 10.

I like that zoom gives the ability to share screens and breakout rooms, mute people.

Adapted quite a few of tasks over to zoom. Script writing to zoom- devising. Share scripts through zoom. Year 10s- research, find stimulus come up with a performance in innovator style. SACE meeting- interpretative study in term 2- set up with them end of term 2. Feels a lot can marry across naturally but might get old quickly.

Part 2- Open discussion on curriculum ideas, activities, resources

Trent- Year 8s- planning atmospheric drama- audio plays for headphones- soundscapes. Chromebook school- using audio tool- sound editing and can setup as surround sound

Students at home might not have surround sound headphones.

Year 7s- term by term. Will be teaching term 2 group remotely and meeting for first time. Puppetry- trash puppets creating from around them- environmental theme

Deanne- doing some work for Windmill Theatre at the moment. Windmill is looking at how they can support schools and students at home with Windmill At Home. Looking at re-writing some resources so they are user friendly for parents and children at home. "Girl Asleep" film will be available for free this weekend. Thinking about offering some high quality filmed productions on a case by case basis. Creatives live on-line could be another way to develop student engagement.

David- We need to consider our cliental- we have a number of students in isolation and bored. We have an opportunity to make this work for us as a group of Drama teachers- opportunity to show families students engaging with Drama. It's possible to create an environment where students know they want to come and tune in and engage in Drama and logon. Games on-line- can only see one person at a time. Zoom- could play 21 or charades- game of guess who. Puppetry- object theatre. How can kids develop performance work-script, short film. Students are isolated and bored. Drama class- keeping it fun and engaging to connect with them.

Elizabeth- a focus on increasing student engagement through viewing quality theatre. Windmill, Slingsby are connecting to students. National Theatre (England), The Globe. Will have a chance to see a performance in its entirety. Create a task around finding and viewing a quality production. Some theatre companies are also offering Q+A with Creatives.

Giselle- have been talking with Slingsby Theatre Company and Andy Packer gave permission to mention today that they are about to release "Emil and the Detectives" as a performance available for schools to access as on-line resource. Slingsby have recently released footage with Wendy Todd on set design and beautiful YouTube clips from Sydney Opera House- design process so beautifully articulated. "Emil and the Detectives" will be a paid 1 week viewing- can dip in and out of the show, opportunity for question and audience with creatives. The performance was filmed with three cameras on the show. I passionately want to support him and the artists and supporting with our budgets. Look out for that. Opportunity for our middle years students- starting to develop how they use multimodal responses to respond to theatre in a deep and meaningful way as lead into the new Stage 1 course. They have access to a range of technology at their disposal.

Danii- Asked about "Girl Asleep" film being available from Windmill Theatre Company- Unfortunately it is rated M so can't be shown to students particularly in a Catholic school site. Is the stage show filmed? What is the rating of that. Could this be available from Windmill's archives (as previously discussed).

Melissa- I had some discussions with Windmill that they would consider opening their archives by a case by case basis. "Amphibian" is part of their archives and would be a great production suitable for Middle Years. Get in contact with Windmill to discuss further regarding rates and access. A suggestion for teachers to sign up to the Windmill newsletter so will be kept up to date. www.windmill.org.au/#enews

Melissa- resource suggestion. "The Pink Twins" by Sue Ryder was a production from 10 years ago about 2 amazing women in Brisbane in an organisation working with intellectual and physical disability. Dance/drama/music piece. Melissa developed a resource called Out Of The Square (originally on CD format). Have been approached to update the resource. Virtual artist in residence experience (50 lessons) plus a full recording of the show. Available for purchase from Drama Queensland or Book Nook, and you can also buy copies of the script. This was originally trialled in 5 schools at the time. Suitable for Year 10-12 students.
http://www.booknook.com.au/reviews/outside_the_square.html

Rebecca- collating a range of on-line resources mentioned in various networks. Will share resource with participants and members.

The Aside Podcast is a wonderful free podcast for teachers and students to use available from all usual podcast apps/sources. There are episodes on theatre styles, innovators, interviews with creatives, and in the last week there have been two short podcasts on teaching Drama remotely with a great range of tips and resources. They are also developing some resources to go with some of their podcast episodes.

Rebecca on Kate's behalf- Kate has generously shared her resources around the Creative Synthesis task for the new Stage 1 Drama course with a particular focus on teaching remotely. These will be shared with participants and members shortly.

David/Elizabeth- skill resources. National Theatre's youtube channel has 'Five truths' which explores different innovator styles. Can help students pinpoint differences between different innovators. National Theatre also have short clips of filmed performances.

Off Balance (available on youtube)- Robin Hood on a door- use mime and sound. Poor theatre. Shows what students can do in a confined space.

Melissa- on the soundscape idea- radio plays. Using sound effects they find at home to create the sounds. Relying on voice and sound to convey meaning could be a useful task working remotely.

Pub Choir- Couch Choir 'close to you' youtube clip- a virtual choir and a great exploration in the importance of connection and feel-good too. <https://www.youtube.com/watch?v=HezxInuN1YA>

Could give students a task- your show's been cancelled but the show must go on. How can you still connect with your audience? How would you use technology to still produce the show.

Need to keep it simple for home use. What theatre can you make with a sheet, cardboard box and a torch – challenging for all year levels. Being resourceful.

David- Year 8s- start a prop box. Put glasses, steering wheels and objects they can use to create theatre with (found around the house). If they have objects available to them might be stimulus for performance. Year 8s are starting term 2 possibly remotely. Teachers need to model the process for students.

Elizabeth- Whose line is it anyway- props- warmup game how can you use the prop differently. Professor's umbrella.

Melissa- could do a unit on Found puppetry (items found from around the house) utilising the 'The Lost Thing'-Shaun Tan, which has great vivid images to use.

Valerie- currently teaching at UniSA for Early childhood pre-service students via zoom

I have encouraged the uni students to watch episodes of Playschool, and have been experimenting with groups using household items, pots and pans, collecting items from the garden etc. This would link well with the ideas that David and Melissa have recently mentioned.

Rebecca- been enjoying experimenting with Microsoft Teams recently with my Year 10 Drama class where we created site-specific devising mini individual performances under a stimulus. I had 5/6 students with me in the room and one at home but got them sitting all around the hall (lots of physical distancing) and started a teams meeting. Set them the first challenge- 5 minutes to create a short 30 second piece with the focus 'teach us something'. They were to be creative with location (site-specific), decide if they were an expert, playing themselves/character etc. After 5 minutes I got them in a meeting again on teams and explained how we're going to present- (pinning the performer so they fill the screen and muting audience member mics). The kids were so engaged and were lovely in the way they celebrated each other's performances. The second challenge was only 2 minutes to plan a quick 30 second performance 'taking us on a journey'. Explained that it could be metaphorical or a literal journey. Then we presented again. The student at home took us through the jungle to meet some turtles (her blinds/curtains were the trees). This could easily be developed into a larger unit of work.

Another great range of resources are accessing the many virtual exhibitions from museums and art galleries as stimuli for performance, as well as accessing zoo enclosures footage.

I've also been recently using Scategories as a warmup activity through Microsoft Teams (great way to test out students' mics as well). Students muted their mics, I said the category (e.g. boy bands, types of cheese, countries starting with 'A' etc) and then worked my way down the participant list. I said a student's name, they unmuted said their answer, muted, then we moved on. Students had 5 seconds to say or write their answer in the chat box.

Could we meet virtually another way?

We have recorded this session and have taken minutes which will be shared with participants shortly. Please let us know feedback on this session via e-mail at info@dramasa.org and via our recent survey looking ahead at future professional learning offerings and artists you may wish to connect with (<https://www.surveymonkey.com/r/T39PHPW>)

A reminder to send through any resources you are willing to share with members by e-mailing to Rebecca Wigg, Membership Secretary at info@dramasa.org

Thank you all for joining us,

The DSA Team