|  |  |
| --- | --- |
| **Learner Registration Number:** |  |
| **Learner Name:** |  |

|  |  |
| --- | --- |
| **Milestone 1: Planning and interpretation of stimulus** | |
| **Milestone Entry Date** | **27/01/02017** |
| **Log Entry** | |
| *‘Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.’*  Article 19 is a British human rights organisation which was established in 1987 and focuses on a world where people are free to speak their opinions, participate in decision making and make informed choices about their lives. Article 19 works with many big organisations such as, United Nations (UN), African Union (AU), European Union (EU), Organisation of American States (OAS). They are registered and regulated in 8 different countries, the UK, Bangladesh, Brazil, Kenya, Mexico, Senegal, Tunisia and the USA. Article 19 works so that people across the world can express themselves freely, access information and enjoy freedom of the press. They understand freedom of expression as three things; Freedom of expression is the write to speak; Freedom of expression is freedom of the press; Freedom of expression is the right to know. Article 19 designs and promotes laws that protect free expression, which holds abusers and governments to account. They defend victims by monitoring and analysing abuses, publicising the plight of individuals under attack, providing security training and measures for journalists and human rights defenders, and therefore petitioning on their behalf.  For our piece I came up with a few ideas which we could use. The first is basing the piece on Martin Luther King’s, ‘I Have a Dream Speech’. And the second idea is song which I found called ‘Glory’ by John Legend and Common.  Martin Luther King:  Martin Luther King was best known for his speech ‘I Have a Dream’ which was a public speech delivered by American civil rights during the March on Washington for Jobs and Freedom on the 28th August, 1963. This speech had to aim to end racism in the United States and called for civil and economic rights. I think this ties in well with Article 19 because both are about freedom of speech. Article 19, has a vision where we will live in a world where people are free to speak their opinions, to participate in decision-making and to make informed choices about their lives. Without any of these rights, democracy, good governance and development will not be able to happen. Both Martin Luther King and Article 19 visualized a world where freedom of speech would happen. As Martin Luther King’s speech is so iconic, we feel that is key to include this within our piece. For this we could use key parts of his iconic speech such as the keys words ‘I have a dream’ which are repeatedly used throughout. This then can help contribute towards having an impact on the audience.  Glory:  This song is played in the movie ‘Selma’, which chronicles the 1965 Selma-to-Montgomery protest marches which was led by Martin Luther King. The song is having an impact because of the recent police shootings of unarmed black men in America, which then led to a protest across the country. I feel that John Legend and Common both share a passion for this song as they are both black men, who understands what living with racism is like. ‘Resistance is us… That’s why Rosa sat on the bus… That’s why we walk through Ferguson with our hands up.’ These words are some of the words that Common raps in Glory, they are all about freedom of speech and racism. As the part of the song that John Legend sings is quite slow, you could dance To this part doing lyrical or contemporary style movement.  I think that both of these ideas are good and could be used as Glory ties in with Martin Luther King, which then ties in with Article 19.  My artistic aim for our piece would be to make young people more aware about racism and the journey in which had been undertaken by pioneers such as Martin Luther King and Nelson Mandela, to name a few. My aim would be to take the audience on a journey and to experience what each pioneer contributed to the fight for integration and that in today’s society it is still happening and is still an issue.  I think our target audience should be teenagers from the age of 13-17. This is a good age because teenagers should understand that racism is still a worldwide issue and hopefully our piece will help them understand racism and human rights better.  From using Article 19 as our initial research it is key that we must carry on our research in order for our piece to develop. This can be done by researching other pioneers like Martin Luther King who share the same passion about human rights and if they share the same or similar intention as our initial research, Article 19.  The styles and techniques that I plan to use is mainly dance. However, I also think it would be good to use physical theatre as it will then add further depth to our piece. Another technique we could use is improvisation to stimulate movement and generate creative ideas.  <https://www.article19.org/pages/en/vision.html>  <https://www.youtube.com/watch?v=HUZOKvYcx_o>  <http://www.axs.com/john-legend-and-common-inspire-listeners-with-selma-track-glory-36060> | |
| **Photo/Video Reference (filename)** | |
|  | |

|  |  |
| --- | --- |
| **Milestone 2: Development of creative ideas: early stage review** | |
| **Milestone Entry Date** | **22/02/2017** |
| **Log Entry** | |
| Using racism as a way to communicate Article 19, we have decided to focus on four different pioneers within the racial progression from 1955 to present day. The four different pioneers that we, as a group decided on were Rosa Parks, Martin Luther King, Nelson Mandela and Michael Brown. We felt as a group that Parks, King and Mandela all played a huge part in the development of racial equality over the years. We selected the story of Michael Brown who was tragically shot in Ferguson, America by a white police officer – this happened in 2014 so we decided to use this to demonstrate to our audience that racism and equality is still a pressing issue during current times and it hasn’t remained in history.  Originally we started the piece with the ‘I have a dream’ from Martin Luther King’s speech (1963). After this, we decided we would go onto Rosa Parks, then Nelson Mandela and finally Michael Brown. During this creative process, we have explored many techniques including using physical theatre. As a group we decided that it would be better and more interesting to the audience if we included different types of performing arts. Originally we were just going to do a dance piece based on our four different pioneers; however, now we have added in some physical theatre to help us get our message of human rights across to the audience.  For our costumes, we have agreed on simple white and black long t-shirts with black hot pants underneath. When we are portraying a black person we will wear a black t-shirt and when we are portraying a white person, we will therefore wear a white t-shirt. At the back of the stage will be the t-shirt of the colour that we are not portraying for that section, so if we need to change, we will go to the back of the stage, facing away from audience, to put the different coloured t-shirt on. As a group we also came up with an idea of using four pieces of rope. We will have two ropes painted black and two ropes painted white. Through each section we decided that we would plait the rope gradually so that at the end we could walk forward with the one piece of rope plaited in order to show that racism and equality can be stood up for and that whites and blacks can come together.  We have used the book ‘Noughts and Crosses’ to help inspire us of how we could structure our piece. This book is about racial equality; however, the whites are discriminated against and two people from each race end up falling in love and fight to be together. This has inspired us as we came up with the idea that at the end of our piece we would all walk forward in a nude leotard and nude shorts, with the piece of rope, to show the audience that we are all the same underneath no matter what the colour of your skin.  As a group we would like to add another creative element through the use of sound by using voice overs to help us get across the message better and it also adds another layer to our performance. Also by using voice overs, it means that the audience will know what pioneer we are trying to portray. As a group we had an idea that at some point in the piece we could do a dance, with two black people and two white people showing the status difference, that blacks have a lower status. We thought that the music for this could start off quite slow and then get more upbeat as the dance will become more sharp and aggressive.  Each of us chose a pioneer that we would like to portray and we each did some research to help us when we start creating our piece. As I am portraying Michael Brown, I did some research on the story of him being shot. As Michael Brown is dead, I researched news articles to equip me with the knowledge of the night that he was killed and about his life. | |
| **Photo/Video Reference (filename)** | |
|  | |

|  |  |
| --- | --- |
| **Milestone 3: Development of creative ideas: mid-stage review** | |
| **Milestone Entry Date** | **07/04/2017** |
| **Log Entry** | |
| As a group we have now developed our piece further during our extra rehearsal time which has made our piece come together well. We have continued developing our four pioneers, Rosa Parks, Martin Luther King, Nelson Mandela and Michael Brown. As a group we decided we needed to order our pioneers in a chronological order to allow our piece to be clear to the audience. Originally the order was Martin Luther King, Rosa Parks, Nelson Mandela and Michael Brown. However, we have now switched Martin Luther King and Rosa Parks round due to Rosa Parks’ event happening in December 1955 and Martin Luther King’s speech in 1963.  We then did a performance to our peers in order for us to practise performing in front of a live audience, this also enabled us to have a full run through of our piece from start to finish without stopping. This then helped us understand the improvements that we needed to make in order to make our piece stronger. The feedback in which we received from our peers was positive; however, they also had quite a lot of critical feedback which in hindsight was good because this now meant that we could start making changes to our piece straight away. Some of the critical feedback that we received was to make the rope clearer , this would then result into not only making our eye focus stronger towards the rope, but also the audiences eye focus . This would then help contribute to the rope becoming more significant, rather than somebody simply just stood plaiting the rope. Another point that our peers made was to make our costume changes clearer and more polished. During our practise performance, it was noted that we weren’t well rehearsed with performing our costume changes, this then resulted in to us taking quite a while to put our costumes on, and also a while to think about what colour we should be wearing in each section. Our peers also said that we should make something of our costume changes, for example; the use of breath when putting our arms and head through the holes of our costumes.  When the Nelson Mandela section was being performed , Chloe wasn’t very confident when singing the song Imagine. After the performance , we then decided that Chloe would just sing a verse and a chorus of the song whilst Daisy, Ellie and myself take it in turns to dance around her. Once Chloe would sing the first verse and chorus, we would then edit the music so that for the rest of the song would be the original track of John Lennon. During this, as a group we then came up with the idea that we would have a power point which would project images of pioneers.  During our rehearsal time, we decided on how our audience would sit, the lightning and the music. We decided it would be good if our audience sat in a thrust seating. This is because, it would then make it easier for us to engage with the audience, but also help us to covey our message of our stimulus. We decided that the lighting would be at the corners of the thrust seating so that our performance space is completely lit, but also to make the performance more professional.  Another part of our feedback was regarding the structure to the piece as it was unclear to the audience. From this it was stated that the sections for each pioneer needed to be a bit more well thought out in regards to the transitions between each pioneer, and also to have a clear link between each pioneer due to them all sharing a passion for human rights. We then went back into the studio and as a collective we sat down and planned a better structure for our piece. Our structure then began to look like this:   1. Soundtrack – questions to audience, quotes on power point, repetitive questions 2. Rosa Parks – build tension, choreography to speech, timeline, plait rope 3. Martin Luther King – choreography to speech, plait rope, dance 4. Nelson Mandela – speech, imagine, power point, plait rope 5. Michael Brown – news article, dance, timeline, plait rope 6. Obama – speech 7. I am not black video – strip costume to nudes 8. Rosa sat, so that Martin could run, Martin ran, so that Nelson could rise, Nelson was imprisoned, so that Obama could run, Obama ran, so that our children could fly. | |
| **Photo/Video Reference (filename)** | |
|  | |

|  |  |
| --- | --- |
| **Milestone 4: Review and reflection** | |
| **Milestone Entry Date** | **08/05/2017** |
| **Log Entry** | |
| Upon reflection, I think that our performance went well; however, I think that there are things that should we do this again, we could improve. During our audience review, we were informed that they enjoyed our performance and they gave lots of positive and constructive feedback – giving us a true reflection of our work. When we did a full rehearsal on Thursday, which we performed to our peers, there were many parts that went wrong and we needed to make lots of improvements to ensure our piece ran seamlessly and conveyed our poignant stimulus maturely. When we asked for feedback from our peers they said that there were a couple of things that were not clear and hazed their understanding, this provided us with starting points to ensure we made our stimulus clear. In our final rehearsal, we spent a lot of time adding moments in and continually making improvements in order to ensure our piece was professional and educational for our audience.  After our performance, it was clear that the changes we made were valid as our audience had a clear understanding of our stimulus and could following our piece as we transitioned through each of our pioneers.  In our piece, there was a part where we plaited black and white rope throughout the piece. When we did a practise run through for our peers, they said that we should make the plaiting of the rope more exaggerated and to create additional movement whilst plaiting it. During rehearsal time, we came up as group with unique ideas for how we could plait the rope. We came up with a simple idea that within the Rosa Parks section, as there were four pieces of rope (two white and two black), each one of us would hold a piece of the rope to be symbolic of the race we were playing, then Daisy would do a small movement with the rope as she was portraying the part of Parks being bound by the rope and then Chloe, Ellie and I would start plaiting the rest of the rope. Another simple idea that we came up with was in the Martin Luther King section, we would stand in a line and we would turn to face in to each other, I held the top of the rope then Ellie would plait some more whilst Daisy had her hand on my shoulder and Chloe had her hand on Ellie’s shoulder – this was to demonstrate the support of King and his ongoing battle for equality – our audience also felt these moments enhanced our piece and guided them through our journey, meeting our artistic intention.  Another creative moment that we decided to add was the use of music, voiceover and spoken word, adding further depth to our piece and demonstrating our strengths as performing arts students. Music and sound was used to create atmosphere for our audience, to develop empathy and emotion and to keep them engaged.  Choreography played a crucial part to our piece and we attempted to ensure we approached it in a variety of ways. All movement was created by the performers and we approached this through a multiple of creative tasks. We all created small-scale pieces and through trial and error decided what would work and what would not. We also used our improvisation skills to create original, unique movement that we would not feel comfortable performing; truly pushing ourselves creatively out of our comfort zones. We wanted to ensure all movement in our pieces were original and not use anything from previous units or that had been taught to us in the year by our teaching. I feel that we can proudly say, our choreography was fully our own and reflecting our stimulus in a mature way.  In the final performance a few things went wrong, such as what colour t-shirt we should be wearing. At one point in the piece Chloe, Ellie and I are wearing white t-shirts and Daisy is wearing a black t-shirt. When we walked to the back to put our t-shirts on, Chloe and Ellie accidently put on black instead of white – as professionals, we worked together to ensure our audience did not know that this error happened and this was quickly rectified and did not cause a disruption to our piece.  I feel that through our focused and determined we were able to commit to and produce a piece of informative and education performance that helped to convey the ongoing struggles of Article 19 and racial equality. This was a challenge but through team work and individual strengths we were able to overcome the hurdles of working independently and have a performance piece we are proud of. | |
| **Photo/Video Reference (filename)** | |
|  | |