

**Drama E-Portfolio****Process Journal****09/12/2015**

Today was a double lesson and we were introduced to our new unit and E-portfolio unit, which is storytelling. When I heard we were doing storytelling I was very excited, because my whole life I have love creating stories and now I had the freedom to do that – and present them. We were introduced to the new E-portfolio assessment syllabus and a lot of us were worried and confused, it seemed like a lot of work and extra assignments that we were not completely sure of. But thankfully, by the end of the lesson Mr. [Name] entirely informed us about everything we needed to know, we asked him all of our questions about the unit that we were not completely sure of, and we understood what we needed to do and were excited to begin learning more about storytelling.

**06/01/2016**

Today was a double lesson, and we began the lesson by discussing what we did over the holidays and just overall sharing our New Year's experiences, This gave us a bit of time to unwind before we began discussing further on our already begun unit on storytelling. Mr. [Name] then showed us a TED talk on a storyteller named Jan Blake, who gave a speech about her life and why she became a storyteller, discussing loosely about her background and how it impacts the stories she tells today. She then began telling a story which was to teach people about morals and values and the meaning of a promise, this story was set in the middle east and I found it quite amazingly interesting how she vividly managed to described the setting to the point where you felt as if you were in the story with the characters.

She also had a very persuasive and enthusiastic voice while she was telling her story, running around and singing while imitating the different characters and their behaviours

and sounds. Overall she was very entertaining to watch and as soon as the story was over and she began to tell another, I found myself getting more and more interested with the concept of storytelling and become more and more inspired on begin the unit and creating the same feel that she gave of to her audience. The second story was less appealing to me but it was still amazing how she presented it, it was about an old woman who was going to see her daughter and the animals along the way that were trying to eat her. What was amazingly fascinating about this performance is how she managed to get the audience to participate with her while she was singing and chanting, as well as the different voices she put on while she took in the role of the different animals. It was a well told story, and today I feel very inspired to create some stories of my own in hopes that one day I will be as good as her.

For the rest of the lesson we played a game of “Chinese Whispers” also known as “Broken Telephone”, so that we all could cool of and have a bit of a relaxing end to the lesson so that we didn’t feel so exhausted when we were moving on to our next class.

**07/01/2016**

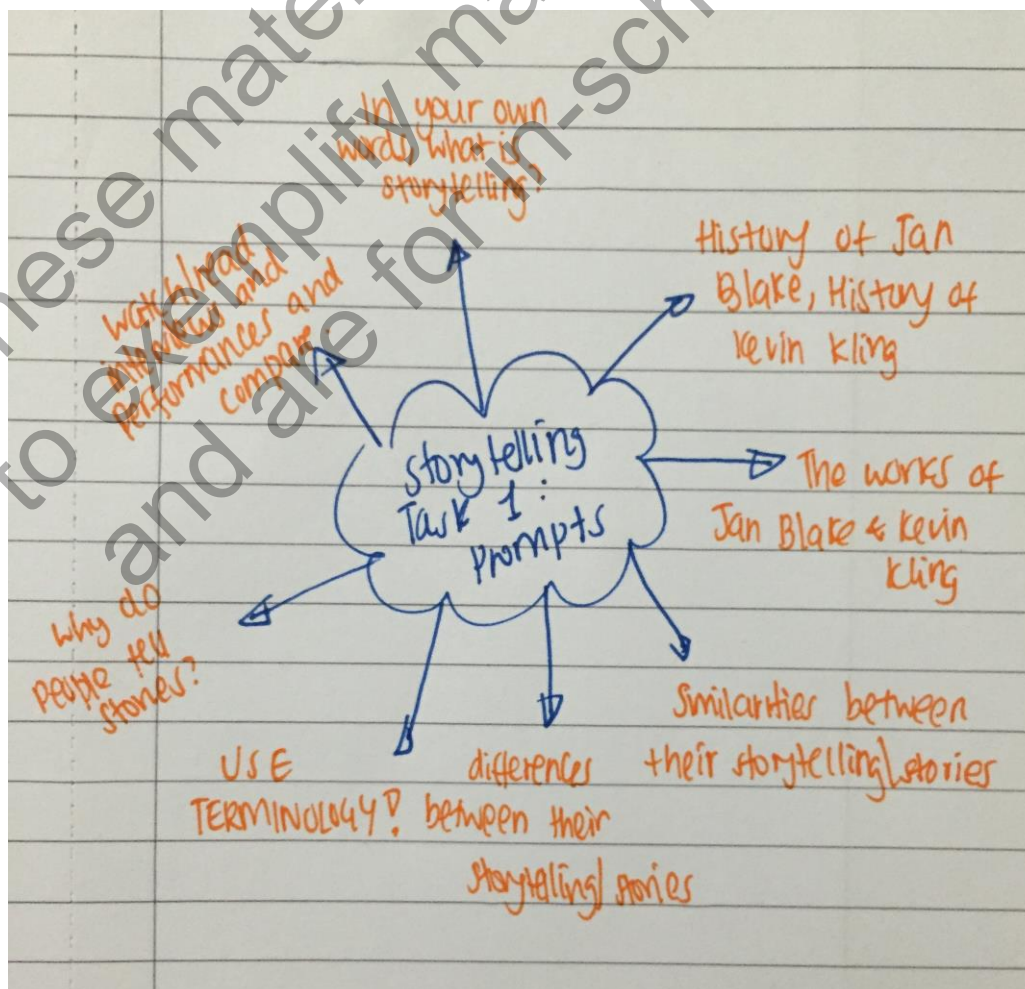
Today was a single lesson, and we were introduced fully to the unit where we discussed; the statement of inquiry, the key concept and the related concept of our unit. The statement of inquiry is personal and cultural expression and how it is expressed through different identities, where we thought about the different things we thought we might want to tell stories about, as well as different stories that would be told to different target audiences. The key concept of our unit for e-portfolio is Aesthetics, which can be defined as the different aspects of something that make it beautiful. When linking aesthetics to story telling, these are the aspects that the storyteller uses to bring out the pure effect of the characters and events that are taking place in the story. Storytellers usually establish the protagonist in the story first, building on the qualities of this protagonist and slowly introduce other characters as the story continues (e.g. the antagonist), and then follow the format of introduction, rising action, climax, falling action and conclusion. The related concept of the unit is interpretation, where we related that to the different people that will

be listening to different stories from different places, and how different identities and ideologies will make different people see things from different perspectives.

We also discussed the global context in depth which is “personal and cultural expression”, so we talked about personal and cultural identities, how certain cultures are perceived based on different points of view, how stereotypes have affected certain cultures and certain people from these cultures and much more. I feel as if today was a very productive single lesson, where we managed to gather all of this information that will surely help us in the process of beginning our Task 1, where we have to gather information about storytelling and how it relates to personal and cultural expression.

**13/01/2016**

Today was a double lesson, and in today's lesson we began dissecting what we would be doing in the different tasks and what exactly would be required. Mr began explaining to us the different things we needed to focus on in our Task 1, and as a class we generated some research prompts that would guide the creation of this task.



**14/01/2016**

Today was a single lesson, and in today's lesson we were put into groups for a storytelling activity where each group was given a different stimulus that we had to mime. My group members were A, B, and C, and as the stimulus required that there be purely male actors we changed it up a little to suit the group that we were put into. Our group's stimulus was about a boy that received a love letter, and was being bullied about it by his classmates. So what we did was, we visualised a high school hallway where A went to her locker and finds a love letter that B put into her locker, when C and I find out about the letter we pick on her and tease her until she is covered in mud.

I believe that our play was pretty funny, as C and I would taunt A and make her run around while we waved the paper away from her, and I also believe that despite the fact that we are all really close friends that usually get side tracked – we managed to complete the task in the designated amount of time which was very impressive.

**20/01/2016**

Today was a double lesson, and in the beginning of the lesson Mr \_\_\_\_\_ gave us a few minutes to prepare the mimes that we had created in the previous lesson. As we had already finished creating ours, we polished up and we were ready to go so we just relaxed and talked while we waited for the other groups to finish preparing themselves. While we were relaxing there was a slight accident that occurred which caused us to be unable to present our play to the class, and since I was dealing with the issue I was unable to witness any of the other performances and I missed most of the rest of the double lesson. Today was a bit of a strange day, it was a good thing that sir saw our performance in advance so that he wouldn't think we were trying to procrastinate and/or waste any of his time.

**03/02/2016**

Today was a double lesson, and for homework Mr. [redacted] posted a task on ManageBac which told us that we needed to come with a story which we feel links to either our personal or cultural expression, and that we were going to present at random today in class. I did not come completely prepared, as I was not sure what my story was going to be about – but as the lesson approached I began to generate some ideas and piece together a story. In the beginning of the lesson sir gave us sometime to warm up and rehearse what we needed to get together, and while everyone else was getting ready I was trying to figure out the important aspects of my story. This is because I am pretty good at making things up on the spot, and when it comes to stories all I need to know are the important parts of the story in order for me to just go ahead and make up the rest along the way.

Everyone's performances were very good and the stories were well presented, my favourites were [redacted] because she managed to bring in cultural aspects that I related to as well as the general energy she gave out while she was presenting her story, [redacted] because the story was sweet and he managed to bring out the important message of his story through his tonal variation, and [redacted] because he was very descriptive and he knew exactly what his story was and was able to tell the full tale without abrupt stops or interruptions.

When it came to my turn I was quite nervous, and everyone was trying to make me laugh before I started. The one thing that I know about myself is that I have serious stage fright, and whenever I am on stage I shake and get queasy and nauseous and generally uncomfortable. I began to forget my story as I had made it up only half an hour prior, but I knew what I wanted to start with and soon as I began I couldn't stop. It was such an amazing experience for me, I was moving around the classroom, raising my voice when I thought it was necessary, attempting to make eye contact with everyone in the room and by the time I was done I felt completely and utterly stunned at myself. I honestly believed that the class enjoyed my performance a lot because of the reaction I received at the end of it, and the constant comments I was given after the lesson and throughout the week.

When it came to feedback, everyone told me that they loved my tonal variation and my movement and my eye contact, but the common comment was about adding different voices to the different characters. As my story had many different characters that I could've played around with the voices, as well as that I should've made more sound effects with my voice instead of describing them. I honestly feel as if this was one of the best drama lessons of my life, as I managed to discover a new talent and it felt genuinely amazing to perform something that you created and help it come to life in your audience's minds.

**24/02/2016**

Today was a double lesson where we discussed the art of storytelling, Mr showed us some more videos of different storytellers and we had a brainstorming session on the different tools and features of storytelling.

### **Tools for the art of storytelling**

#### **1. Imagination**

- This is the most important tool when it comes to storytelling
- When on stage and your imagination is alive, ideas just flow through you and come out of your mouth without much of your control.

#### **2. Facial expression**

- In certain stories it is effective to announce the emotion of a character and then provide a facial expression
- It needs to be generated from the inside, and not imposed from the outside so that the situation can be made more realistic
- If done artistically, facial expression can never be overdone
- When the audience is somewhat copying the facial expression of the storyteller, this is a good sign that the facial expression has set the mood for the audience and has thus been proved effective.

**3. Body movement**

- Having the body totally involved in the story
- Body movement can be overdone with excessive pacing
- Control nervousness (unless it is part of your story/character), as it will control your story and ruin the flow

**4. The voice**

- Sound effects can take the audience out of the story
- It takes a lot of practice to get sound effects right
- Matching the voice to the character can be easily done with animal characters

**5. Pausing**

- It is quite effective to pause before beginning a story
- This helps to take control of the audience
- Pausing halfway through the story, can encourage the audience to deduce what you're thinking about, and what is going to happen next - this keeps the audience alert and involved

**6. Nervousness**

- Acknowledging that mistakes will be made helps to control nervousness
- Engaging in quiet prayers before telling a story or words of encouragement, can make telling the story a calmer process
- Allowing your mind to play tricks can help develop the technique of storytelling

**09/03/2016**

Today was a double lesson, and at the beginning of the lesson I found out that I was put into a pair with C for Task 2/Criterion B. Although C is my friend, I was initially not very excited about having to split a story amongst the two of us and would've preferred to have done the task by myself. None the less Mr told us we would be discussing that afterwards, and proceeded to show us a TED talk by Andrew Stanton who is actually one of my biggest inspirations as an aspiring director and filmmaker as he created some amazing stories such as finding Nemo, Toy Story, and John Carter. We learnt some important aspects of storytelling that Mr Andrew shared through his talk where he in depth discussed the road to a successful and good story.

- Storytelling without dialogue is the purest form of cinematic storytelling.
- It's the most inclusive approach you can take; the audience wants to actually work for their meal.
- We are compelled to deduce/deduct, as that is what we do in real life.
- We are compelled to complete unfinished things (sentences).
- Stories are inevitable if they are good, but they are not predictable.
- All well-drawn characters have a spine; some spines can drive you to do some horrible things.
- Change is fundamental in story; if stories become static they die, like life.
- A fundamental aspect, is liking the character you have.
- Storytelling has guidelines not hard and fast rules
- We all live life conditionally.
- A strong theme is always running through a well-told story.
- The best stories infuse wonder.



This TED talk was very inspiring, and it began a train of thoughts in my head, which I thought would make an amazing beginning for criterion b story, I would be doing with C. This is what I came up with, “She pulls the trigger and BANG, he’s dead. It starts to dwell upon her what exactly she had done - and at what cost?” Because of the TED talk, I realized that one of the best ways to capture an audience is to start the story with a bang (literally), and although I hadn’t thought of anything else that the story would be about – this beginning was a great start.

We then began to delve into the understanding of criterion C/Task 3, and what it would be all about.

**Criterion C:**

- Develop a feasible, clear, imaginative and coherent dramatic intention.
- Demonstrate a range and depth of creative thinking behaviours.

**Creative behaviours:**

- Questioning.
- Responding in a surprising way.
- Challenging conventions/assumptions.
- Thinking independently.
- Seeing challenges positively.
- Visualizing alternatives.
- Using imagination.
- Considering other perspectives.
- Playing with ideas and experiments.
- Trusting one’s intuition.
- Modifying ideas through the process.
- Recognizing when an idea has value and pursuing it.

**10/03/2016**

Today was a single lesson, and in today's lesson we split up into our pairs for Task 2/Criterion B and began planning exactly what our stories would be about.

Working with C proved to be better than I imagined it to be, but I still felt as if I was making most of the story and she was just agreeing with me with not much contribution. Nonetheless, we managed to come up with an entire plot as well as the 'theme' of our story in a rough brainstorm.

Drama Script  
Task 2: Brainstorming

She pulled the trigger and BANG! He was dead. and only then did she begin to realise what she had done. now, you're probably wondering what it is that she has realised and who it is that she has shot and you probably expect me to start from the beginning. so we're going to go back, 7 years to be exact.

Back to the day when she found the letter, that would change her life forever.

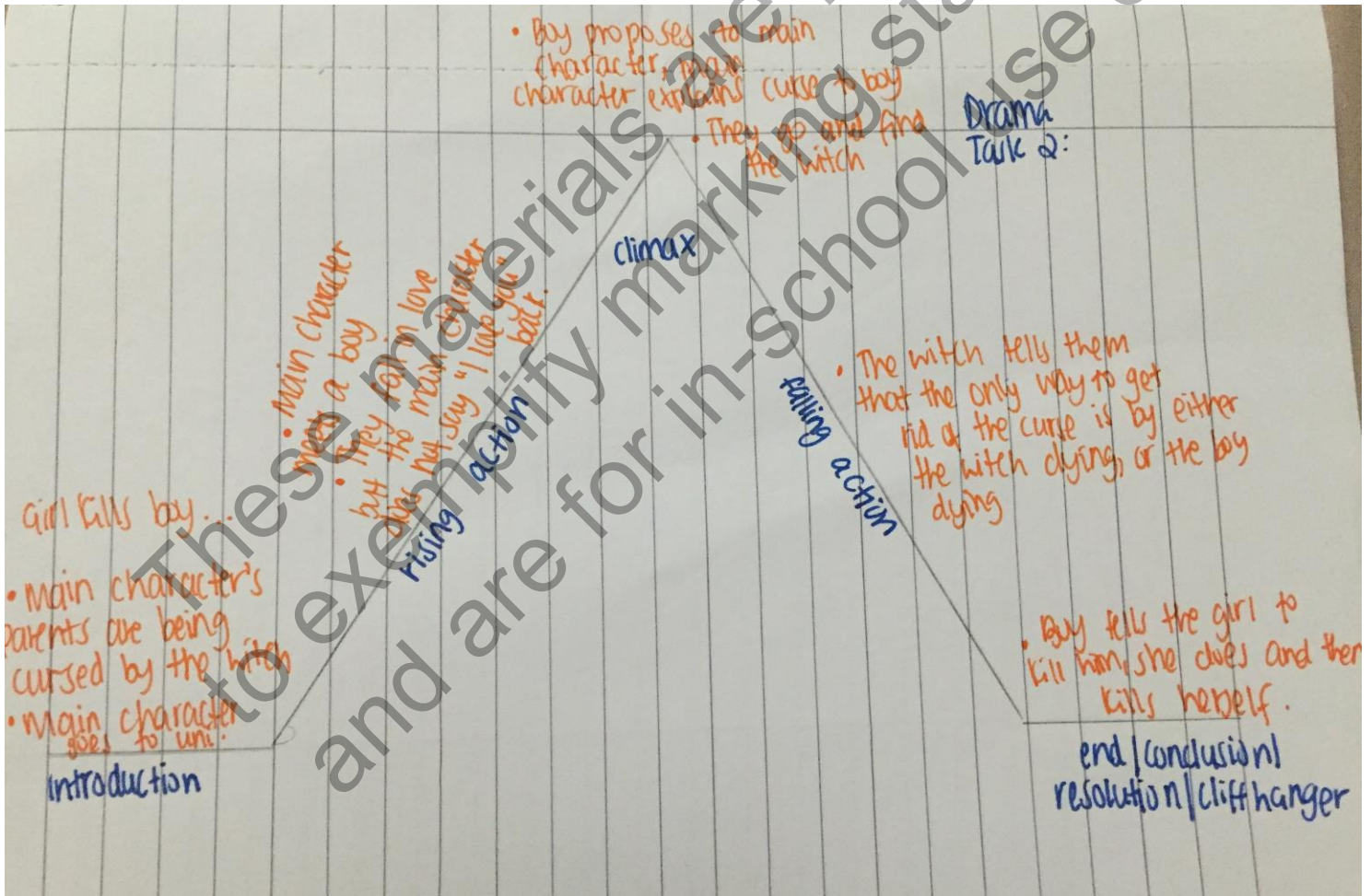
it was her 18th birthday, and she finally had the chance to escape the hell hole she'd been placed in. Her parents died when she was seven, she was given no explanation to their death, and she was left in the hands of her malicious aunt who despised her. but today was moving day. She was packing up all of her belongings when her aunt walked in to the room with a box in her arms, a vile expression on her face.

- theme = her birthday, 7 years
- He and she are lovers
- Reason she shot him is because he told her too
- He told her to shoot him because that was the only way she could be freed from the spell
- What is "the spell"?

When she is 6 years old, she notices her parents start to act weird like they're hiding something. She then starts to notice that they fall sick, and each and every day they get worse. And when she turns seven (on her birthday), her parents die. Her aunt comes to live with her until she is 18 (her aunt doesn't like her), and when she turns 18 she's finally moving out to go to university.

16/03/2016

Today was a double lesson, and in today's lesson C was absent from school because she was sick. So during the first half of the story, I managed to progress pretty far into figuring out where I would be going with the story, even establishing a solid beginning for the story and where I would go from there. Since I had done so much by myself, I called C and informed her that I thought it would be easier for us to do our stories separately and she told me that I could use the story we had begun making. So in today's lesson, I planned out the key parts of the story and managed to finish up my criterion b ;



During the second half of the lesson, sir gave me and \_\_\_\_\_ opportunities to present our stories. \_\_\_\_\_ went first and his story was pretty great, he clearly acted on the feedback that was given to him last time and had great tonal variation. The only problem that \_\_\_\_\_ had with his performance was eye-contact, as we was staring at a specific spot on the floor rather than the members of the audience but apart from that he did amazing. Then it was my turn, it felt less nerve wrecking than the first time but I still felt extremely anxious and nauseous before I began my story. But as soon as I began with the introduction, the words came flowing out of me like a river. I came up with aspects of the story I hadn't planned before on the spot, and incorporated them into my story and once again I got lost in trying to captivate the audience and keep them on their toes.

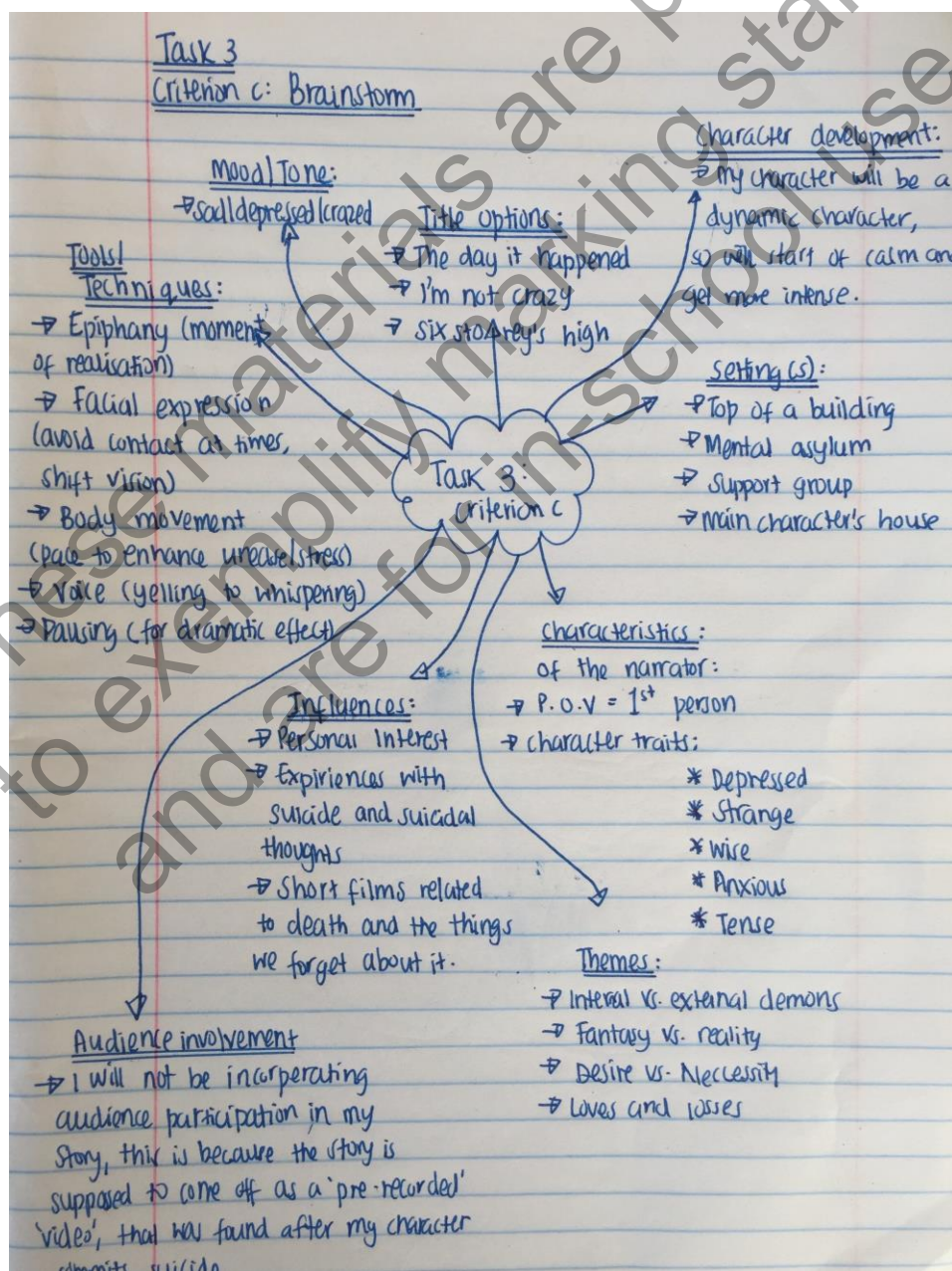
### **Feedback given for criterion B**

- Enhance on the various tones for the various characters
- Cackling - for the witch
- Move around more
- Enact a bit (the witch, the proposal, the gun, the shooting, and meeting of the two main characters.
- Setting (where she lives, more emphasis on the proposal and what happens on the beach)

I was very proud of how I did in this story, I attempted to incorporate some of the aspects that I was given to work on during last session and I gave some of my characters voices. Overall, I feel as if the more I work on my storytelling and the more storytelling activities that we do in class and the more videos that we watch on the various storytellers – the more I fall in love with the art and feel myself getting better and better at it. To make my process more effective next time, I am going to take into account that I am supposed to be acting and its not just standing around telling a story (imagery of the witch walking, the boy proposing...) because these things will help make the story come to life and make it more realistic and relatable for the audience.

23/03/2016

Although today I attended the parent teacher conferences, I found myself inspired to begin formulating the story for my task 3. The ideas were flowing pretty fast as earlier today I watch an amateur short film about how easy it is for someone to take away their life without the consideration of anyone else or the other implications that came with suicide. This triggered things in my mind that lead to the development of my main character, I used a mind-map and separated the different arrows into the different aspects of my story that needed to be planned out ahead of time before I preformed them. These include; tone, mood, character development, settings and much more.



**Feedback for my Criterion C**

- The start is good
- Good use of pauses to heighten tension
- Good puzzles to sustain the audiences interest
- Emotional attachment to the story
- Total immersion into character
- Could maintain contact with audience
- Use of emotion to connect invite the audience into the characters mind
- Linked well to the global context and statement of inquiry
- Could do with some more dramatization
- Ending is very good and leaves one yearning for more
- Turning back to the audience creates a disconnect

Overall I believe that my criterion c was a big improvement in comparison to my criterion b, as in my criterion c there was more of a connection to the audience and I fit well in the direct role of the character rather than of the narrator. For my criterion c I felt that I was more confident with both the story, and the character that I was playing as I could step out of my comfort zone and step into the mind of someone who had these thoughts and who was going through a similar problem.