



Drama – Online learning Programme

Scheme of work: Invisible	
Elements explored	Inner monologue; Devising; Abstract theatre; Physical theatre
Resources	Link to the Introduction to the play ; Link to the recording of the play . Copies of the script. (Available from Amazon)

The following tasks are designed to be completed as part of an online learning programme. The responses can be

- part of a group discussion
- individual writing
- individual video / audio recording or vlog
- paired conversations that pupils can do using Zoom or other formats from home

A word about safeguarding

Please remember that if a pupil doesn't want to record themselves it may be because of other reasons than lack of confidence: untidy or small surroundings; never fully alone to make the recording; abusive relationships... so this should only ever be an option, not a requirement.

NB – the recording of 'Invisible' is also available to PSHE teachers in our [PSHE Facebook Group](#). Although most of the work in this programme is specifically designed for Drama, some concepts are similar in the PSHE scheme. Please check with the PSHE teacher in your school to avoid duplication.

These tasks are designed to be completed after the pupils have watched the recording.

Duration – in normal times, the following is designed to be covered in 6 – 9 lessons. However, you can make this programme fit into whatever delivery programme you have planned for your pupils. You can pick and choose from the topics, and change the order or tasks to suit your pupils.

Who is it for? This programme is adaptable to either key stage 3 or 4. You might find that KS4 pupils can work through some of the tasks independently, where KS3 will need more of your guidance.

The elements explored are those which would normally be done in practical lessons. However, we believe that the manner in which we are asking pupils to consider them through this online programme is the closest we could get to it! Nothing will replace the classroom drama, but we are doing our best 😊



Theme	Learning outcome and success criteria	Activities in class	Tasks from home	Link to play
Invisible	To explore the playwright's reasons for using this as the title. To examine how this word can represent the theme of mental health.	Why was the play called Invisible? What elements of invisibility are explored through the script? How does this term link to the theme of mental health?	Discuss with someone at home what the play was about, and why it was called Invisible. Try to find at least 3 reasons why this title was used.	Watch the video introduction where the Artistic Director talks about the play. Read Notes for Performance (page iv)
		Read opening and closing sequences. Are there differences in the way it reads to the way they perform it on stage?	Read relevant sections of the script	'I'm invisible' (page 1-2) and 'Make us visible' (page 45)
Physical Theatre	To understand how the company presents the concept through physical theatre and physicality	Consider how the company presented the concept of feeling invisible, using physical theatre / abstract drama	Task at home – Write an article for a theatre magazine explaining how this theatre company has used physical theatre techniques to represent invisibility and emotions in this way	
Characterisation	To understand the character of Denny Emotion. Empathy. Character development	Online Thought Tunnel. The class are going to present Denny's thoughts as if they are all in his mind. The teacher 'walks' through the tunnel, hearing each student speaking Denny's thoughts about the way he feels.	Task at home - Think of the times when you have felt invisible. Write a diary entry as a person who is feeling that they are invisible to others	

		Read the script / watch the sequence – where Denny describes what happened when his mum was called to see his teacher about his behaviour in primary school and is then late for work.	Task at home - Write/record a diary entry from Denny after he has come home from primary school.	Primary school section (pages 8 – 10)
Mirrors	To explore the physical skills required to present the idea of mirrored images. Pairs. Physical movement and control.	Physical starter. If this is on a platform like Zoom, each student should choose another one to work with. Their microphones can be switched off. If they can only see the teacher, they should mirror the teacher. Working with their partner, they should try out mirroring each other’s movements. Develop this until you can’t tell who is leading. Discuss how different this is to working in a live classroom. What different skills do they need?	Read script – mirror sequence	The idea of the mirror is a running convention through the play. The actor reading Denny’s blog (page 5) introduces the idea. <i>‘It was like looking in a mirror ... During this, Denny and MIND act out a mirror sequence with a ‘mirror frame’). It was like I was two people. When I looked in the mirror, the real me was staring back at me. The me that I hid from the world.’</i>
	To explore how to represent the words in the blog which are being read out during this section	Explore how the company uses the ‘mirror’ to accompany the reading of the blog. At some stage, the ‘mirror’ separates itself from Denny, showing how he feels one thing and shows something different.	The teacher will read the blog. The reading is as important to get right for the timing and the emotion Task at home – draw a storyboard to show a sequence of movements and how they relate to each section of the blog.	Script extract page 5

Mirrors 2	To examine the other times mirroring / using the mirror frame is used in the play	Read the two sections from the play. Discuss how and why the writer used the mirror theme in each.	Task from home: Choose one element from the script to work on with a partner and share.	Self-harm section (page11); Mum describing Denny being rushed to hospital (page 34-35)
Inner monologue	To examine the idea of the inner monologue – the character’s thoughts being different to the words actually spoken	One element of ‘Invisible’ is the concept that Denny hides his innermost feelings and thoughts. Talk about how this is expressed theatrically.	Task from home: Reflect on one section of the play where we hear Denny’s real thoughts.	
	Use of MIND as a character	<p>Why did the company decide to have Denny’s thoughts spoken by a character (MIND)</p> <p>Read Denny’s introduction of Mind to the audience.</p> <p>Where are other places where Mind is used as a plot device, or to tell the audience important information?</p>		Pages 2-3.
	Hot seating to get into character’s thoughts!		Task from home: What questions would you like to ask Denny, Manda and Mum. Prepare these questions for next lesson	
		Hot seating. Teacher asks the questions to the pupils who should answer in role.	Choose a character and answer five of the questions discussed today.	

		Watch the video where the company answer the hot-seating questions in role		<i>Available online mid-May. The link will be posted here.</i>
Abstract movement	To use abstract and physical theatre to represent a dream.	<p>Read / watch the Anxiety Dream section</p> <p>What kind of issues might make us anxious?</p> <p>Discuss the nature of dreams, particularly how anxiety dreams may appear. Think about how images move quickly from one to the other, sometimes apparently unrelated thoughts.</p> <p>In groups decide on what the dreamer might be anxious about, and how the thoughts and emotions might be exaggerated through dream.</p> <p>How could this be represented online during isolation?</p>	The cast created their representation through discussion, brainstorming, and practical exploration. The music was added once the piece was established.	<p>'I used to have these anxiety dreams all the time' (pages 30-32)</p> <p>The dream that was created in the play included: Trying to find a room to report stress Being told they had to earn stress points Sent on a bus to find the answer Sent to different shops to find the answer Told to follow the 'mind-map' which was presented as a street sign with many arrows</p>
Carrying emotional baggage	To understand the running motif of heavy bags representing the carrying of emotion.	<p>Consider the opening sequence where we see them playing with bags like pass the parcel. Discuss how each part of the game could be linked to us experiencing certain emotions. Why was it portrayed as a game?</p> <p>In small groups, each read a given section of the play, where the bags are used. Discuss what the writer wants the audience to get from the section.</p> <p>Work on how this could be presented online and during isolation.</p> <p>Share. Discuss. Evaluate.</p>	Why do you think the character of Mind handed the bags to the other characters?	<p>The characters' emotions were represented throughout the play by bags. Page 2 and page 46 – opening and closing sequences</p> <p>Characters are handed emotional bags by Mind (pages 8; 11; 22-26)</p>

<p>Roller-coaster</p>		<p>Read the section from the script where Denny describes carrying emotions like a roller coaster.</p> <p>Do you think this is a good description? The cast tried many different ways of showing the characters carrying emotions.</p> <p>How else could you present this section.</p>		<p>The roller-coaster sequence is on page 38-39</p>
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<p>Additional lesson ideas</p>				
<p>Read and work on the script</p>		<p>If students have access to the script, these lessons could take place at any point in the scheme. The script reading lasts 50 minutes.</p>	<p>Either use as the basis for discussion, or divide the class into groups to present specific elements of the play.</p> <p>The cast were given the script with certain sections highlighted to be developed through improvisation. These are listed if you want your class to go through a similar process.</p> <p>The main issues were how to present the statistics in an interesting way!</p>	<p>Surprising Statistics pages: 5, 6, 17, 27, 32 Top Tips pages; 12, 28, 32</p> <p>Repeat of the scene where Denny and then Mum talk to the audience (pages 4; 36-37)</p> <p>Trying to Talk: chip shop; dentist; cinema (pages 13, 14, 15)</p> <p>Manda and her friend (pages 17-19)</p> <p>Mum reading Denny's blog (page 28 – 30)</p> <p>Anxiety Dream (page 30 – 32)</p> <p>Roller-coaster (page 38 – 39)</p>



<p>Relationships</p>	<p>To explore the relationships in the play</p>	<p>Work on the relationships of the characters and how each person supported or created issues for Denny or Manda.</p> <p>Hot seating the N-Act way! Watch the video – <i>available in mid-May. The link will be posted here</i></p>	<p>Read the relevant script sections</p>	<p>Manda and her friend (pages 17-19) Mum reading Denny’s blog (page 28-30) Mum not listening to Denny (page 4; 36-37)</p> <p>Watch the video of Discussion Topics set by the cast <i>Will be available mid-May. The link will be posted here.</i></p>
<p>Breaking the 4th wall</p>		<p>Denny talks directly to the audience. This is a technique favoured by Brecht.</p> <p>This lesson could link to theory and practice of other Brecht techniques.</p>	<p>Denny’s blog forms the structure around which the play is presented. He reads to us, Mind writes in it, another actor reads from it while they act it out, mum is asked to read it while the cast act it out.</p>	