

# BANDBAZI

THEATRE . CIRCUS . EDUCATION

## Workshops for Secondary Schools

**BandBazi** is an award-winning, multicultural performing arts company based in Brighton. We are a professional touring company playing at venues throughout the UK. We aim to give voice to disenfranchised groups and to challenge stereotypes. We use a dynamic approach incorporating aerial and circus skills, dialogue and music to create new and original plays that draw on real-life human dilemmas. We strive to increase access to theatre for all.

In addition to dramatic performances **BandBazi** runs a diverse educational outreach programme throughout the year. We work in schools and colleges to teach a combination of interactive theatrical skills that can link to the National Curriculum both in a subject-specific and a cross-curricular way.

### Our unique selling points:

- **A chance for students to work with professional performers**
- **Participants can learn aerial or ground based circus skills**
- **Exploration of circus theatre as a genre**
- **Workshops can combine aerial skills with dramatic improvisation or dance/movement**
- **Compliments the National Curriculum in a unique way**

### Our Facilitators

Our experienced professional workshop facilitation team includes:

Philippa Vafadari – actress, aerial choreographer, movement director

John Binnie – writer, director

Emma Taylor – aerialist, actress

Hazel Maddocks - performer, choreographer, aerialist

Persephone Bayley – aerialist, puppeteer, physical theatre performer

Will Ashwell – ground-based circus skills

Kate Wright – poi and ground-based circus skills

Vicki McManus - aerialist and bungee specialist

### Workshop Info

We offer workshops in: trapeze, circus skills, dramatic improvisation and storytelling

- Workshops can be one-off introductory sessions or planned as a series of activities over a half-term block, culminating in a presentation.
- Workshops are structured or we can have a flexible approach and tailor sessions to your needs and interests.
- Workshops can also be offered in conjunction with block bookings for **BandBazi** performances and can be formatted to explore a show's themes and techniques.

Young Peoples Centre, 69 Ship St, Brighton, BN12 1AE [www.bandbazi.co.uk](http://www.bandbazi.co.uk)  
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- All workshops include introductory exercises to establish positive expectations within the group.
- Where physical activities are planned, appropriate warm-up and warm-down exercises are included to aid comfort and safety for participants.
- At the end of a workshop participants are encouraged to reflect on their learning and to evaluate the success of the session.
- All workshops promote *inclusion* – **BandBazi** recognises the rights of all children and young people to an equal and worthwhile education regardless of age, gender, SEN, disability, social, cultural and linguistic background. Through appropriate differentiation we aim to provide a unique learning opportunity for all participants. INSET sessions for educational staff are also available.
- Workshops are facilitated by experienced theatre and circus professionals with full CRB checks.

**BandBazi** has comprehensive policies on Equal Opportunities, Child Protection, Health and Safety and Insurance - all available on request.

Our work is informed by an established steering group of teachers and educational experts throughout the Key Stages and levels of Further and Higher Education.

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## HOW TO BOOK A WORKSHOP FOR YOUR SCHOOL

### Availability

Workshops are available throughout the year. **BandBazi** can make individual arrangements with schools.

### Capacity

All our workshops are for a maximum of 16 students per instructor.

### Fees

£120 for 1 hour 2 practitioners with 1 class  
£240 for 2 hours 2 practitioners with 1 class  
£600 for 1 day 2 practitioners (5 hours of workshops)  
Long-term projects  
£600 for 1 hour/week for 6 weeks 2 practitioners with 1 class

(for one practitioner the price is 50% of the above fees)

BandBazi has experience of running whole school projects over the course of a school year. Please contact us with your ideas.

### Structure

Combination of 1, 2, 3 or 4 of our key skills can be taught as detailed above.

### Requirements

**Space:** *Hall* for **trapeze** (minimum height 4 metres) and **circus skills** we can install temporary rigging points to existing fittings such as for climbing rope *or* we can bring a separate rig, *or* we can work in **BandBazi's** fully rigged rehearsal rooms at Hangleton Community Centre / University of Sussex Dance Studio *and/or Classroom* for **dramatic improvisation** and **storytelling**.

**Clothing:** loose, comfortable clothing and bare feet for physical work.

### Outside Brighton Area?

We are happy to travel to other areas to teach. Educational workshops are held in conjunction with our touring plays at many other national venues.

**For further information and bookings please contact:**

**Ian Lawton, Tel: 001273 245584, Mob: 07805 451530 Email: [mail@bandbazi.co.uk](mailto:mail@bandbazi.co.uk)**

**It would be fantastic to forge creative links with your school!**

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## Example Workshops for Secondary Schools

### An Introduction to Trapeze

#### **Aims and Objectives:**

**The aim of this workshop is** to develop confidence, concentration and self-control in the participants. They will be required to observe demonstrations of moves and then follow instructions whilst working to achieve the moves themselves. Participants will be encouraged to experiment and to challenge themselves physically.

**The workshop will explore** strength, co-ordination, poise and flexibility - how to overcome anxieties and control over-excitability. All levels of confidence and ability will be supported, and participants will be encouraged to achieve and be proud of their own personal effort.

#### **The workshop will include:**

- Warm-up activities appropriate to the age and ability of participants.
- Ice-breaking, trust and team-building exercises will help promote self-awareness, expression and confidence.
- Hanging under the trapeze bar by the arms and legs ('hox', 'pike', 'bird's nest').
- Sitting on the bar and executing specific moves ('mermaid' 'round the world').
- Standing on the bar and executing specific moves ('lean out'; 'spider', 'star').
- Practice of transitions from under the bar to sitting, sitting to standing, and back again, with the emphasis on fluidity of movement.
- Presentation of a sequence of moves to an 'audience' will be discussed.
- Evaluation of own work and success of workshop.
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A crash mat will be under the trapeze at all times. We can provide this if necessary.

**Age Group:** Recommended for **Years 7-13**

#### **Suggested links to the National Curriculum:**

##### **KS3:**

##### **PE**

Acquiring and developing skills (1a,b)

Selecting and applying skills, tactics and compositional ideas (2a,b,c)

Evaluating and improving performance (3a,b)

Knowledge and understanding of fitness and health (4a,b,c,d)

Gymnastic activities (8a,b,c,)

##### **KS4:**

##### **PE**

Acquiring and developing skills (1a,b)

Selecting and applying skills, tactics and compositional ideas (2a,b,c)

Evaluating and improving performance (3a,b,c,d)

Knowledge and understanding of fitness and health (4a,b,c,d)

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Gymnastic activities (8a,b,c)

## KS5:

As appropriate to specific A Level & AS Level coursework

## An Introduction to Circus Skills

### **Aims and Objectives:**

**The aim of this workshop is** to learn and develop new skills through observation and practical application. These unusual skills can key into and extend cross-curricular work e.g. how do participants cope with `challenge`? There is the opportunity for all to succeed, boosting confidence, self-esteem and creating a sense of personal achievement.

**The workshop will explore** specific techniques required to achieve a range of circus skills helping to improve concentration and hand-eye co-ordination, encouraging all participants to reach their full potential.

### **The workshop will include:**

- Introductory games, physical warm-up and brain gym exercises.
- There will be a choice from a wide range of theatrical skills e.g. plate spinning, poi, diablo, devil sticks, scarf juggling.
- Participants will be supported to set personal and group goals, evaluate their success and share thoughts and feelings around their learning.

**Age Group:** Recommended for **Years 7-13**

### **Suggested links to the National Curriculum:**

#### **KS3:**

##### **PE**

Acquiring and developing skills (1a,b)

Selecting and applying skills, tactics and compositional ideas (2a,b,c)

Evaluating and improving performance (3a,b)

Knowledge and understanding of fitness and health (4a,b,c,d)

#### **KS4:**

##### **PE**

Acquiring and developing skills (1a,b)

Selecting and applying skills, tactics and compositional ideas (2a,b,c)

Evaluating and improving performance (3a,b,c,d)

Knowledge and understanding of fitness and health (4a,b,c,d)

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As appropriate to specific A Level & AS Level coursework

## An Introduction to Movement

### **Aims and Objectives:**

**The aim of this workshop is** to develop co-ordination, imagination, concentration, creativity and confidence whilst promoting awareness of personal and social responsibility.

**The workshop will explore** expressive movement to convey emotions non-verbally and movement and character. As well as showing their strengths in movement, character building and self-expression, participants will be encouraged to experiment and challenge themselves physically. All physical abilities will be supported.

### **The workshop will include:**

- A warm up and cool down.
- Techniques to enable students to move efficiently and safely from lying down to standing and back to the floor again – ie. different levels.
- Ice-breaking, trust and team-building exercises.
- Use of different speeds in movement.
- Use of different movement qualities – flowing, staccato.
- Exploring ways of expressing emotions through physicality.
- Developing character through movement – how physicality can reflect personality.

**Age Group:** Recommended for **Years 7 – 13**

### **Suggested links to the National Curriculum:**

#### **KS3:**

##### **English**

Group discussion and interaction ( 3a,b,c,d,e)  
Drama (4a,b,c,d;11a,b,c)

#### **KS4:**

##### **English**

Group discussion and interaction (3a,b,c,d,e)  
Drama (4a,b,c,d;11a,b,c)

#### **KS5:**

As appropriate to specific A Level and AS Level coursework

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## An Introduction to Dramatic Improvisation

### **Aims and Objectives:**

**The aim of this workshop is** to develop imagination, concentration, creativity and confidence whilst promoting awareness of personal and social responsibility.

**The workshop will explore** the notion of effective communication and the need for positive interpersonal relationships – encouraging co-operation within the group as well as independence of personal identity. Games and role play require enthusiasm, generate ideas and provoke response.

They offer a safe format in which to develop ideas, problem-solve and have fun! The work will provide the opportunity to extend links between curriculum areas.

### **The workshop will include:**

- Ice-breaker sessions and trust exercises.
- Spontaneous improvisation.
- Forum theatre.
- Vocal warm-ups and soundscapes.
- Non-speaking improvisations.
- Characterisation work.
- Simple prop work.
- Team-building drama games.

**Age Group:** Recommended for **Years 7 – 13**

### **Suggested links to the National Curriculum:**

#### **KS3:**

##### **English**

Speaking (1a,b,c,d,e,f,g)

Listening (2a,b,c,d,e,f)

Group discussion and interaction (3a,b,c,d,e)

Drama (4a,b,c,d;11a,b,c)

Language variation (6a,b,c,d,e,f)

#### **KS4:**

##### **English**

Speaking (1a,b,c,d,e,f,g)

Listening (2a,b,c,d,e,f)

Group discussion and interaction (3a,b,c,d,e)

Drama (4a,b,c,d;11a,b,c)

Language variation (6a,b,c,d,e,f)

#### **KS5:**

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## An Introduction to Creative Writing

### **Aims and Objectives:**

**The aim of this workshop is** to use creative writing and storytelling techniques to develop 'scripts' devised from the interests and issues expressed by the participants.

**The workshop will explore** how to create characters, dramatic situations and a driving narrative. Participants will have the opportunity to explore monologue work, writing from personal experiences, experimenting with dialogue and character hot-seating. We will also consider genre and style, helping participants to understand how a theatre script is formatted.

### **The workshop will include:**

- Writing exercises based around six questions addressed to participants:
- Location of where they have been happiest?
  1. 2. What makes them angry?
  2. Which piece of music could they not live without?
  3. Who inspires them?
  4. Where do they see themselves in ten years time?
  5. If they could change one thing about themselves, what would it be?
- Participants will work in pairs. Together they will share their writing with a partner, then bring their answers to the bigger group.
- They will write a monologue from one of their answers and then go on to write a scene.
- Those listening to the writing will be encouraged to expand on what they have heard to create new scenes through improvisation.

**Age Group:** Recommended for **Years 7 – 13**

### **Suggested links to the National Curriculum:**

#### **KS3:**

**English** (with the understanding that work in `speaking and listening`, `reading` and `writing` is integrated)

Composition (1a,b,c,d)

Writing to inform, explain, describe (e,f,g,h)

Breadth of study (9a;11)

#### **KS4:**

**English** (with the understanding that work in `speaking and listening`, `reading` and `writing` is integrated)

Composition (1a,b,c,d)

Writing to inform, explain, describe (e,f,g,h)

Breadth of study (9a;11)

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## **KS5:**

As appropriate to specific A Level and AS Level coursework

## **Movement Presentation – The Dark Side**

**Directed by Philippa Vafadari**

**Eastbourne College (Yrs 8 and 10)**

The material for the presentation was generated through creative writing and movement workshops with 4 young people, two from Year 10 and two from Year 8.

Through the creative writing questions many issues came to light, most markedly that of bullying. As the piece evolved, this became its central theme: the outsider was picked upon by one person, the rest of the group then followed suit. The bullying was finally overcome by the strength of character shown by one of the group to go against the majority and stand up for the victim.

The piece was completely non-verbal. The participants learnt techniques to move safely from lying down to standing and back to the floor again. They explored different speeds and levels and a variety of movement qualities e.g. flowing, staccato, to enable them to creatively express their emotions and communicate the storyline through their physicality.

The young people also chose the majority of the music for the piece through the creative writing sessions, describing 'the piece of music they could not live without and why?'

## **Team Building Proposal**

### **IN A CIRCLE – 30 MINS**

#### **Warm Up:**

Gentle stretch out/vocal exercises.

#### **Name Game:**

Create a single-action mime to describe your personality. Explain the mime to the group; ie: how it sums up your personality. Go round the circle a second time with everyone saying their own name and doing their mime.

Cross the circle to another participant saying the name of the person you are walking towards and doing their mime. It builds up in speed until people are running across the circle to each other and have stopped saying the names, just doing the mime.

#### **Ball Patterns:**

The groups throws a ball around the circle in a specific order. This is repeated several times. Then a second, third and fourth ball is introduced, the pattern of throwing remaining the same.

### **TWO TEAMS – 10 MINS**

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**Game: Samson/Delilah/Lion** (a version of 'paper/scissors/stone')

Two teams each with a team leader separate to either side of the room. They choose whether they are Samson, Delilah or the Lion. Then the two teams walk towards each other to meet in the centre. On cue they mime their character. Samson beats the Lion, Delilah beats Samson, and the Lion beats Delilah.

**IN PAIRS – 45 MINS**

**Creative Writing/Storytelling:**

The pairs decide who is A and B. A tells B about a time when they felt different to everyone else about them and vice versa. In circle, everyone tells their partners story as if it was their own experience.

**Improvisation:**

Some of the stories are acted out by members of the group, but not the person whose story it actually is. The person whose story it originally was gives feedback on how their story was presented.

**TWO TEAMS – 30 mins**

**The Chair Act:**

Two teams of 5 are given 4 chairs each. Workshop practitioner demonstrates the chair act to the group with 4 volunteers. They sit on the chairs in a particular formation, lie back on each other and then the chairs are removed, one by one, without the participants falling on the floor. The two teams work on their own to perfect the act and then present it to the group.

**IN A CIRCLE – 5 mins**

**Final Relaxation:**

Lying on the floor, the group will be taken through a yoga-based final relaxation.