

WICKED IDEAS FOR DRAMA PLAYBUILDING (SUITABLE FOR YEARS 9-10)

In order to stimulate thought on the issues and style of WICKED, undertake some of the following drama activities **before seeing the production**.

Pre-teaching activity – Read through the interview with Stephen Schwartz and Winnie Holzman, who between them devised the script for WICKED. The interview can be found at: <http://www.telecharge.com/showimages/WICKEDStudyGuide.pdf> on pages 26 - 27 (teachers can use this activity to give students an added perspective when analysing their own devised performance and performances presented by other practitioners depending on the age of the group).

Students devise a playbuilt scene using one or more of the following stimuli. (The activities are differentiated in increasing difficulty, number 1 being the easiest).

- **Plot - The title WICKED**
Devise a scene in which an event occurs that you consider 'WICKED'. Use a traditional scene structure (beginning, build-up, climax, denouement, end). Perform the scene and then discuss what was WICKED? Does a WICKED deed always have certain characteristics or consequences?
- **Character – How do we characterise a trait such as 'WICKEDness'?**
Devise a scene where there are stereotypical good and WICKED characters. Develop your characters using stance, voice and gesture. Perform the scene and then discuss why are some people WICKED and how can you show this on stage?
- **Props – Symbols of WICKEDness**
 - a. Devise a scene about witches in a magical world using a number of props; witches' hat, a broomstick, a wand, a black cloak.
 - b. Either redo the scene or have another group devise a scene about modern witches; who are they in the modern world? What props would they use?
- **Elements of Production**
Add appropriate lighting to your devised scene (from above) and use/discuss the use of a haze or fog machine if one is available. Introduce the scene with music. Perform the scene and then discuss how colours create mood and atmosphere and how music creates emotions. How do lights and music affect an audience?
- **Dramatic Form – the musical WICKED**
Devise a scene using the features of the musical genre, i.e. develop a narrative using songs and music. You could use some lyrics from WICKED in your scene, invent your own original songs and/or music or use other existing songs to assist the creation of your scene.

In order to reflect and appreciate the issues and style of WICKED, undertake some of the following drama activities **after seeing the production**.

1. Improvise and perform a new ending for WICKED. Discuss the merits of both the original ending compared to your ending.
2. Write a theatre review for WICKED. Make sure to include comments about how the following elements contributed to the success and uniqueness of the show; the plot, the actors and the characters they played, design elements such as the set, costumes, lights, music and singing and key moments that brought the show to life.
3. Develop an extended piece of collage playbuilding around the theme of 'WICKED'. Use a number of dramatic techniques to engage an audience.