

Drama & dance activities

inspired by

Linlithgow Palace



Group Leader notes

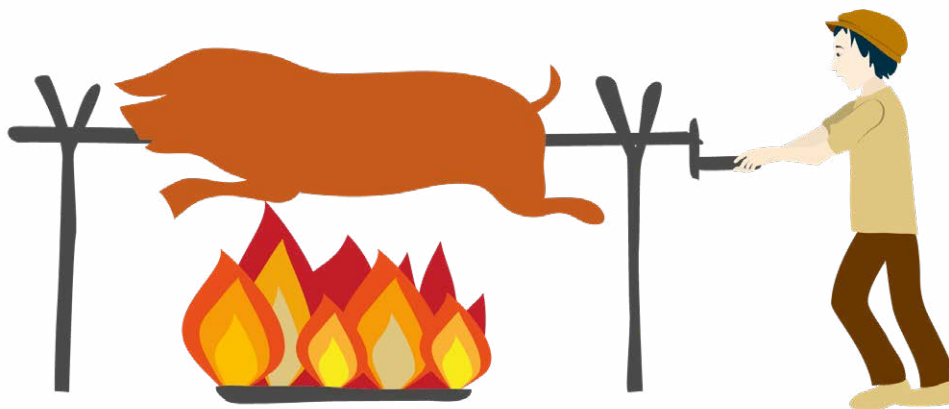
COURT KITCHEN & GREAT HALL DRAMA

This is part of a suite of resources inspired by the Junior Tour Guides programme at Linlithgow Palace.

There are 5 activities to explore with your group:

1. A freeze-frame warm-up
2. Palace kitchen freeze-frames
3. A group leader as cook/monarch drama activity
4. Palace role-play
5. Learning a court dance

These drama and dance activities can stand alone as sharing activities - or the freeze-frames and role plays produced can be built into an assembly-style presentation using the **Assembly Style Presentation Ideas & Script** resource.



FREEZE-FRAME WARM-UP

Introducing this activity

Explain that in drama, a freeze-frame is where an actor or group of actors freeze to show something that is happening, as if you have pressed pause while watching TV.

Freeze-frames are most interesting to look at when the actors show emotion, look like they are caught in movement even though they're frozen and when they use their body imaginatively.

If the actors use their face and body clearly to show what their character is doing, thinking, and feeling, then the audience can study the scene carefully.

To try this out ask the group to walk around space silently, making sure there are no big gaps, and that the full space is used.

Practicing the technique

- 1 Give the command 'freeze' and check that everyone understands.
- 2 Tell the group that next time you shout freeze you want them to freeze as a frog.
- 3 Give the command 'freeze as a frog' and pull out some good examples e.g. knees bent, body hunched over, spread out fingers like webbed feet, tongue out to catch a fly.

Let them know next time you shout freeze you want them to freeze as a P1 on their first day of school.
- 4 Give command 'freeze on first day of school' and pull out a range of emotions being shown e.g. fear shown through biting nails/hiding, excitement with thumbs up and moving forward. Let them know next time you say freeze you want them to freeze as a highland dancer.
- 5 Give the command 'freeze as a highland dancer' and pull out examples where the group can see the movement/energy/dance even though frozen e.g. balancing foot in mid-air.



PALACE KITCHEN FREEZE-FRAMES

Next try freeze-frames showing some of the jobs from the film and listed on the first page.

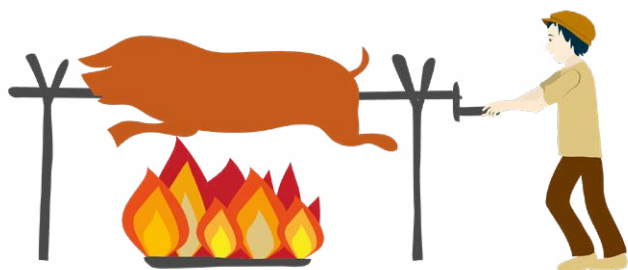
- 1** Split the group into smaller groups. Ask each small group to create a frozen picture of a busy day in the palace kitchen preparing for a banquet with 300 people.
- 2** Tell the groups that they will present to one another so to make sure that each actor can be seen by the audience (the rest of the groups) and that everyone has a role. Give them time to prepare and practice.
- 3** Ask each group in turn to show their work to one another, pulling out examples of clear performance, detail of jobs and activity in the kitchen.
- 4** If the group are confident, explain that if you point to an actor, they can come to life and speak. The audience can ask them questions about their job and what's happening today which the actor can answer imaginatively. This can be used as an opportunity to feed information and re-enforce learning points e.g. it was an honour to have even the lowest job in the Royal Palace or children being at work.

The freeze-frames can be used to explore a banquet with dancing in the Great Hall or you could have some groups prepare Court Kitchen freeze-frames and some prepare Great Hall. They also be incorporated into an assembly presentation (see separate sheet).



TURNBROCHIE

- Turned roasting meat on a spit over an open fire to make sure it cooked properly.
- One side of face always red – side turned to fire.
- Had to be strong, and able to put up with heat of fire all day.



PIE COOK

- Making/kneading the pastry and preparing the fillings.
- Cooking pies and bread evenly in the pie oven.
- Used what looked like a shovel with a long handle to place pies in, move them around and lift out when cooked – you may have seen something similar in a pizza restaurant.



CLEANER

- Pots, pans & plates for 300 people.
- Collect from pantry, get water from the well and scrub! Give pots to cook; lay plates on banquet table.
- Feathers, veg peelings, innards & scraps all over the floor. Quick, get sweeping before the rats get in!
- Sweep & scoop up rubbish. Put down rubbish chute - hold your nose!



SERVERS

- Think themselves grander than the kitchen staff.
- Carry food on platters from serving hatches to guests in great hall.
- Serve King, Queen and those sat nearest them first.
- Don't drop anything in front of the K&Q no matter how heavy the platter!
- Refill drinks and clear plates.



KITCHEN MAID

- Carries water from the well in heavy buckets up many flights of spiral stairs to court kitchen.
- Does anything the cook might shout at her to do – peel potatoes, pluck a chicken, sweep up, fetch water, gut fish.



COOK

The boss in the kitchen managing all the staff, planning the meals for banquets and overseeing everything.



GROUP LEADER AS COOK/MONARCH

Building on from the freeze-frame activity, group leaders can lead role play as the Cook in the Court Kitchen or the King/Queen at a Banquet in the Great Hall.

Introducing and leading the activity

- 1 Have a prop/piece of costume (a hat works well) and explain that when you are wearing it you are the cook/monarch and when you take it off you are back to being their group leader.
- 2 Explain that they can talk during the drama, but it must be in character and said so that the whole group and audience can hear.
- 3 Begin with everyone in freeze-frame doing a job from the Court Kitchen or Great Hall.
- 4 Ask the group to unfreeze and let people settle into finding their actions. In character you can direct anyone not sure what to do e.g. "That meat won't cook itself - come on, turn the handle of the spit so the King can have his roast meat!"
- 5 Have a few cue lines ready which will prompt drama/action e.g.
 - The maid has spilled water
 - The pie makers have burnt the Queen's favourite pie
 - The servant has dropped a platter of stuffed swan
 - The rubbish chute has backed up and is getting very smelly!
 - The Queen wishes to dance
 - Someone at the table has sniffed the food - bad royal etiquette
 - A servant has dropped a platter of roasted swan
- 6 The group leader-in-role can freeze some actors and unfreeze others if the action is getting too noisy.
- 7 At the end of the drama, discuss their experiences (out of role)
 - Do they think they would have liked to work in a royal kitchen? Why/why not?
 - Which job would they like to do the most?
 - How did the guests feel sitting at the King's table?
 - What's different from today and what's the same?



PALACE ROLE PLAY

Building on from freeze-frame work, split a larger group into small groups (5-6 works well) and give them each a scenario - there are some examples below. The role plays could be incorporated into the assembly presentation (see separate resource).

Assembly-style sharing activity

Introducing the activity

- 1** Remind each group of the basics needed for performance:
 - We need a beginning, a middle and an end of the scene
 - All the actors should be involved and have a role
 - Make sure they are facing the audience so that they can see and hear you
 - They should make their voice and actions bigger and clearer than they would in everyday life.
- 2** Give them time to practice.
- 3** Prepare a stage area of the space and an audience area.
- 4** Discuss the rules of being a good audience.
- 5** Number the groups and choose a random running order (pull numbers out of a hat, pick lolly sticks etc).



ROLE PLAY 1

A suspicious-looking group has arrived at the Palace entrance. The Constable (chief of security) and guards must use all their security skills to check the group and keep the King and Queen safe.

- Decide if they are suspicious and, if so, what are they plotting or hiding?
- How will the guards and constable check them?
- What will they discover and how?
- What will happen if the group is guilty?
- How will the scene end?

ROLE PLAY 2

The French Ambassador is coming for dinner with King James V and Marie de Guise this evening. The King and Queen want to impress him.

- Create the scene in the kitchen in the hour before dinner is served.
- What are all the jobs? What are you cooking?
- How do the different characters feel? How will they make those feelings clear to the audience?
- What things might go wrong preparing a banquet for 300 people and what might go well?
- How will the scene end?



ROLE PLAY 3

One of you has been chosen to meet King James IV and this is your chance to ask him for a favour for your family.

Your friends and family need to help you prepare to meet the King and follow royal etiquette.

- Create the scene in the waiting room and then a scene meeting the King himself.
- What are the rules you need to practice and remember?
- What sort of favours might you want to ask the King that will help your family?
- How are all the characters feeling?
- Does the King want to grant the favour?

ROLE PLAY 4

You are guests at a Banquet in the Great Hall. Create a scene which brings to life the food, entertainment, and dance.

- What are you eating and drinking?
- How does it taste?
- Are all the guests remembering the rules for eating in the presence of the King and Queen?
- What are you wearing? How are all the characters feeling and how will you let the audience know? Who do the characters want to impress?
- Does anything go wrong? How does the evening end?

COURT DANCE

Dances were designed to show off fancy new clothes, as well as being up to the minute with the latest dance moves! Other 16th century dances include Pavan, The Volte, Galliard, Gavotte, Courante.

You can find more Information and videos showing dances of period here:

www.earlydancecircle.co.uk

You can access free music to use to try dance in class here:

[Music for Dance Lesson](#) (vimeo.com)

Introducing the activity

- Ask the group to imagine long sweeping skirts in beautiful colours and fabrics or tight fitting doublets with broad shoulders and 3/4 length trousers to show off strong legs!
- Explain that with each dance step, feet should come together.
- Explain that their posture should be upright and as tall as they can make themselves
- Demonstrate the dance step below and ask the group to copy you at each stage, putting all of the steps together when they are confident.

Basse Dance steps

1 Three steps to the right, three steps to the left, two steps forward, two steps back, clap hands three times.

2 Two steps to the left, two steps to the right, three steps back, three steps forward, clap hands three times.

3 Three steps to the right, three steps to the left, two steps forward, two steps back, clap hands three times.

Extension task

Can they make a 21st century version of the Basse Dance with some current music?

