

Stage Sparks Workshop Plan Example

Lead Artist Name: Dakota Spencer

Workshop Day/Location: Wednesday, Port Noarlunga

Workshop Genre: Physical Theatre/Dance

Goals:

- Encourage creativity and self-expression through movement
- Build confidence and body awareness
- Introduce basic elements of physical theatre: gesture, emotion, storytelling without words
- Foster teamwork and spatial awareness through group exercises

Term Theme: Stories through Movement - exploring how emotions, characters, and relationships can be expressed using the body.

Core Methods:

- Physical theatre and creative movement exploration
- Improvisation and play-based activities
- Use of rhythm, sound, and simple props to inspire expression
- Group collaboration and reflective discussion

Share a step-by-step process of the workshops:

Group 1 (5—8 yrs):

Introduction: The Name Game – sitting in a circle, children will take turns to say their name and select a movement to go along with it. The rest of the class will then repeat the name and movement.

Warm Up: Crossings – Prompts will be provided for the children to follow (i.e. cross the space like a ...). Children will then select an animal to replicate across the space. We will ask them to consider different aspects of their animal (like are they slow, fast, small, big?). Cones will be set up on either side of the space to indicate where participants start and finish. Lines will be created to split into smaller groups. Music to play in the background.

Extension: Participants will be asked to pair up with another child and create a short ‘animal friendship’ scene with movement using the animals they have just explored.

Activity 1: Follow the Leader Movement Game – children will copy the leader's movement (i.e. jumps, spins, stretches). All children will have the chance to be the leader. Music to play in the background.

Activity 2: Shape Stories - using dancing ribbons, children make different shapes in the air (circles, zigzags, waves). Participants will be given prompts such as “Can you make a shape that shows happiness? A storm? A sleepy cat?” Music to play in the background.

Activity 3: Magical Machines – in a group, create a ‘machine’ using our mouths and bodies. Each child adds a repetitive movement and sound. A phrase will be created using each child's sound and action. Activity will focus on rhythm, teamwork, and the use of vocals.

Cool Down/Reflection: Summary of the session, discussion of what the children enjoyed.
Prompting question: “What movement made you feel strong or happy today?”

Group 2 (9-12 yrs):

Introduction: The Name Game – sitting in a circle, children will take turns to say their name and select a movement to go along with it. The rest of the class will then repeat the name and movement.

Extension option: add movement to different types of music to see how this changes the emotion and dynamics of the action.

Warm Up: 4-Count Rhythms – using vocals and body percussion, a selection of 4-count musical rhythms that can be repeated by the participants will be created.

Extension: the children will then go in a circle and be tasked with creating their own rhythm for the rest of the class to repeat.

Activity 1: Babbling – participants will be given a topic of discussion and asked to talk, nonstop, for thirty seconds about said topic. This will improve listening skills and confidence in presenting.

Activity 2: Emotion walks – walking randomly around the space, participants will be prompted to move with different intentions (i.e. late, angry, sad, excited). Participants will need to use spatial awareness and creativity to navigate through the space.

Activity 3: Gesture stories – children will come up with three to five gestures/actions that represent who they are or what they like to do (i.e. sport, gardening, reading).

Extension: Participants will then work in pairs to turn their gestures into a wordless scene that tells a story. Present to the group and reflect on what emotions were clear. Music to play in the background.

Activity 4: Musical Statues

Cool Down/Reflection: Summary of the session, discussion of what the children enjoyed.
Prompting question: “What was your favourite movement to make?”, “Did your ribbon move differently when you felt happy or sad?”

Share a list of needed materials (Indicate what you will provide or what you need sourced)

- Speaker
- Dancing ribbons
- Cones (Carclew to provide)