

ALMEIDA THEATRE



As Waters Rise: Text and Character Work

Scene Analysis

Using the transcript ask your students to select the scene they found most engaging.

Ask them to find another student who chose the same scene as them and discuss what elements they found the most engaging and why they felt the scene was so successful.

They should consider:

- The dialogue – Did they find it realistic? Were there things that went unsaid between the characters? Were there moments of tension or conflict? Or was it comedic?
- The objectives within the scene – What was each character trying to achieve? Were the objectives met?
- The use of sound effects – When were they used and what difference did this make to the performance of the scene?
- The purpose of the scene within the wider play – Why is this scene essential to the telling of the story?

Students could also select the scene they found least engaging and discuss what they would change about it.

Exploring Vocal Performance

Give the students a scene to work on in small groups:

- Ask them to read the scene aloud sitting down.
- Then ask them to stand up and act out the scene, noticing what happens to their voice depending on how far away they are from each other and what the action of the scene is.
- Finally ask them to sit back down and read it aloud again, keeping all the inflections in their voice from the standing up version.

Extension:

- Ask students to choose three words that describe their character's personality in the scene (for example,

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moody, thoughtful, bored).

- Then ask them to rehearse the scene again and try to convey their personality just through their voice.
- They can then perform their scene to the rest of the class and you can ask the audience what personality descriptions they got from listening to the performance.

Exploring Sound

For these exercises, select a scene with a number of sound effects.

- Ask student to read the scene silently to themselves, picturing the scene as clearly as they can in their mind.
- Ask them to put the script down, and close their eyes. They should focus on exactly what the setting of the scene looks like in their mind's eye.
- Now ask them to imagine what the scene sounds like.
- Once they have a clear sense of the sounds ask them to work together in small groups (or as a whole class) to create sound effects that capture the sense of place. This could be with or without props depending on what materials you have available.

Extension:

- Ask the students to work in large groups. You will need enough people in each group for some to be actors and others to create sound effects.
- Give the sound effects group some relevant tools (e.g. newspaper, bowl of water with cups to pour it, pots and pans – whatever the scene might need that you have to hand).
- The actors sit on chairs to read, the sound effects group stand behind them to provide the soundscape of the scene.
- When each group performs their scene, ask the audience to close their eyes while they listen, then report back on what sounds were effective and helped to create the environment for the scene.

Character Work

While preparing to record *As Waters Rise* the young company created additional material to better understand their characters:

These can be viewed on the website [here](#).

You might want to get your students to explore the characters more by asking them to create one or more of the following:

- Character mood boards
- A fake twitter account for their character. They thought about who they would follow and what they would tweet.
- Text messages between characters.
- Props that are referenced in the scenes: i.e. the actor playing Frankie wrote out Frankie's essay.
- Vlogs/blogs/diary entries.