

Group Statement:

To promote the ideology of there should no be any discriminations between races and nationalities. We should respect and embrace different cultures and people from different parts of the world. We are going to present this ideology (moral message) to our target audience, Y2 students (aged around 7 to 8) through the use of puppetry Puppet Theatre theatre with adorable puppets, and different theatre techniques.

Artistic Intention:

After a few lessons of discussion and trials, the story that my group agreed to promote is about the importance of respecting and embracing different cultures and people from different parts of the world. The reason is because we realize it is a devastating issue in our society of the existence of racism, majority of people tend to make basis judgment and conclusion based on the people's race, colour or the language they speak. One of the notable example is the racism and discrimination between people who live in Hong Kong and the people who live in Mainland China, where a lot of offensive verbal or physical assault were made from both parties, which can be seen in the press and newspaper.

It is more ironic that Hong Kong people and China people are blood related. Therefore, as an IB student, as a Global Citizen, we do agree that we should educate the students and kids from a younger age of the importance of respecting and bracing different culture, colours, races and language, through an interactive, entertaining through a puppetry performance.

Besides this prominent example of the racism and discrimination between people in Hong Kong and the Chinese. Through this puppetry performance, our group's main focus will be focusing on the racism and discrimination between western people and asian people in general. And educate our target audience (Y2 students), that we should not discriminate other human in our society based on the difference in culture, the skin colour, the language we use.

So far, we have planned and designed the storyline that be located at the school, where there will be 2 Western snakes and 1 Asian snake, representing the original students and a newly arrived student respectively, which both symbolize the current discrimination and racism between both nationalities. Moreover, there will be a teacher (acted by human) involved in this performance. The story will be started where the teacher at school was introducing the newly arrived student (the Asian snake) to the students (both Western snakes). Prior to the introduction of the newly arrived student, both students are very excited of the new student, as they thought they could make some new friends. However, when both students find out the newly arrived student is from Asia, their attitudes quickly changed. Throughout the plot, both old students are continuously making fun of the new student and also disagreeing on the new student without any significant evidence. For example, both Western students are mocking of the new student's name, "Some Ting Wong" to be "Something Wrong". At last, the resolution of the conflict will be ended as the new student

approach the Western students and volunteering to teach them after they failed the assessment.

In addition, we are going to use different theatre techniques and to take different extraordinary approaches for delivering the artistic intention and the moral message of “The importance of respecting and embracing different culture and people from different parts of the world” to our target audience, the Y2 students.

First of all, we are going to implement human interaction between puppets. As we all know, since our target audience is younger age Y2 students, therefore, by including some sense of humor through human interaction between puppets, we can effectively deliver the moral message to the audience. This technique will be applied at the beginning of the play and during the play. Essentially, the human (me) will be acting as the teacher in the story. During the performance, I will be acting as the teacher and to inform the puppets snake that they are going to have an assessment, after the information from the teacher, the reaction and interaction between the snakes will be hilarious as they are resisting to have an assessment, the level of entertainment will be continued to increase as the teacher introduced a new student to the class, where both original snake are very excited to know whether the newly arrived snake will be a boy or a girl. I think this technique will be very effective for grabbing the audience’s attention as the younger kids will certainly be entertained when we are delivering some jokes at the start through the interaction between the snake (student) and the human (teacher).

Secondly, I have suggested and all team member agree that we are going to implement synchronization of the hand movement at the beginning of the performance. This techniques we learnt in previous lessons will be applied when the both snakes (the students) firstly appear to the audience. Basically the movements both snake will be doing simultaneously is yawning as they didn’t sleep in the previous due the heavy academic workload. Also when both snakes are not paying attention to the teacher, as the teacher introduces there will be a new student joining the class, both snakes are so excited about it and turn the direction to the teacher in synchronized movement. We believe by implementing the synchronization of the hand movement, it can certainly attract and grab the audience's attention, hence effectively deliver the message and communicate with the audience.

Last but not least, one of the major implementation of techniques for attracting and communicating with the audience effectively is use of different languages. As we all experience previously, most of the performance are presented with only English dialogue, where only English are used on stage for communicating with the audience. However, for this time I would like to do some revolutionary, or at least less stereotype, which is implementing different language to our play. In one scene, when the Asian snake (newly arrived student) wants to say “hello” to the 2 Western snakes (students), instead of using English when pronouncing this word, I decided to use Mandarin to pronounce the “Hello” word. Since I think by using different language and pronunciation, the children (especially for younger primary student) the can easily understanding both snake have different nationality and speak differently. Also they will be able to distinguish between the Western snakes and

Asian Snake immediately. Hence, effectively communicate with our target audience and able to deliver the message to them.

3 photos that evidence your INDIVIDUAL contributions/ideas with text to explain (focus on how you DEVELOPED your skills) (Bi and Cii)

1. Synchronization of Hand Movement



From this photo, you can Aidan and Arthur were practicing the synchronization of hand movement at the beginning of the play. Although, I am not a being a part of this scene when apply the hand synchronization, however, I do play a major role and contribute a lot to the team when applying this method. First of all, I have suggested this technique to my group at the beginning in order to increase the level of entertainment of the performance, and also being an instructor that helps them to practice the timing for the synchronization in a third person perspective. Throughout the process, although I was not directly involved in this technique, however I have also developed a lot of my knowledge and understanding for this type of hand synchronization. For example, throughout the process of observation, I realized that they were lacking of variety in terms of speed when synchronizing the hand movement. After a series of critical thinking, I have developed my own knowledge and also consistently give a lot of advice to both group members in order to have different speed in synchronization of hand movements, while also able to move simultaneously with the correct timing.

2. Change in Pitch, Voice and Language



From this photo, I was practicing the human interaction with the puppets controlled by my group mates. Throughout the process, I have suggested to use different voice level, pitch, tone and language to indicate different character in the play. This technique that I have suggested is very significant as the puppet that we are using are emotionless. Meaning we can convey and express the character's feeling and the moral message throughout the use of facial expression, therefore by alternating the pitch, voice and language at a certain moment, it can effectively express the feeling that the characters have in this story. For example, one of the most significant example from my practice was where I have to be the teacher and the snake in performance. In order to clearly distinguish the difference between the teacher and the Asian snake, I intentionally used a lower pitch and fluid English to represent the teacher. On the other, I intentionally used a more childish tone and higher pitch but slow pace of talking, most importantly apply some Mandarin (Chinese) pronunciation to represent the shy snake from Asia. Throughout the process, I have developed my individual skills in alternating different voices, pitch and other related aspect of my voice in front of a mirror while recording my voice. By listening to my recordings, I can understand where I have to use a higher or lower pitch, or using a faster pace of speaking. Therefore, after repeating this process, I have finally mastered skill of using different voices at a certain moment, for a particular character in order to effectively deliver the message and the feeling of the character to the audience.

3. Practicing to give “life” to my puppet



From this photo, I was practicing on different methods for giving “life” to my puppet. For this phrase, “giving life to my puppet”, it means using my hand gestures and finger movements to imitate the breathing motion and other minor motions that a normal animal or other living thing will do. Through developing this technique, it can help my puppet to be more alive and having more dynamic to the overall puppetry performance. During the development process for this technique, I initiated by observing and learning the minor movement of a real life animal, for example I have been continuously watching the breath motion and movement of a cobra snake (such as head circling movement) from Youtube, after I understand the minor movements of a cobra snake. I was able to practice and imitate the motion of a cobra using hand and fingers with my puppet. After a series of training and practice, I was able to develop the technique to imitate the minor motion and breath motion of a snake with my hand, allowing the overall puppetry performance to me more realistic and entertaining, as opposed to typical puppetry performance where most of the puppets are very static. At last, after I have mastered this techniques, I had suggested to all of my group mate to use this similar techniques in order to increase the overall realism of the performance. Therefore, throughout the practice session, I had continuously give a lot of advice to my group mates regarding the usage of this technique. At last, we are able apply this technique into our final performance.