



Basmati Basmati:

Movement notes and transcripts:

Resources:

1. Movement In The Play In A Day Performances Video
2. Basmati Basmati Video 1: Approaching Movement
3. Basmati Basmati Video 2: Character Movement

Movement in the 'Play in a Day' performances:

Transcript of *introducing movement* video

1. Introducing movement:

The movement elements in our plays in a day can seem intimidating, on the page, but I'm here to reassure you that they couldn't be simpler. These sections are about telling the story with the pictures we make on stage, rather than the words we say, and for both primary and secondary age groups it's an ideal way to get ideas across, whilst keeping the audience's attention.

And of course they can be great fun for you to lead, and your students will love expressing themselves physically, too. Of course, these are only guidelines, and you should feel free to use your own experience and ideas as well.

2. Leading and Teaching movement:

When leading and teaching movement it is important that you enjoy it too - model what you want the students to do, so they can copy you. Make it fun, and use the music included with the play. All our bodies are different, so allow for individual expression, and for students to interpret movement in their own way. Having a clear signal for stopping is also important (a raised hand, a whistle etc.), as these group sections can sometimes be noisy!

3. Fitting it in:

Movement sections are a great way to pick up the energy after lunch, or after a long period of time learning lines. Rehearsing them little and often, as a warm up is an ideal way to fit them in.

4. Keep it simple:

Even if the movement sections will be different every time you practice them, they will still need some rehearsal, so it is important to keep it simple, and repeat, rather than doing something complex only once - I know from experience, this is where even professional performers can forget everything!

5. Its up to you:

I'll give a few options here and there, so if dance, movement or theatre is something you love, or you are just feeling ambitious, then I'll give you ways you can make more of these elements if you want to give them more time leading up to the Play In A Day performance, but there will always be a simple version, that will work just as well.

Created by Robin Guiver

‘BASMATI BASMATI’

This play is full of great opportunities for fun with movement, and the ideas at the centre of the piece rely heavily on telling the story with the images we create with our student’s movement.

There are four key elements of movement in this Play In A Day, covered in 2 Videos.

Video 1:

Our Indian style **BOLLYWOOD inspired sections**, at the beginning and end of the play.

Our **FIELD OF RICE** image at the top of page 2 and the top of page 7

The **RICE BLIGHT**

Video 2:

CHARACTER MOVEMENT to distinguish between our Parents, Scientists, Farm Workers, Children and Western Supermarket Buyers

Video Transcripts:

1. BOLLYWOOD inspired sections:

The combination of movement and music in our Bollywood sections aim to homage the art form, and give us a burst of energy, as well as a sense of place through the music. Its up to you how choreographed you would like this to be – if this is something your class can focus on and enjoy then see if they can learn a short routine, but if you are happy with an anarchic feel then you can simply allow them to improvise to the music.

Perhaps the most interesting option is to do a bit of both. Have a look at the attached video, teach some simple moves (by you doing it, or by showing the video itself), and then let them improvise their dancing as they like, drawing on this dance vocabulary when they hear the sections of music.

And if you’re lucky enough to have a student in your class who is already familiar with Bollywood dance, and happy to lead some moves, then this is ideal!

Resource:

Here is an example of some very basic Bollywood dance moves, if you want to teach some to your class - but remember, the more you put in, the more rehearsal the students will need to remember it!

https://www.youtube.com/watch?v=ww6oPBqQ_VQ

2 & 3. FIELDS OF RICE and the RICE BLIGHT

This is a classic example of physical performance, where we use the actor’s bodies to illustrate the story. Your students can literally BE the rice on stage. They can use the ‘rice hats’ if your group has created these, and/or their arms, and bodies to illustrate the rice

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The rice blight is a really fun section, where half the students can be a field of rice, and the other half can be the BLIGHT! Using Blight Hats, and/or the physicality of their bodies, they become representations of the bacteria and fungi. Hands can become tendrils, and movements are SHARP and ANGULAR.

4. CHARACTER MOVEMENT:

As detailed at the bottom of the script, these are suggestions only, but will help your audience differentiate between the different characters, when played by the same group of students. Equally, you can split your class up, if you have enough students, where one group of 3 are parents, one group of 4 are scientists etc. It will still be fun to give them a way of moving for each of these characters.

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