

ART & LANGUAGE PROGRAM 2019 ACTIVITY REPORT



PROGRAM: ART AND LANGUAGE

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| Program Date: | 13 th Oct-15 th Dec |
| Program Total Time: | 30hrs |
| Beneficiary Schools: | Shree Srongtsen Bhrikuti High School and Namgyal High School |
| Indirect Beneficiary Schools: | Shree Mangal Dvip School and Manjugosha English School |
| Total number of Beneficiaries : | 119 |

NAMGYAL HIGHER SECONDARY SCHOOL



SRONGTSEN BHRIKUTI BOARDING HIGH SCHOOL



INTRODUCTION ABOUT ART AND LANGUAGE PROGRAM 2019

The Art and Language program is designed to provide creative education and skills development through innovative approaches alongside traditional approaches currently implemented in Nepali education. It operates for 3-4 months a year, every week with after school activities. There are three sections to the course: 'Art and Design', 'Spoken Word Poetry' and 'Drama'. Specifically designed to help children develop their language competency whilst nurturing various skills in creativity, collaboration, critical

thinking and communication skills the course is multi-faceted. It is fundamentally student-centered with experiential learning at every level tremendously increasing the level of students' engagement and enthusiasm in their learning. By the end of the program each student will develop and perform poetry, drama and create an artistic design displayed in a public gallery in Kathmandu. It is confidence building, collaborative at its core, enhances communication skills and nurtures students' creative spirit.

OBJECTIVES:

- ❖ To provide a different but equally viable alternative approach to knowledge through the mediums of Art such as Drama and Spoken word Poetry, in that it seeks to use intuition, imagination and rational thinking as a method of learning.
- ❖ To encourage integration of imagination, thinking and feeling through Art and Language helping them to develop self-esteem.
- ❖ To develop their speaking skills (*focus here being mainly on the development of the skill rather than the language itself*).
- ❖ To build students' confidence along with creative expression and teach them the importance of cooperation through collaboration.
- ❖ To provide opportunities and exposure for the students to help them learn and explore about art and language and use it to benefit their personal development.
- ❖ To help students acquire and develop dramaturgical skills. (***Dramaturgy** is the study of dramatic composition and the representation of the main elements of drama on the stage. **Dramaturgy** may also be broadly defined as "adapting a story to actable form." It gives a performance work foundation and structure.*)
- ❖ To assist students in appreciating the culture and in developing an understanding of cultural change and diversity.

This year EduLift focused on Drama and its other forms as 'Poetic Play' and 'Spoken Word Poetry' to introduce new poets and poems, for this, we chose an exceptionally well written poem '**The Torrent of Youth**' by **Dhondhup Gyal**.

Dhondhup Gyal, also considered as the founder of modern Tibetan Poet was born in



Amdo, Tibet. He studied in a local school in Nangra and later joined Qinghai Radio Broadcasting Station in Xining. The poem “The Torrent of Youth”, was a rousing ode to Tibet that celebrated the vitality of Tibetan Youth, and had an enormous impact on the landscape of Tibetan literature. It inspired not just writers and intellectuals to read and write poetry, but even many young ordinary Tibetans.

The Art and Language Program 2019, revolved around this very poem and EduLift along with the participants were able to prepare a Spoken Word Poetry and a drama performance on ‘The Torrent of Youth’.



EduLift started this program in September 2019 and concluded in December 2019 with a Final event. The facilitators always made sure that the Role of the Facilitator is not only to teach but to create an environment where students can learn. The shift from Teacher centered to learner centered methodology has always been the core of our every session.

This method was proven effective yet again when the students resulted to be highly engaged and motivated in turning the idea of creating a ‘Drama and

Spoken word Poetry performance’ into a beautiful reality resulting a successful final event.

In the beginning, 80% of the participating students were found to be reserved and diffident. The students were lacking communication skills and were afraid to initiate and collaborate with their fellow mates. Therefore, the facilitators initiated the sessions with ice breaking activities and individual/pair/group activities.

The sessions were conducted in consideration with the following:

(we: the facilitators and the participating students)

- ❖ We applied close reading to the content. (the poem and the script)
- ❖ We analyzed the characters, roles and made inferences.
- ❖ We had a discussion where we asked and answered questions primarily based on the poem and the script.
- ❖ We interpreted the poem and the script in alignment with the students learning capacity.
- ❖ We developed democratic option for the students to choose the characters they felt comfortable in being a part of.
- ❖ We designed the costumes, sets, and props required for the performance.
- ❖ We made a habit of giving feedback and suggestions to each other from the beginning of the sessions till the final play.
- ❖ We worked together onstage and offstage and solved each other problems.
- ❖ We developed a sense of belonging where we motivated each other.



LESSON PLANNING:

For every session, EduLift tends to follow the following framework. (The framework is designed and implemented as per the resources, time limit and other sudden external factors.)

Warm Up (Explore): Before starting the actual session, warm up activities is done that lasts for around 10 minutes. This prepares a learning environment which is more fun and comfortable for the students. The series of activities allows them to stay active and be involved as a team player.

Class (Experience): It is the process where the facilitator introduces the tentative plan for the session and implements it accordingly. Through this process, the students get to understand the objective of the session and learn as planned by the facilitator within the time limit.

Closing (Expand): The closing phase focuses on receiving feedback and to see if the students have received the intended message or not. This is being done via questionnaire sessions, quiz, sharing, and verbal/written assessments. This helps the facilitator to plan better and be prepared for the next session.



Sample of our lesson planning per day

| Time | Activity |
|-------------|---------------------------------------|
| 03:45-04:00 | Greetings and warm up activities |
| 04:00-05:00 | Implementation of the session planned |
| 05:00-05:10 | Review |

KEY ACTIVITIES

- ❖ Students were exposed to the importance of literature where they learned to fill the gap between modern and traditional genres as poetry and Drama.
- ❖ Students were exposed to 'spoken word Poetry', learnt reciting poems along with its components such as metaphor, hyperbole and simile.

- ❖ Students developed language skills through dialogue delivery and recitation practice through proper pronunciation, intonation & body language.
- ❖ Students were involved in creating pair poems as a medium to express them.
- ❖ Students were trained in developing life-skills such as creativity, collaboration, communication and critical thinking skills through different phases of Drama such as Theatre, Fiction, Improvisation and Rehearsal.
- ❖ Students were exposed to different Ice Breaking activities and warm up games where they pushed themselves out of their comfort zone.
- ❖ Students were engaged in exploring their potentials through experimenting themselves in different situations and Scenarios.

OUTCOMES

This year, the outcomes of the art and language program have been very visible. The participants were highly motivated during and after the successful completion of the program. In EduLift, we believe that our participants are our strength in making the programs impactful.



THIS YEAR THESE PARTICIPANTS:

- ❖ Were able to explore and learn about the importance of literature
- ❖ Improved their speaking skills through the daily sessions and experiential learning activities.
- ❖ Were able to practice and improved their confidence; the art of public speaking.
- ❖ Learned to use poetry and drama as an effective means to communicate to a larger audience.

- ❖ Are now able to interpret character from written texts and make use of objects, space and bodies symbolically.
- ❖ Understood the different aspects of drama through maximum collaboration and 100% participation.
- ❖ Students learned to remain positive be supportive in some facts of difficulties and disappointments that they may have encountered.
- ❖ Students were highly motivated by the facilitators and were self-motivated to explore their capabilities and learn more. There was a positive change in attitude among the students; being more confident and enthusiastic as a result of the completion of the program.

FINAL EVENT - 'THE TORRENT OF YOUTH, A TRIBUTE TO THE POET DHONDHUP GYAL'

The final event was conducted on December 10, a special day to celebrate the Nobel Peace Prize Day, we took the opportunity to prepare and showcase a poetic play and a Drama performance prepared by the Art and Language participants from Shree Srongtsen Bhrikuti Boarding School and Namgyal High School. Besides these two primary participating schools, we also invited and hosted 69 students from two other schools; Shree Mangal Dvip Boarding School and Manjukosha English School. The main purpose of inviting and including the two schools was to initiate collaboration among the schools and develop communication and good rapport.

The final event was concluded in two phases; the first phase started with a poetic performance on the poem itself in an English language. The performers were the participating students of class 8 and 9 from Shree Srongtsen Boarding School, whereas, the second phase was a Drama performance on the poem by the participants from Namgyal High School. This particular performance was innovative in itself having no dialogue but only few narrations. The final event was time effective and to the point. The main focus was to provide a platform for the participants to showcase their skills and capabilities using Art and Language as a medium. The performance was highly enjoyed and



appreciated by the audience. The poetic play and drama performance resulted to be a subtle medium of Arts through which the message of the poem "The Torrent of Youth" was delivered.

The drama performance was showcased in Namgyal High School as well. A drama performance by their own school mates resulted to be a direct medium to encourage other students to explore and experience learning opportunities outside their academic life.

All the participants were acknowledged for their effort and amazing performances with a certificate distribution ceremony in front of the whole school. Also, both school administrations were appreciated for their continuous collaboration with EduLift and supporting our programs and mission in an attempt to re-think education



ART AND LANGUAGE PROGRAM 2019 - " THE TORRENT OF YOUTH" POETIC PLAY

The school administrations of all four schools were highly cooperative and encouraging in making the Art and Language 2019 successful.

TESTIMONIALS

The Art and Language program 2019 was highly appreciated and acknowledged by the school administration of both Shree Srongtsen Bhrikuti School and Namgyal High School. The administration appreciated EduLifts' effort and encouraged us to keep conducting further more programs.

"Our school has limited resources to provide art sessions for the students such as Drama and Spoken word poetry, so thank you EduLift for bringing the Art and language program in our School".-

-Miss Nyima la (School principal, Shree Srongtsen Bhrikuti Boarding School)

"At the final event, I got to witness some students whom I have never seen taking part in any extracurricular activities, but today they performed really well and I was proud to see my students be on the stage performing confidently." -

-Mr. Jampa la (School Headmaster, Shree Srongtsen Bhrikuti Boarding School)

"Today, what I witnessed was beautiful. The students of Namgyal executed every character so precisely. Their acting skill was commendable and i thank EduLift for bringing such programs again and again in Namgyal School. Our students have truly benefited and i wish to see more future collaborations happening."

-Mr. Palden la (School Headmaster, Namgyal High School)

