William Shakespeare’s
The Tempest

An Exploration of Identity through Participatory Arts Practice
Introduction

This presentation will highlight some of the key stages that were involved in a collaborative integrated arts project that has taken place between social care students at DkIT and participants from Rehab Care, Dundalk and DCU who part funded the project.
Presentation Outline

- Introduction
- Background to the Project
- Research Design/Methodology/Approach
- Preliminary Findings
- Implications
- Screening of film
- Q and A
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Drama Co-ordinator of Encore Productions, RehabCare, Dundalk.
Key Principles

- Inclusivity
- Equal voice
- Development of creative arts skills
- Promotion of discourse.
- Development of trust
- Community awareness
- Confidence
- New friendships
Prospero
A powerful sorcerer who was banished to this island ever since his brother, Antonio, stole his dukedom.
Ariel
A spirit of the island, over whom Prospero becomes master after ousting Sycorax. Ariel is the source of Prospero's magical powers and works for him somewhat against her will.
From childhood innocence to womanhood...

Miranda lives under her father Prospero’s strict control until she falls in love with Ferdinand, Antonio’s son.
Caliban

From Heir to Slavery to Freedom...

Caliban, the rightful heir of the island but since stripped from his position and enslaved by Prosporo.
The TEMPEST,

A Manner by Shakespeare.

Prepared by Mr. MOSSOP, Mr. HOLLAND, Mr. YATES, Mr. BERRY, Mr. YOUNG, Mr. PRITCHARD, Mrs. VERNON, Mr. BEARD.

A Grand Piece of Fantastick Spirits.

Horus Hooker.
Session One

An Introduction to ‘The Tempest’

- Team building games and exercises
- Introduction to Characters and Plot
- Story Stick
- Role signifiers & Significant props
- Role on the wall Identifying four key characters; Miranda, Prospero, Caliban and Ariel
Session Two
Visualising the world of the key characters

- Mind mapping character worlds
- Visual aids – various representations of characters and approaches to realizing characters and imaginary worlds
- Creating a model box to represent the world of the key characters from Shakespeare’s Tempest
- Exploration of the elements; fire water, earth and air
Session Three

Journey of Shakespeare’s characters

- Time-lines, story maps of characters key moments (i.e. Caliban’s journey from slavery to freedom)
- Ensemble Playing
- Still image
- Sound collage
- Mirror work
- Body Sculpting
- Mime
- Symbolic gesture
Session Four

Realising characters in visual form

Mask making, prop making, costume, backdrops, Giant parade puppet (i.e. Prospero)
Research Question

What are the outcomes of using participatory arts methods to engage participants in collaborative meaning making?
Research Methods

- **Time Line**: 20hrs contact. Jan- April
- **Setting**: DkIT
- **Population**: 24 BA Social Care Students & 4 adults with mild to moderate intellectual disabilities, who are service users of Rehab Care.
- **Data Collection Tools**: Anonymous Survey, film, photographs of the artistic process, visual artefacts, student reflections.
- **Data Confidentiality and Storage**: Ethical considerations & Risks.
Survey Questions

What artistic methods did you find most meaningful in exploring the theme of Identity in Shakespeare’s Tempest? And why?

Did participation in this project reveal new learning surrounding the theme of identity and its relevance to the wider society? If so, identify in what way?

Did participation in this project reveal new learning surrounding about yourself? If so, identify in what way?

Has participation in this project provided artistic gains for you? If so, what are these?

From your experience, what do you consider to be the successful features of this participatory arts project in exploring the theme of Identity?

What were the challenges and limitations involved in this project in terms of your exploration of the theme of Identity?

How might the project have reached its full potential?
Project Findings
1. Meaningful artistic methods

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<tr>
<th>REHAB CARE</th>
<th>DkIT STUDENTS</th>
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<tr>
<td>Puppet making &amp; clay modelling</td>
<td>Mind Maps</td>
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<td>Story Maps</td>
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<td>Movement</td>
<td>Role-play</td>
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<td>Character work</td>
<td>Acting</td>
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<td>Meeting DkIT students</td>
<td>Visual methods – Character Realisation</td>
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‘I found everything intriguing’
2. Theme of Identity

**REHAB CARE**

Importance of fairness

Identity behind the mask

Awareness of own strength

‘It made me think about my character, my strength, my body movements’

‘It made me feel that I am a romantic ladies man just like Ferdinand- I buy chocolates for girls’

**DKIT STUDENTS**

Aspects of identity; power and control

Links with ideas and concepts in Psychology module

A better understanding of the key characters in ‘The Tempest’
3. New learning about yourself

Finding one's voice

Importance of helping others

Importance of friendship

‘It made me feel I was very different from Miranda - not alone’

REHAB CARE

DKIT STUDENTS

Working as a team can be engaging & challenging & confidence building.

Overcame fear of drama

Feeling more creative

Value collaboration

New learning about materials/methods for artistic expression

More confident during drama performance and in front of an audience
4. Artistic Gains

**REHAB CARE**

- Confidence
- Importance of stillness
- Movement
- Puppet skills
- Acting skills & Character study
- Voice production

> ‘I feel more ready to play a bigger part’

**DKIT STUDENTS**

- Enhanced Creativity
- Ability to open-up to new ideas
- Knowledge of how to facilitate group projects
- Developed artistic skills
- Improved abstract thinking
- New learning about methods for artistic expression
- Creating puppets
5. **Successful features of Participatory arts project**

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<th><strong>Rehab Care</strong></th>
<th><strong>Dkit Students</strong></th>
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<tr>
<td>Friendships</td>
<td>Thinking more about people’s identity and what shapes it</td>
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<td>Storytelling</td>
<td>Effective communication</td>
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<td>Mix of skills</td>
<td>Teamwork</td>
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<td>Exploring the fictional landscape of the tempest, the island and cave.</td>
<td>Working with participants from RehabCare</td>
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<td>The use of drama and art to bring out the character</td>
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<td>Highlighted everyone has strengths and qualities</td>
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<td>Mind maps</td>
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<td>Viewing the performance as a whole</td>
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6. Challenges and Limitations

- Time constraints (limited time)

Different suggestions, opinions

Acting - struggled a little with drama (in terms of exploring identity)

Team building

Side tracked exploring ‘Power’

Being creative
7. How might the project reach its full potential?

Rehab Care

‘Let it go on longer’

‘Just more more! More time together’

‘Making a difference… the potential is political’
The Tempest by William Shakespeare
An Exploration of Identity through Participatory Arts Practice.
Future Plans

- Complete a full evaluation of this project, and produce a research paper.

- RehabCare’s drama company *Encore Productions* are currently touring a Full Stage Theatre production of *The Tempest*. 
ENCORE PRODUCTIONS

NATIONAL TOUR OF THE TEMPEST: Funded by Creative Ireland and Rehab Care. Drawing its cast from Rehab Care Dundalk. The theatre company, managed by Drama Facilitator, Sandy Sneddon was founded sixteen years ago and offers adults with intellectual disabilities a platform to develop their creativity both on and off stage.
References


THANK YOU!

For more information about the research itself:

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