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| **Learner Registration Number:** |  |
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| **Milestone 1: Planning and interpretation of stimulus** | |
| **Milestone Entry Date** | **27/01/2017** |
| **Log Entry** | |
| We were given a quote as a stimulus from the Declaration of Human Rights under Article 19.  “Everyone had 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 frontiers.”  To enable us to use this as our stimulus I completed some primary research deeper into Article 19 to widen my knowledge of this topic. I can use [www.article19.org](http://www.article19.org) to find out information so that when we start creating our piece we are well informed and can make our performance strong and mature. This is a topic that many people feel passionate about and we need to approach sensitively.  Article 19 aims to help create a world where people are free to voice their opinions. Since it was founded in 1987 it has been registered and regulated in the UK, Bangladesh, Brazil, Kenya, Mexico, Senegal, Tunisia and the USA. They create laws and policies that mean the government follow through with their promises and protects the right to freedom and expression. Article 19 see freedom of expression as 3 things:   1. “Freedom of expression is the right to speak” meaning that you have the right to voice your opinions about political, cultural, social and economic beliefs. They believe that it will make electoral democracy meaningful and build the public’s trust in administration. 2. “Freedom of expression is freedom of the press.” This gives people the right to use media to share their opinions without fear, interference, persecution or discrimination. 3. “Freedom of expression is the right to know.” Allowing people to have access to all media, internet, art and academic writings held by the government. This then enables people to use it when demanding rights to a healthy environment.   From our research of Article 19 we decided to develop and make our secondary research about significant people who made a stand for human rights as this gives us a wider topic to work with and created a mind map of our ideas. My group decided to use four people and use their speeches to show who we are and get their message across clearly. The four people we will use is Martin Luther King, Rosa Parks, Nelson Mandela and Michael Brown as they are all different but link with one another as they made a difference in a non-violent way and inspired other people to stand up for their rights.  We aim for our performance to be about 10-20 minutes long and use 14-16 year olds as our target audience as they are mature enough for the subject but can also learn from the piece and it may be something they can aspire to do in the future. As this allows us to present article 19 in mature way, our artistic aim is to show how far society has come with equality and racism but also raise awareness that it is still current and why we need to be knowledgeable of the affect inequality can cause. I feel as though this is a simple but captivating topic and will hold our target audience as well as educating.  Our initial plan is to start with one of their speeches and have each of us speak a different one and have all the focus on that person so that the audience can concentrate on the words and message but also have something to watch as we will be doing simple moves in the background to keep the audience engaged. We then want this to lead into a dance as this is something we are all strong and confident in and I feel as though we would be able to portray our message the best. Whilst dancing we plan to have four ropes two of which will be black and the remaining two white to represent the races. The ropes will start separate and then as the dance goes on we will join them together to show how we should be and how far society has come. As performers, we will be wearing either black or white tops also to represent race which we will change during the piece with black hot pants and then at the end of the piece we will all be in a nude leotards with nude hot pants to show that we are all equal. In our performance we will use acting, dancing and physical theatre to portray our piece as we will have 4 dance sections using group, duet and solos as then acting will break it up to give the audience something to watch. By using physical theatre alongside these it will allow us to create small and simple moves whilst a speech is happening as it will help show our message of racial equality.  We will learn a lot from this performance as we must perform maturely in order to get our message across and to show the importance and earnest of the topic but also keep the audience interested and high spirited. This will make it hard as choreographers as we will need to meet both demands and ensure that there is a clear message. So, that our message is more personal we will need to use eye contact and projection to hold the audience. As well as this we will need to change the tone in our voice so that it is not monotone for the audience meaning that they won’t become uninterested.  References   * [www.article19.org](http://www.article19.org) * <http://hellopoetry.com/words/7014/equality/poems/> * <http://www.article19.co.uk/hdvideo2/alleyne_dance_a_nights_game_feature.php> * <https://arablit.org/2016/06/23/ashraf-fayadh-poem-read-before-un-human-rights-council/> * <https://www.youtube.com/watch?v=1SN7Pko_jCM> | |
| **Photo/Video Reference (filename)** | |
| *Milestone 1- Image 1*  *Milestone 1- Image 2* | |

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| **Milestone 2: Development of creative ideas: early stage review** | |
| **Milestone Entry Date** | **22/02/2017** |
| **Log Entry** | |
| We have used the theme racial equality to convey the stimulus of Article 19 as it a topic that everyone can understand and is relevant to today’s society. To help portray our topic we used Martin Luther King (1929-1968), Rosa Parks (1913-2005), Nelson Mandela (1918-2013) and Michael Brown (1996-2014). We chose to use people who made a difference in history as it allows us to use statistics and evidence to support and convey our message. All of these link strongly to racial equality, show the progression of how far society has moved but also demonstrates the prominence of racism that still occurs today. By choosing poignant pioneers this means that we won’t stray from our stimulus and the audience won’t be confused of why we chose these people. The structure of our piece starts with King’s speech which then leads into a dance which will be followed by Parks scene leading to Mandela and then finally Brown. We start with King’s speech which Ellie reads and as she reads it we are making small gestures so the focus is on her but we are still moving this then leads into a dance where Gina and I represent black people, and so as soon as we begin we fall to the floor and stay on the floor to show racial status as Ellie and Chloe represent the whites and stay up to show they have a higher status. During this we have the ropes down the centre of the stage to the segregation. This then leads into the Parks section.  I portray Parks and so that I can portray this maturely I will research further the story of Parks and use her speeches. To help me get into character of Parks we used ‘hot seating’ to help me understand how she would have felt to be a black woman in that time and so now I can truly play her role and give it justice and understand why she felt as though she must stand up against the law even though no one else would. From this I now understand that when I perform her speech I must show the conviction and show that she didn’t live an easy life and the courage it took to stand up against the law. One of the speeches that I found which I feel we will wrap up her feelings and her reasoning for her rebel against the whites.  “*People always say that I didn’t give up my seat because I was tired, but that isn’t true… No, the only tired I was, was tired of giving in.”*  <https://www.brainyquote.com/quotes/quotes/r/rosaparks743670.html>  As a group we decided to start the speech walking from the back of the stage to the front slowly doing gestures. We start walking forward on the words “**people**”, we then take five steps and step out on the word “**didn’t**”. We then move as if we are sitting down on the word “**seat**” followed by tilting our head to the right on “**tired**”. After this we walk on our left forward and step out and point forward on the word “**but”** we then step out on the right and put our arm to the side on “**no**”. We used physical theatre during this as we feel as though it has more impact with simple movements as the audience can focus on the words and message.  As well as my previous research I completed secondary research in to ‘Noughts and Crosses’ *(Blackman, 2001)* and this allowed me to develop my knowledge and understanding of how racial equality can affect people and their lives in today’s society as we don’t see it as clearly in everyday life. By using a book to refer back to it allows us to tackle our stimulus in a mature way as the book can be read by secondary school students and above and is used in a GCSE drama specification and so this will help us make it appropriate for our target audience.  As a group I feel as though we work well together as we all have different strengths and so can make the piece the best it can possibly be. Personally I know that I need to work on the tone of my voice when doing speeches as I have a high pitch voice which won’t convey the emotions accurately. Naturally I am a dancer but I am enjoying challenging myself in other styles that I am not as confident in. I think that our group needs to work on our speed of progress as we don’t always get as much done as we aim to which slows down the creative process giving us less time to polish and refine.  We decided to use black and white tops as we felt as though this was a simple and easy to understand way of portraying the different races. I feel as though that a simplistic costume shows that we are focusing on the message and that you don’t need anything to make a change or to raise awareness of something. By finishing in nude colours it shows that we are all the same and that no one has a higher status in the end. By using four ropes that are black and white we can show how it can separate each other and hurt one another but it can also bring us closer together and help us work together to make the world a better place. | |
| **Photo/Video Reference (filename)** | |
| *Milestone2- Image 2* | |

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| **Milestone 3: Development of creative ideas: mid-stage review** | |
| **Milestone Entry Date** | **07/04/2017** |
| **Log Entry** | |
| After performing to our peers with production elements it gave us an idea of how our performance would run in full. An aim of doing this was to receive feedback so that we could improve our piece. I feel the feedback we received helped us majorly and we know where and what we need to do to ensure that our rehearsal time is productive and worthwhile. Before the performance, we decided to change the staging to a thrust stage as we feel as this will gives us more space to work with and it will help create audience interaction; allowing the audience to feel emotionally connected to our piece.  As a group, we decided to use ‘Imagine’ by John Lennon and directed Chloe to sing during the Nelson Mandela scene as we feel this represents each pioneers continuous fight for equality in a non-violent way. At first Gina, Ellie and I choreographed a short dance phrase to go alongside ‘Imagine’ in unison but soon realised that this was too similar to our earlier piece. Consequently, we wanted to change this so that there is a definite change between each section make it less repetitive for the audience. Ideally, we wanted Chloe to be the solely on stage singing as we felt as though this would portray the loneliness people can feel when they are a victim of inequality.  Whilst choreographing and rehearsing we found that this wasn’t engaging and Chloe lacked confidence when on stage alone, we decided to still have choreographed dance in the piece but only short sections, therefore, we danced brief solos during the song – we created these through improvisation which then allowed us to set the movement phrases. After our performance, peers suggested using a PowerPoint to improve this section. To achieve this, we will make a presentation that will play behind Chloe whilst she is singing, showing pioneers who have made a difference to equality and society. This will show people who aren’t as well-known as others and shows it is an ongoing.  Another change we made was at the beginning when we finish Parks section at the front of the stage. Originally, Gina finished with the rope but now because I am portraying Parks I should finish with the rope and as we say our last line I start to make the first joining of the rope. To transition into the next section I place the rope vertically at centre stage creating a line to symbolise segregation between black and white people, this will make it clearer that the two sides are separate.  To help develop our piece, we have decided to use a voice over of each of our pioneers’ names and what they did in order to help equality. As we continued to talk about how to strengthen the piece we decided to use a simple piece of music at the beginning and will ask the audience thought-provoking questions over the top of the music which will create suspense. This will allow the audience to follow the piece easier, paying more attention. To help link accompaniment to our choreography we chose a track and overlapped Martin Luther King’s speech which I think will make a lasting impact.  As a group we now need to clean all transitions and improve the diction of our voices, to do this we will work together and go through each transition, making sure we know where we are going and what we are doing, this it will make the message clearer therefore leaving an impact on the audience as they will understand us better and our transitions will be cleaner it won’t be as obvious and our audience won’t lose concentration which will keep them engaged. I personally feel that we need to put more emphasis on the rope to allow the prop to have more prominence in our piece to ensure the meaning and symbolic reference is clear and will not be lost throughout the piece. | |
| **Photo/Video Reference (filename)** | |
| *Milestone 3-Image1*  *Milestone 3- Image 2*  *Milestone 3- Video 1* | |

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| **Milestone 4: Review and reflection** | |
| **Milestone Entry Date** | **08/05/2017** |
| **Log Entry** | |
| Following our final performance I believe that we portrayed our stimulus of article 19 well through racial equality as from audience feedback they had a clear understanding of the message we were trying to get across. I feel, our timing wasn’t as clear as it should have been, meaning we needed more practise to make it as clean and seamless as possible. At the end I feel as though we panicked and did not follow the original plan however, I believe that it looked effective us all doing different times but repeating sections of the piece as it shows our individuality and ability to improvise. At one point in the performance there was a pause as Chloe forgot to start her speech so I started my speech to keep the performance flowing and to hide the mistake, I feel that the reason this happened is because this section was under rehearsed. I feel as though we made our performance original as we used black and white tops and ropes to symbolise the races. By using props and giving them a high importance when interacting with the audience, breaking the fourth wall. Personally, I feel as though the thrust staging was effective as it allowed us to interact and engage with every member of the audience. It gave the audience a new perspective when watching the piece and allowed them to come on the journey with us.  We decided to edit Chloe’s song so that half way through it cuts back to John Lennon signing as we felt that this would put more emphasis on the PowerPoint playing behind showing the pioneers and it also allowed her to tie the rope whilst sitting down and not letting her vocals drop due to the movement. As well as this I believe that having Lennon signing makes it more emotional. At the end of our piece we found a video about racial equality that we found very hard-hitting and emotional, and decided to use this, we put it at the end so that we could having that playing and we could start undressing to our nude leotard and shorts and repeat sections of the routine. At the end of the video we repeated the speech that was developed throughout the performance focusing on the pioneers we specified.  After our performance we asked audience members questions to get their opinions of the piece. From this I feel as though the audience had a clear understanding of the theme and learnt something from it which was our artistic aim. When we first performed to our peers the section they said was confusing was the Michael Brown scene as they were unsure of his story but from the comments we received this time they said that they now understood what happened to him; something specifically we had worked on. Personally, I was concerned that it didn’t flow coherently but they said that it was easy to watch and flowed smoothly into each section. As well as this I was concerned that the rope’s meaning was unclear but all audience members understood the rope and liked how we used it within the piece, in our first performance we didn’t show enough emphasis on the rope but then this time we gave equal focus on the rope in each section. One of the comments we received was about audience interaction, I agreed with the audience when they said we did used good audience interaction but could of gone further with it and tried different things. As well as positive feedback we got constructive feedback which was helpful as I will take it into consideration when creating future pieces. The audience said that we could have spent longer on each section and develop our scenes further.  In hindsight, I feel as group we needed to organise more rehearsals as a whole group have a set structure for each rehearsal as this would of made each rehearsal productive and as a result we would have completed the piece quicker and have more time to polish and refine each section. As well as this I feel as though we should have made more notes throughout our rehearsals to allow us to approach the next rehearsal with a clear plan of what needed to improve.  References:  httpswww.youtube.comwatchv=q0qD2K2RWkc | |
| **Photo/Video Reference (filename)** | |
| *Milestone 4- Video 1* | |