



STEPHEN  
JOSEPH  
THEATRE  
SCARBOROUGH

# Parent/Teacher Pack

## KS2

The next pages have some information to help children work through our KS2 Activity pack and suggested follow up activities they could do.

### SJT Facts

- Stephen Joseph, mounted Britain's first season of professional theatre-in-the-round in a small concert hall above the public library in Scarborough. It moved to Westwood, the former boys' High school, in 1976 then to the present site in 1996.

#### [The Library Theatre, Scarborough](#)



- 2019 marked Alan Ayckbourn's 60th anniversary as a playwright.
- He was Artistic director from 1972 until 2009 when he retired. He still premieres his plays and directs although he is over 80 years old.
- There are 2 theatre spaces – The Round which is the theatre in the round so called because the audience sit around the stage.
- The McCarthy Theatre which is situated in what was originally the Odeon cinema. This is a more traditional end stage theatre.

- Alan Ayckbourn led the move to convert Scarborough's former [Odeon](#) cinema into the company's present home - the [Stephen Joseph Theatre](#) - into which it moved in 1996.

- There are 9 departments  
Management – The Executive team  
Marketing Finance  
Fundraising and Development  
OutReach – Education / Community  
Front of House  
Box Office  
Production – set design, costume design, stage management and technical departments (sound, lighting, streaming, cinema)  
Programming and Producing (includes new writing literary programme)  
Archive

- OutReach activities for young people

Youth theatre – Rounders (all ages)  
Youth choir – Young voices  
Dramarama days- holiday activities  
Fuse – inclusive theatre sessions

- OutReach activities for adults

Global voices  
Funky choir  
Scriptreading  
Book club  
Beyond the stage – meet the actors/ directors  
Dementia friendly movement  
Write stuff

- Outreach Schools

The OutReach department offer a range of activities such as theatre tours, workshops, production support and specific activities linked to the National Curriculum. For more information contact Diana Logan Associate Director (Education).

## Creative writing ideas/prompts

As nervous as a \_\_\_\_\_.

My legs are like quivering \_\_\_\_\_.

Waiting silently adrenalin pulsing through \_\_\_\_\_.

Silently like a \_\_\_\_\_ I move backstage.

Proudly I take a \_\_\_\_\_ as the audience \_\_\_\_\_

\_\_\_\_\_.

The stage is my \_\_\_\_\_.

The spotlight \_\_\_\_\_ me.

Poised, I wait for \_\_\_\_\_.

## Glossary

<b>actors</b>	-the people employed to perform a show
<b>auditorium</b>	- the room in the theatre containing the stage and the seating for the audience.
<b>backstage</b>	- the hidden areas where actors wait to make an entrance and props are kept. This is not open to the public.
<b>Box Office</b>	- the place to buy tickets
<b>costume</b>	- what an actor wears
<b>dressing room</b>	- a place where actors put on their costumes
<b>end stage</b>	- a theatre where the stage is at one end of the room so that the actors face the audience

<b>entrance</b>	- when an actor comes on to the stage
<b>exit</b>	- when an actor leaves the stage
<b>foyer</b>	- the entrance to the theatre
<b>front of house</b>	- anywhere that the public go in a theatre
<b>gel</b>	- a coloured filter used in theatre lanterns to change the colour of a set
<b>gobo</b>	- a template placed over a lantern to cast a shadow on the stage to create a special effect eg. Leaves
<b>Green Room</b>	- a place where actors can relax. One of the origins of the name is thought to be because lime was once burned to light theatres and it cast a greenish glow so rooms looked "green"
<b>lighting box</b>	- a small room from which the technicians can control the lighting and sound
<b>mesh</b>	- a very strong 'net' made of wire which allows technicians to change lights
<b>Odeon</b>	- Stands for "Oscar Deutsch Entertains Our Nation" It was the name of a successful chain of cinemas which were started in the 1930s. The Stephen Joseph Theatre used to be an Odeon cinema
<b>performance</b>	- the finished production that is shown to an audience

- prop** - an object used in a play. Short for “property”
- rehearsal** - a practice of a play or anything that is to be performed
- (The) Round** - a style of theatre where the audience sits around the stage
- run round** - the backstage area of the Round , a corridor that runs under the audience’s seats so that an actor can exit by one Vom and re-enter from another
- script** - the words that the actors learn. Written by a playwright.
- set** - anything on stage that helps the audience to understand where they are
- stage** - the area where a play or show is performed
- vom** - where the actors enter the Round. Short for “vomitory” which is a Greek word meaning to throw up
- wings** - the area to the side of a conventional theatre where actors wait

# Follow up activities

linked to the National Curriculum

## Geography

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
1. Draw own maps of the area.
  2. Plot routes to theatre.
  3. Geography of the area. Discuss reasons for putting a cinema/ theatre at this location.

## History

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
  - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
  - gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
1. Ask questions about the theatre. Location? Design? Architect? Oscar Deutsch? Art Deco movement? Research. Chronological report on changes from 1930 to today. What affect did the war have on the cinemas?
  2. List similarities and differences between the Odeon cinemas of the 1930s.
  3. Create a timeline from 1930s to the present day.
  4. Look at Pathé news reels. Why were they important? Why did they stop? Film your own version.

## Art and Design

- about great artists, architects and designers in history

1. Design your own Odeon adhering to the 1930s style.
2. Sketch specific features of Art Deco design.
3. Research 1930s colour schemes. Create a mood board.
4. Design posters and programmes.
5. Make models of an Odeon cinema. Use your own designs.
6. Design costumes.

## **ICT**

- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

1. Design a webpage for the Stephen Joseph Theatre
2. Design a webpage for a particular play
3. Create a review blog / vlog for a particular play or theatre.
4. Design a theatre programme.

## **Science**

### **Sound (Year 4)**

- identify how sounds are made, associating some of them with something vibrating
- recognise that sounds get fainter as the distance from the sound source increases.

1. Investigate sound in the theatre. Need for silence. Use of music. Use of sound effects. Voices. Create a sound plan of the theatre where different sorts of sound is used.

### **Sound (Year 5)**

- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
1. Look at the use of sound in a theatre. Include silence. Create a radio play with sound effects made with everyday materials.

## **Light (Year 3)**

- recognise that they need light in order to see things and that dark is the absence of light
  - notice that light is reflected from surfaces
1. Look at the use of light in the theatre. Design a set or use a set from a play that you have seen and create a lighting plan. Remember the voms must stay dark, there must not be any reflected light from costumes or props in the wrong place. Think about how shadows can be cast to create a good effect.

## **PSHE**

1. Discuss who might have difficulty accessing the theatre. Suggest ways that the theatre could make performances accessible. Suggest ways that the theatre actually make performances accessible.

## **Maths**

1. Cost a production. Think about all the departments. Who needs to be paid? If they all get £240 per week how much will it cost? How long could you put the show on for? How many seats would you need to sell at £10 to make a profit? What else do you need to pay for as well as personnel?
2. Write problems surrounding cost of seats. If the production costs £30,000 to put on how much do you need to charge for seats. How do you make a profit?

## **Literacy (lower KS2)**

- pupils should write in narratives, creating settings, characters and plot
1. Create a character.
  2. Write a play.
- write by organising paragraphs around a theme.
1. Diary – a day in the life of a theatre.
- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

1. Write a letter to the Artistic Director to persuade him to give you a job.
2. Write a report about accessibility in the theatre.
3. Write a review of a play.
4. Write instructions on how to get to the theatre.

### **Literacy (upper KS2)**

- write by using a wide range of devices to build cohesion within and across paragraphs
  - use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
1. Biography – Write a biography of Stephen Joseph, Oscar Deutsch or Alan Ayckbourn.
    - describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
  1. Write a narrative based on a play you have seen. Compare the genres.