



## **Dramatization draft**

### **Premise**

A dramatization of the project aimed at an age group as special as that child can only be imagined and materialised as a laboratory of creativity and playfulness of expression. With tact and sensitivity the teacher through the seasons, the holidays of the year and in dialogue with the morning's work done by the teachers will try to explore the world of expressiveness to small actors facial, body and speech. The knowledge of drama therapy, psychodrama, playback theatre, comic therapy, social theatre etc. metamorphosed and will be placed at the service of pedagogy theatre in children.

### **Course**

The theatre is an important opportunity for children to be able to experience not only its own motor body in appearance, but also in the dynamic, expressive and emotional. The gesture is accompanied by exercising the body and facial mimicry of a state of mind. Imitation, the themes addressed appropriately to allow the child to be able to experience the feeling of total proprioception. The instruments that will characterise this space will be different: the mimicry of moods, face and body, gaits, the present stage, poetry, speech, gesture, the sound of the beat with small and simple representations, the disguise, the imitation of nature, etc.

### **Objectives**

In an age as special as that from 3 to 6 years is always difficult to want to redo only external goals, although of unquestionable importance, however, what will matter more in such a path will become the observation of the individual and ensemble of children. The expectations of the teacher will not be competitive and quantitative but qualitative and different for each child depending on their characteristics as well as the end result of the work of the group. The longing will be to harmonise the gestures, speech, the relationship and emotion.



### **Method and structure of the project**

The project will have ten months duration with weekly meetings of about 60 minutes. In each meeting there will be provided a small break to allow the children a breath in the rhythm of the laboratory. The experience will be organised during the ten months in three phases. In the first phase, the children will come slowly in the rhythm of the laboratory so that they can become familiar with the exercises and practice of theatrical exploration. In the second phase will come to life the dynamic representations of the group and in the final phase everything will be aimed at the preparation of a representation to give back in school and family.

### **The conduct of intervention actions**

They all live in a gently balanced swing between various moods and the corresponding expressive body polarity in which the two will be the laughter and tears (always in the sense of art and theatre). The theatrical moment, that is the liminal zone, becomes a creative space and a place where your child can learn to live with fiction, ruthlessness and control their vibrant inner world of fantasy.

### **Contents**

The different places to explore: the circus, fairy tales, its daily (both at school and the home), the atmospheres seasonal, natural and holidays of the year.

### **Intervention methods**

The intervention techniques take inspiration from different pedagogical models but also theatre therapies redesigned for the age of the children and their inner world: drama therapy, playback theatre, psychodrama, and comic and social theatre.