

## 2 ICT in the Drama classroom

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This chapter considers ICT equipment that is probably already in use in the Drama classroom and that which may be new for Drama.

### Equipment already in use

#### **Lighting and sound**

Drama teachers already use a wide range of equipment in their lessons. Most of this contributes to the 'communication' aspect of ICT. For example, many Drama classrooms have been equipped with studio lighting and a blackout facility. This enables a range of exploration using the lighting equipment. Similarly, many classrooms have sound playback and recording equipment.

#### **Video**

Drama teachers have long understood the possibilities afforded by the video camera and use this creatively in their teaching. Drama students are very familiar with this technology. They prepare work specifically for capture on camera. For example, an advert for a product or a video diary. They may also work in the 'as if' mode, replaying their drama 'as if' it were a piece of video. Video is also a very useful device when analysing performance work.

#### **CD-ROMs**

Teachers and students are also used to working with CD-ROMs. These hold a wealth of information in an easily accessible form. They are useful for exploring play texts, offering not only the text but often also video extracts of the play in performance, sound clips of actors speaking the lines, background information about the play, playwright and period, etc. They also make it far easier to explore the text in specific ways by providing a sophisticated search facility.

#### **Overhead projectors**

The overhead projector is extremely useful when you want to share a stimulus quickly with the whole group. For example, you may have a song lyric or a photograph that you want everyone to see. Rather than produce copies for individuals to look at (and be distracted by), you can produce one copy that you can project at a size for everyone to see.

In the same way, you might use the overhead projector to display the task for the group during a specific sequence of the lesson or to record any feedback or

discussion. Obviously, this is not an electronic whiteboard and will not print out what you write, but if you keep the acetates you have written on you could type this up to use again at a later date with the class.

Finally, you might use the overhead projector as a creative resource in a piece of drama. For example, you could project images or slogans in some work on Brecht or just to add a background colour to a scene because you are working in a room without stage lighting.

## Equipment that may be new to Drama

Certain equipment and practices are relatively new to Drama classrooms and some are yet to be possible for many. The discussion here will focus on the potential use of some of the new technologies within Drama classrooms.

### Word processing and desktop publishing

Some teachers already encourage their students to use a word processing program to draft essays for GCSE and A-level examinations. This has the benefit that essays can be reworked effectively and efficiently. Some schools encourage students to submit their written work as email attachments. This allows the teacher to electronically mark and correct the attachment (assuming they are using compatible software). If this improves motivation to learn and completion of coursework, then it must be a good thing.

Look at the following example to see how ‘comments’ can be used:

<b>Who's There?</b>	
<i>The action takes place in a one-room bedsit. As the audience enter Character 1 is very ineffectually tidying the room. This consists of slowly but meticulously moving piles of papers from one place to another</i> [KT1].	
<i>Lights up.</i>	Again, this is useful to give additional help to the actors.
Character 1: (speaking [KT2]through the door) Who's there?	
<i>There is no answer. Pause.</i>	
Character 1: (still speaking through the door) I said who's there?	
<i>Pause.</i>	
Character 1: (turns and walks from the door) I could have sworn...	
Character [KT3]2: (loudly) It's me! Aren't you going to let me in!	
This is not how we set out a script in class, please refer to the worksheet that you were given. It would be much easier as you are using Word to create this script using a table.	

# I0 Sources of further information

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## Publications

*Connecting the Learning Society: National Grid for Learning, The Government's Green Paper*, DfEE, 1997

*Excellence in Schools*, HMSO, 1997

*Initial teacher training National Curriculum for the use of information and communications technology in subject teaching*, DfEE, 1998.

*Preparing for the Information Age: Synoptic Report of the Education Departments' Superhighways Initiative*, DfEE, 1997

*The Use of ICT in Subject Teaching: Expected outcomes for Teachers in England, Wales and Northern Ireland*, TTA for DfEE, 1999

*The National Curriculum for England*, DfEE/QCA, 1999

*The National Curriculum for England: Information and Communication Technology*, DfEE/QCA, 1999

*The Use of Information and Communications Technology in Subject Teaching: Identification of Training Needs, Secondary English*, Teacher Training Agency, 1999

*Teaching: High Status, High Standards*, 4/98, DfEE, 1988

*Using Information and Communications Technology to meet teaching objectives in English initial teacher training, secondary*, Teacher Training Agency, 1999

Teacher Training Agency (TTA) publications are available from the publications line on 0845 606 0323 or on their Web site <http://www.teach-tta.gov.uk/>

DfEE publications are available from the publications line on 0845 602 2260 or on their Web site <http://www.dfee.gov.uk/>

The National Curriculum is available to consult and download online at <http://www.nc.uk.net/>

## Useful Web sites

This pack is supported by the Drama in Education Web site – <http://www.kentaylor.co.uk/>

The Teacher Training Agency – <http://www.canteach.gov.uk/>

The Standards Site – <http://www.standards.dfes.gov.uk/>

The New National Curriculum – <http://www.nc.uk.net/>

The National Grid for Learning – <http://www.ngfl.gov.uk/>

The Virtual Teacher Centre – <http://vtc.ngfl.gov.uk/>

British Education Computers Training agency – <http://www.becta.org.uk/>

New Opportunities Fund – <http://www.nof.org.uk/>

Computers for Teachers – <http://cft.ngfl.gov.uk/user/>

What's on Stage – <http://www.whatsonstage.com/>

Pilot Theatre Company Web site – <http://www.pilot-theatre.com/>