

Topic: The path of a literary text to the theatrical stage.

Lesson aims:

- broadening the knowledge about "Dziady" („Forefathers’ Eve”) part II by Adam Mickiewicz, focusing on the theatrical potential of the literary text
- getting to know theater professions and stages of creating a theatrical play
- characterizing selected characters from the drama they have met
- developing imagination, creativity and the ability to translate literary content into theatrical signs (costumes, scenography)
- developing teamwork skills

Working methods:

- work with the source text (literary text)
- working in groups
- art exercises
- class discussion

Teaching aids:

- literary crossword
- literary text ("Dziady" part II by Adam Mickiewicz)
- art materials (large sheets of grey paper, A3 sheets of paper, felt-tip pens, crayons, markers)

Working time: two lesson hours

Course of the lesson:

1. Introduction:

Students solve a crossword puzzle - they recall the drama recently discussed in literature class. After solving it, they look for synonyms to the word that is the main password.

(show - staging, performance, exhibition, play, theater)

Writing down the topic of the lesson.

2. Theater makers to the start!

In groups, students draw on large sheets of paper a symbolic path leading from the text/the idea for the play to the moment it is performed on stage. The form is free.

After completing the task each team presents the results of its work and confronts them with their colleagues' ideas. The teacher directs the students' attention to the creators of the theatrical performance, emphasizing the importance of their collective effort.

a) The director and actors begin theater rehearsals - creating stage profiles of selected characters that are in the literary text.

Individual groups of students draw a character from the drama and on a large sheet of paper they write down important information about it: they determine his/her personality traits, note expressive quotes that allow him/her to be recognized.

Finally, clockwise, each group passes its sheet of paper to its neighbours.

b) In the costume designer's studio - creating costumes for individual stage characters.

Individual groups read information about the designated stage character and draw a theatrical costume for that character. Finally, clockwise, each group passes its sheet of paper to its neighbours.

c) Stage designer has a voice - designing the stage space associated with a particular character.

Each group draws a scene where the character depicted appears in the drama on the received sheet of paper. As before, clockwise, each group passes its sheet of paper to its neighbours.

3. Conclusion.

Reviewer's eye

At the end all the works are collected in one place. Each group shows the character presented on the given sheet of paper. The teacher draws pupils' attention to the coherence of their vision of the stage characters with the literary original and the historical time in which the story is set.

